

Fiscal Unit/Academic Org	Economics - D0722
Administering College/Academic Group	Social And Behavioral Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Economics
Proposed Program/Plan Name	Economics
Program/Plan Code Abbreviation	ECON-BA
Current Degree Title	Bachelor of Arts

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		55	36.7	40	3.3
Required credit hours offered by the unit	Minimum	45	30.0	30	0.0
	Maximum	45	30.0	33	3.0
Required credit hours offered outside of the unit	Minimum	5	3.3	7	3.7
	Maximum	5	3.3	7	3.7
Required prerequisite credit hours not included above	Minimum	5	3.3	3	0.3
	Maximum	5	3.3	3	0.3

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- A. Students improve the substantive knowledge of economics and public policy issues.
 - B. Students improve their analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills
 - C. Students improve their communications skills.
 - D. Students are prepared for graduate school and/or employment.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

For our assessment, we use a variety of direct and indirect methods, none of which depend upon whether the program is run under quarters or semesters. As a result, we do not anticipate any changes to our assessment practices under the semester system.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

Econ2001.01/.02

Attachments

- Econ prog conversion materials to Mumy.pdf: Chair Letter
(Letter from Program-offering Unit. Owner: Ramirez, Ana G)
- semesterConversionEconBAproposal November 18 2010.pdf: BA Proposal
(Program Proposal. Owner: Ramirez, Ana G)
- Division Cover Letter for Economics.doc: Letter from College
(Letter from the College to OAA. Owner: Mumy, Gene Elwood)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramirez, Ana G	07/27/2010 08:52 PM	Submitted for Approval
Approved	Weinberg, Bruce A	07/30/2010 04:55 PM	Unit Approval
Revision Requested	Mumy, Gene Elwood	10/12/2010 01:47 PM	College Approval
Submitted	Ramirez, Ana G	10/14/2010 04:27 PM	Submitted for Approval
Revision Requested	Weinberg, Bruce A	10/19/2010 03:59 PM	Unit Approval
Submitted	Ramirez, Ana G	10/20/2010 11:37 AM	Submitted for Approval
Revision Requested	Weinberg, Bruce A	10/20/2010 12:21 PM	Unit Approval
Submitted	Ramirez, Ana G	10/20/2010 01:23 PM	Submitted for Approval
Approved	Weinberg, Bruce A	10/20/2010 03:41 PM	Unit Approval
Revision Requested	Mumy, Gene Elwood	10/27/2010 11:37 AM	College Approval
Submitted	Ramirez, Ana G	11/18/2010 11:06 AM	Submitted for Approval
Revision Requested	Weinberg, Bruce A	11/18/2010 11:16 AM	Unit Approval
Submitted	Ramirez, Ana G	11/18/2010 11:26 AM	Submitted for Approval
Revision Requested	Weinberg, Bruce A	11/18/2010 11:38 AM	Unit Approval
Submitted	Ramirez, Ana G	11/18/2010 11:47 AM	Submitted for Approval
Approved	Weinberg, Bruce A	11/18/2010 11:58 AM	Unit Approval
Approved	Mumy, Gene Elwood	11/22/2010 02:16 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Vankeerbergen, Bernadette Chantal Meyers, Catherine Anne Jenkins, Mary Ellen Bigler Nolen, Dawn	11/22/2010 02:16 PM	ASCCAO Approval



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November 15, 2010

Professor Larry Krissek
Chair, Arts and Sciences CCI

Dear Professor Krissek:

At the undergraduate level the Department of Economics has two major programs:

The Bachelor of Arts Economics major
The Bachelor of Science Economics major.

In his cover letter, Department Chair Donald Haurin has explained in very careful detail the consideration given by the Department to the semester conversion plans for these two majors and the nontrivial changes made to the majors in the conversion. Economics has characterized the changes to the majors as minor, which is correct in the sense that the thrust of the two majors has not changed nor have the basic program goals. There have, however, been significant changes made.

First, the two principles courses, Microeconomics and Macroeconomics, have been decimalized into two categories, one meant to provide the service level courses demanded by several other programs in the University and the other taught at a slightly more demanding level for majors. Second, in line with the more demanding math requirement at peer universities for the BA, a pre-calculus math requirement has been added for the BA degree. Third, to add more breadth and/or depth, an additional upper division elective has been added to both degrees. Finally, although Intermediate Microeconomic Theory is already decimalized into calculus and non-calculus versions, a third even more advanced version has been added for high ability BS students that will provide the basis for entry into top graduate programs in the field.

These conversion plans were reviewed by me and the Social Sciences Disciplinary Advisory Panel (SS DAP) and enthusiastically endorsed. We submit Economics' conversion plans to you for CCI's consideration.

Sincerely,

A handwritten signature in black ink that reads 'Gene E. Mummy'.

Gene E. Mummy
Associate Dean of Arts and Sciences/Social and Behavioral Sciences



October 13, 2010

Phone (614) 292-6701
Fax (614) 292-3906

Professor Gene Mumy, Dean
College of Arts and Sciences
Ohio State University
E-mail: mumy.1@osu.edu

Dear Gene:

Along with this letter, please find the program conversion materials for the Department of Economics.

- **List of all current programs in the department**
 - a. Undergraduate bachelors degree programs and/or majors – **Bachelor of Arts, Bachelor of Science**
 - b. Undergraduate minors - **Minor**
 - c. Undergraduate associate degree programs - **None**
 - d. Graduate degree programs – **Ph.D., M. A.**
 - e. Graduate minors – **Graduate Minor in Economics**
 - f. Graduate certificate programs - **None**
 - g. Graduate interdisciplinary specializations - **None**
 - h. Professional degree programs - **None**
 - i. Combined programs (e.g., BS/MS, Ph.D./ MD) - **None**

- **Summary of unit-level review processes for programs and courses**

Undergraduate program: this effort has been led by the Director of Undergraduate Studies (DUS), who worked closely with the Undergraduate Studies Committee (USC), the Undergraduate Coordinator, and our undergraduate advisors. The input of other members of the department, including faculty in specific areas, lecturers, and graduate students was solicited at many points in this process. It was also informed by input from undergraduates, including our assessment work. The conversion plan will also be presented before our Undergraduate Economics Society at an upcoming meeting to inform them of the changes and solicit feedback. As background, our undergraduate program consists of a BS, BA, minor, and service courses. We have a very large undergraduate program, with 500+ majors, hundreds of minors, and we provide a large amount of coursework for the GEC and to various colleges including FCOB. The standard for the discipline is that there be a set of introductory level courses (microeconomics and macroeconomics), intermediate theory courses, and courses in statistics/econometrics (more in the BS than the BA). In addition, there are a set of field courses and over the last decade we have introduced a set of topical courses (e.g., Housing Economics, Economics of Gender, Issues of the Underground Economy). We first reviewed our peer universities' economics programs and their structures and determined that our programs' underlying structures are generally consistent with current best practices, although somewhat less mathematically intensive than some of

our peers. The Undergraduate Studies Committee also explicitly explored whether a radical restructuring made sense. For instance, we discussed moving to experiment-based delivery of our principles courses, although this change is not feasible at this time because of the lack of space in the department including lab space. Given that our program largely conforms to existing best practices, we decided in favor of incremental change and determined that we should offer a curriculum that best matches OSU's variety of student abilities and interests. We discussed the issue of credit hours per class with faculty and lecturers and made decisions for individual courses, with some converting from 5 hours to 3 and others converting to 4. We considered the number of classes involved in the major and added an additional requirement to both the BA and BS. We reaffirmed the need for both a BS and BA; however, we seriously discussed whether there should be a calculus requirement for both degrees. In the end, we strengthened our math requirement in the BA, but not to the level of requiring calculus. Complementing the stronger math requirements, we also are increasingly moving to a tiered approach in our offerings. Specifically, we will offer all of our principles courses (microeconomics and macroeconomics) and intermediate courses (again microeconomics and macroeconomics) in three versions instead of two to maintain the accessibility of our courses for service purposes while addressing the needs of advanced students. We recently modified the requirements of the minor to permit greater flexibility for student choice and interests and this flexibility is being maintained. Given the size of our program, we offer most all undergraduate courses in multiple sections in AU-SP quarters. We considered the extent to which we can have multiple offerings under the semester model and the USC has addressed strategies to meet student demand given our resources. They identified a set of courses that may have to be offered in alternating years (these courses are reasonably popular and thus we do not want to drop them). During this effort the DUS submitted every course to the faculty for review and updating of the course description. Particular attention was paid to our Economic History and Econometrics courses. We met with FCOB representatives to keep them informed of our plans for the courses taken by business students. Economics has also taken the lead in discussions with all the units we work with most closely in terms of curriculum (AED Economics; the Glenn School; and International Studies) to coordinate offerings and ensure optimal course transitions. Of course, there will be additional details to work out over the coming year.

These efforts are on top of our continuous, ongoing review the undergraduate program and its delivery. Indeed there are a number of important efforts that came out of our continual review process that are already underway that will carry through under semesters. In the past two years we have paid a great deal of attention to our use of GTAs in undergraduate instruction, including new evaluation procedures (in addition to SEIs), our strategy for assigning GTAs to courses; and our staffing of large lecture-recitations classes. We have recently strengthened the ESL requirement for GTA instructors. We also have ongoing efforts, guided by the results from our assessment exercises, to increase access to both internships and research opportunities. These efforts will be pushed further as we shift to semesters. In summary, I believe that we have done a thorough review of the undergraduate program, and that we have carefully considered how to optimize the delivery of our programs under the semester model.

Summary of Changes to Undergraduate Program

Our **Bachelor of Arts** is undergoing three important changes. One change is the introduction of supplementary mathematics requirements, which we feel will both benefit our students in their subsequent coursework and bring us closer to peer institutions. We are also decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). To ensure that the

major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

We have made three important changes to the **Bachelor of Science**. First, we are decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). Second, we are further decimalizing our Intermediate Microeconomics and Macroeconomics classes to enhance the learning experience of our most capable and motivated (Bachelor of Science) students. Specifically, all of our Bachelor of Science students are required to take calculus-based (.02) sections of these courses, but we are adding an additional “Schwarzenegger” level (.03) that will cover even more advanced material. Lastly, to ensure that the major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

The main change to our **undergraduate minor** is the decimalization of our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission).

Graduate program: this effort is led by the Director of Graduate Studies (DGS), who worked closely with the Graduate Studies Committee (GSC) in the department. The DGS and GSC conducted a thorough review of our current offering, curriculum of our peer institutions, and studied ways to improve our competitiveness in the discipline. Our effort involved faculty-wide discussions in field groups, core instructional members, and graduate faculty meetings. The DGS and I also made special effort to communicate our needs with the Graduate School, and to coordinate our program revisions with the AED Economics Ph.D. program.

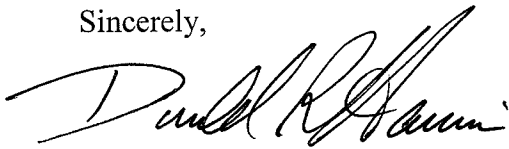
Our Ph.D. program involves three stages: a first year program of core methods and concepts (microeconomics, macroeconomics and econometrics), a second year program of field coursework, and the dissertation research development and completion in years three to five. The largest restructuring was to our core first-year curriculum, to reflect directional changes in our discipline and improved quality of applicants to our program. But, our discussions of the second and third year programs were also extensive, involving all of our eight field groups, which met separately and jointly, to determine the optimal content and delivery of our courses in the semester system. Every course’s content was reviewed and the DGS asked all faculty members involved in the graduate program to rewrite course descriptions. We embarked on comprehensive review and implementation of new policies for our graduate program a decade ago including a major outside review. We renewed the vigor of our review and implementation two years ago in anticipation of the semester conversion. Within the last 15 months, for example, we revised key requirements in our second and third year programs to enhance our students’ research potential and placement prospects.

We also offer M.A. and Graduate Minor in Economics. Consistent with the norm of our discipline, our M.A. is embedded in our Ph.D. core curriculum, and we do not have separate de novo M.A. admissions. Our M.A. is open to all Ph.D. students in our program and related OSU programs such as Finance and AED Economics. The restructuring of our core Ph.D. curriculum also enables us to streamline the delivery of M.A. examinations and course requirements. We introduced Graduate Minor in Economics three years ago, with the technical level set between a quantitative honors B.S. in economics and an M.A. in economics. We have since learned more about the need of other Ph.D. programs for our Minor. The semester conversion gave us a timely opportunity to adjust our course offerings, to enable students to complete requirements within one academic year.

Our effort at continuous innovation includes not only the mechanism to achieve a higher standard, but also the size and composition of our students in the program starting with admissions. Our entering class consists almost exclusively of fellowship recipients; we rank as one of the top graduate programs in fellowship awards at OSU. My colleagues grappled with some difficult semester conversion issues and approached them as an opportunity to improve the quality of our graduate program, and our effort will continue as we enter the semester system. At the start of this academic year, I have asked the DGS, GSC, and graduate faculty if there is a way to improve further the quality of the second year field program under the semester structure. Many of our innovations in graduate program may not appear as a creation of new courses or course structure, but more as changes in structure and implementation of the program. Concurrently we are thus undertaking the major rewrite of Policies and Procedures for Graduate Program in Economics, a 40-page constitution of our program. In summary, I believe that we have done a thorough review of the graduate program, and that we have very carefully considered how to deliver its content under semesters.

In closing, I endorse these plans and recommend their approval. I would also like to thank you personally for your guidance during this process. We have invested considerable time in determining how to proceed and your input has proven invaluable.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald R. Haurin". The signature is fluid and cursive, with a large initial "D" and "H".

Donald R. Haurin
Professor and Chair

ECONOMICS MAJOR (B.A.) SEMESTER PROPOSAL

1) **Program name: Economics**

2) **Degree title: Bachelor of Arts in Economics**

3) **Academic unit: Economics**

4) **Type of program: Undergraduate Bachelors degree**

5) **Semester Conversion designation: Conversion with minimal changes**

6) **Program learning goals**

- A. Students improve the substantive knowledge of economics and public policy issues.
- B. Students improve their analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills
- C. Students improve their communications skills.
- D. Students are prepared for graduate education and/or employment.

7) **List of Semester Courses in the program**

The Economics program under semesters will continue to consist of 2 different options: a Bachelor of Sciences or a Bachelor of Arts undergraduate degree in economics. Below are listed the requirements for the Bachelor of Arts degree:

I. Supplementary Requirements—

- A. Math 1130, 1148 or Equivalent
- B. Stat 1450

II. Prerequisite: Economics 2001.01 / .02: Principles of Microeconomics

III. Core Economics—All Course below are required.

- A. Economics 2002.01 / .02: Principles of Macro Economics
- B. Economics 4400: Elementary Econometrics
- C. Economics 4001.01 / .02 / .03: Intermediate Microeconomics
- D. Economics 4002.01 / .02 / .03: Intermediate Macroeconomics

IV. Departmental Writing Requirement—Students must select one of the following Courses

- A. Economic 2367.01: The American Economy in the 20th Century
- B. Economics 2367.02: Current Economic Issues in the United States
- C. Economics 4100: History of Economic Thought

- D. Economic 4508: Comparative Economic Systems
- E. Economics 5130: Economic History of the United States
- F. Economics 5140: Economic History of Western Europe

The B.A. requirements are composed of an Economics core, which all students must take, a choice of a Departmental Writing Requirement and 15 credit hours of Economics Elective Courses in at least 4 courses (course numbers greater than 3000), of which at least 2 courses and 6 credit hours must be at the 5000-level or higher. In addition there are supplementary math and statistics requirements. Overlap of major Electives and the Departmental Writing Requirement is not permitted.

8) **Comparison of current quarter-based and proposed semester-based curriculum advising sheets.** Current quarter-based curriculum advising sheet:

				Economics	
<i>Name: last</i>		<i>first</i>		<i>middle</i>	
				Major	
				XXXX	
<i>Student Number:</i>			<i>Degree Sought:</i>		
			<i>BA</i>		<i>BS</i>
<i>Local Address:</i>		<i>Zip</i>		<i>e-mail address</i>	
<i>Phone: residence</i>		<i>Mobiles</i>		<i>Expected Date of Graduation: quarter/yr</i>	
<i>Have you filed a degree application in the college office?</i>			XXXX		
<i>(NOTE: This form is NOT a degree application)</i>					
			<i>yes</i>		<i>no</i>
<i>If completing two majors, list both below and file a separate form for each one:</i>					
1)			2)		

Part A: Required Prerequisites (and / or supplementary requirements)

<i>Courses</i>	<i>Hours</i>	<i>Grade</i>	<i>Courses</i>	<i>Hours</i>	<i>Grade</i>
Econ 200	5				
Stat 145	5				

Part B: Major Program (Minimum grade of "C-" required. Minimum grade average of "C" (2.00))

Core Requirements (Substitutions are rarely if ever permitted)

<i>Courses</i>	<i>Hours</i>	<i>Grade</i>	<i>Courses</i>	<i>Hours</i>	<i>Grade</i>
Econ 201	5		Econ Writing Course	5	
Econ 501.01	5		Econ 444	5	
Econ 502.01	5				

Other Major Courses/Major Electives

Econ xxx	5				
Econ xxx	5				
Econ 6xx	5				
Econ 6xx	5				

45
Total of Part B only

Proposed semester-based advising sheet:

			Economics		
Name: last		first	middle		Major
					XXXX
Student Number:			Degree Sought:		BA BS
Local Address:			Zip	e-mail address	
Phone: residence		Mobiles		Expected Date of Graduation: quarter/yr	
Have you filed a degree application in the college office?					XXXX
(NOTE: This form is NOT a degree application)					
					yes no
If completing two majors, list both below and file a separate form for each one:					
1)			2)		

Part A: Required Prerequisites (and / or supplementary requirements)

Courses	Hours	Grade	Courses	Hours	Grade
Econ 2001.01/.02	3				
Math 1130 or Math 1148	4				
Stat 1450	3				

Part B: Major Program (Minimum grade of "C-" required. Minimum grade average of "C" (2.00))

Core Requirements (Substitutions are rarely if ever permitted)

Courses	Hours	Grade	Courses	Hours	Grade
Econ 2002.01 / .02	3		Econ Writing Course	3 - 4	
Econ 4001.01 / .02 / .03	3		Econ 4400	3	
Econ 4002.01 / .02 / .03	3				

Other Major Courses/Major Electives

Econ xxxx	3				
Econ xxxx	3				
Econ xxxx	3				
Econ 50xx	3 - 4				
Econ 50xx	3 - 4				

30-33

Total of Part B only

9) Curriculum map, indicating how program goals are accomplished via specific courses.

					Goal 1	Goal 2	Goal 3	Goal 4
					Economics and Policy	Analytic, Quantitative	Communication	Preparation
<u>Prerequisites</u>								
E200	5	E2001	3	Principles of Microeconomics	Beginning	Beginning		Beginning
<u>Core Major Requirements in Department</u>								
Quarters		Semesters						
Number	Hours	Number	Hours	Hours				
E201	5	E2002	3	Principles of Macroeconomics	Beginning	Beginning		Beginning
E501	5	E4001	3	Intermediate Microeconomics	Intermediate	Intermediate		Intermediate
E502	5	E4002	3	Intermediate Macroeconomics	Intermediate	Intermediate		Intermediate
E444	5	E4400	3	Elementary Econometrics		Intermediate		Intermediate
Misc	5	Misc	3-4	Departmental Writing Course	Intermediate	Intermediate	Intermediate	Intermediate
<u>Intermediate Electives</u>								
2 @ 300-level or higher	10	3 @ 3000-level or higher	9		Intermediate †	Intermediate †	Intermediate †	Intermediate †
<u>Advanced Electives</u>								
2 @ 600-level	10	2 @ 5000-level	6-8		Advanced †	Advanced †	Advanced †	Advanced †
<u>Requirements Outside Department</u>								
Stat145	5	Stat 1450	3	Intro. Stats (Prereq to 444 / 4400)		Beginning		Beginning
		Math	4			Beginning		Beginning
TOTAL	55		40-43					

Program Goals

- 1 Students improve their substantive knowledge of economics and public policy issues.
- 2 Students improve their analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills.
- 3 Students improve their communication skills.
- 4 Students improve their preparation for graduate education and/or employment.
- † Goals vary by class

10) Rationale for Program Changes

The addition of math requirements will strengthen students' backgrounds and bring us closer to programs at peer institutions. The addition of more advanced courses will enhance learning for our most capable and motivated students. There is no change in credit hours relative to total hours for graduation. The addition of an elective course will add breadth.

11) Table highlighting credit hour changes

In Cover Materials.

12) Rational for credit hour changes

There is no change in credit hours relative to total hours for graduation. The addition of an elective course will add breadth. There is an increase in credit hours required outside of economics because we are imposing a math requirement of specific courses within the GEC. These hours count toward the GEC. Most electives have converted to 3 hour courses, but some have converted to 4 hour courses, leading to ranges in credit hours.

13) Transition policy

Our major is substantially unchanged, so we do not anticipate substantial transition issues, although advising will be important during the transition, especially to ensure that students have the pre-requisites necessary for their econometrics course. Overall, we are committed to ensuring that students who began their degree under quarters will not be penalized as we move to semesters, either in terms of progress towards their degree or their expected date of graduation. Any students graduating on the quarter-GEC model will be exempted from the additional elective course and math requirement if necessary to complete their degrees in a timely fashion.

14)Expected changes in assessment practices under semesters

For our assessment, we use a variety of direct and indirect methods, none of which depend upon whether the program is run under quarters or semesters. As a result, we do not anticipate any changes to our assessment practices under the semester system.

15) Verification that assessment plan exists at OAA.

We do have an assessment plan on file at OAA.

