

Fiscal Unit/Academic Org Economics - D0722
Administering College/Academic Group Social And Behavioral Sciences
Co-administering College/Academic Group
Semester Conversion Designation Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name Economics
Proposed Program/Plan Name Economics
Program/Plan Code Abbreviation ECON-BS
Current Degree Title Bachelor of Science

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 | 36 | 0.7 |
| Required credit hours offered by the unit | Minimum | 50 | 33.3 | 33 | 0.3 |
| | Maximum | 50 | 33.3 | 36 | 2.7 |
| Required credit hours offered outside of the unit | Minimum | 5 | 3.3 | 3 | 0.3 |
| | Maximum | 5 | 3.3 | 3 | 0.3 |
| Required prerequisite credit hours not included above | Minimum | 10 | 6.7 | 3 | 3.7 |
| | Maximum | 10 | 6.7 | 3 | 3.7 |

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 acquire substantive knowledge of economics and public policy issues.
- B. Students develop analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills.
- C. Students improve their communications skills.
- D. Students prepare for graduate education and 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 Principles of Macroeconomics

Attachments

- Chair LTR Dec 6.pdf: Dept Chair Ltr
(Program Rationale Statement. Owner: Ramirez, Ana G)
- Division Cover Letter for Economics.doc: Division Letter
(Letter from the College to OAA. Owner: Mumy, Gene Elwood)
- Subcommittee Chair_Eco_Lett.doc: CCI Subcommittee chair letter
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- semesterConversionEconBSProposal-Feb 8.pdf: Program Proposal
(Program Proposal. Owner: Ramirez, Ana G)

Comments

- 2/16/11: Returning to unit per request by Gene Mumy. *(by Gustafson, Terry Lee on 02/16/2011 12:22 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Ramirez, Ana G | 07/27/2010 08:53 PM | Submitted for Approval |
| Revision Requested | Weinberg, Bruce A | 07/30/2010 04:43 PM | Unit Approval |
| Submitted | Ramirez, Ana G | 08/02/2010 10:16 AM | Submitted for Approval |
| Approved | Weinberg, Bruce A | 08/02/2010 10:30 AM | Unit Approval |
| Revision Requested | Mumy, Gene Elwood | 10/12/2010 01:46 PM | College Approval |
| Submitted | Ramirez, Ana G | 10/14/2010 04:24 PM | Submitted for Approval |
| Revision Requested | Weinberg, Bruce A | 10/19/2010 03:59 PM | Unit Approval |
| Submitted | Ramirez, Ana G | 10/20/2010 02:06 PM | Submitted for Approval |
| Approved | Weinberg, Bruce A | 10/20/2010 03:39 PM | Unit Approval |
| Revision Requested | Mumy, Gene Elwood | 10/27/2010 11:35 AM | College Approval |
| Submitted | Ramirez, Ana G | 11/18/2010 11:12 AM | Submitted for Approval |
| Revision Requested | Weinberg, Bruce A | 11/18/2010 11:17 AM | Unit Approval |
| Submitted | Ramirez, Ana G | 12/07/2010 11:55 AM | Submitted for Approval |
| Revision Requested | Weinberg, Bruce A | 12/07/2010 01:01 PM | Unit Approval |
| Submitted | Ramirez, Ana G | 12/07/2010 01:08 PM | Submitted for Approval |
| Approved | Weinberg, Bruce A | 12/07/2010 01:45 PM | Unit Approval |
| Approved | Mumy, Gene Elwood | 12/07/2010 03:19 PM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 01/11/2011 09:10 AM | ASCCAO Approval |
| Submitted | Ramirez, Ana G | 01/11/2011 12:59 PM | Submitted for Approval |
| Approved | Weinberg, Bruce A | 01/11/2011 01:28 PM | Unit Approval |
| Approved | Mumy, Gene Elwood | 01/18/2011 09:05 PM | College Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 02/08/2011 04:50 PM | ASCCAO Approval |
| Revision Requested | Gustafson, Terry Lee | 02/16/2011 12:22 PM | ASC Approval |
| Submitted | Ramirez, Ana G | 02/21/2011 09:41 AM | Submitted for Approval |
| Approved | Weinberg, Bruce A | 02/21/2011 10:57 PM | Unit Approval |
| Approved | Mumy, Gene Elwood | 02/22/2011 02:18 PM | College Approval |
| Pending Approval | Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay | 02/22/2011 02:18 PM | ASCCAO Approval |



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December 7, 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 BA program as minor, which is correct for a slightly stiffened math requirement and the addition of one elective course. The BS program, on the other hand, is characterized as re-envisioned given the additional and significant changes to that program.

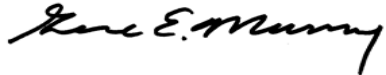
A change for both programs is that the two principles courses, Microeconomics and Macroeconomics, have been decimalized into two categories, one meant to provide the service level courses demanded by several other programs in the University and the other taught at a slightly more demanding level for majors and minors. 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. Also, although the Intermediate Microeconomic and Macroeconomic Theory courses are already decimalized into calculus and non-calculus versions, the former being required in the BS program, 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.

Complementing the above changes is the addition of a GPA cutoff of 2.25 (in the major and overall) for the BS degree. The aim is to steer students who are inadequately prepared away from the BS and into the BA degree, which is less demanding mathematically. This approach will also allow an increase in the rigor of the most advanced courses taken by BS students.

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

At the undergraduate level the Department also offers an Economics minor. The minor was recently revised to allow greater student flexibility and the only change for the semester version is the plan to direct students into the more rigorous decimalized versions of the principles courses meant for majors and minors. The SS DAP and I have reviewed the conversion plan and endorse it. As a result I submit it to you for CCI's consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene E. Mumy". The signature is written in a cursive style with a prominent initial "G".

Gene E. Mumy

Associate Dean of Arts and Sciences/Social and Behavioral Sciences



Department of Microbiology

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Columbus, OH 43210-1292

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November 30, 2010

Professor Larry Krissek
Chair, Arts and Sciences CCI
Re: Economics BA and BS

Dear Professor Krissek:

At the November 24, 2010 meeting of the Mathematics and Social, Behavioral, and Natural Sciences CCI Subcommittee the semester conversion plans for the Economics BA and BS programs, submitted by the Department of Economics, were reviewed. In his letter of support for the proposal, Dr. Haurin, outlined a number of changes for the semester plans for the BA and BS degrees. These changes included decimalized versions of Principles of Microeconomics and Principles of Macroeconomic courses to provide directed offerings for majors and service level courses; these changes would impact both BA and BS programs. An additional mathematics requirement was added to the BA program to better prepare these students and to move the OSU program into alignment with programs in peer institutions. An additional elective was added to the BS program and these students will have the option to take a decimalized version of the upper level Microeconomics Theory course, which will be targeted to high ability BS students. While these changes are substantive to the program, each proposal maintains the basic program goals of the existing degree program and do not constitute major a revision. The committee felt the proposals were well constructed and covered the essential topics; however, we requested a few minor revisions for clarification. These included:

For the BA program

- We asked that the Program Learning Goal D be phrased using an active voice; e.g. “Students prepare for ..”.
- We asked for a correction in the Sample 4 Year Plan: Math111/1130 and 1148/1131 options should be described as *either or* to be consistent with their references in other sections of the proposal.
- We also asked for clarification on whether the Math option 1116 and 1148 are a good pair since the 1148 course would require an additional prerequisite. It was suggested that 1075/1148 might be a suitable alternative.

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For the BS program

- We asked for clarification on the status of Math 1152 in the BS program. Specifically, will Math 1152 remain as a Program Prerequisite as stated in the Advising Sheet? If so, it should be added to the list in section 7 (I), List of Semester Courses, in the program overview.
- We asked that the descriptions for the writing courses, in both BS and BA proposals, be revised to present a consistent description.

Since these revisions were viewed as minor, the subcommittee unanimously approved both proposals and we have submitted them for the next step in the approval process.

Sincerely,

A handwritten signature in blue ink that reads "Charles J. Daniels". The signature is written in a cursive style and is positioned above the typed name.

Charles J. Daniels, Ph.D.

Professor

Acting Subcommittee Chair for Nov. 24



Donald R. Haurin

December 6, 2010

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

Department of Economics
Ohio State University
1945 North High Street
Columbus, OH 43210-1172

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Fax: (614) 292-3906

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**

- Undergraduate bachelors degree programs and/or majors – **Bachelor of Arts, Bachelor of Science**
- Undergraduate minors - **Minor**
- Undergraduate associate degree programs - **None**
- Graduate degree programs – **Ph.D., M. A.**
- Graduate minors – **Graduate Minor in Economics**
- Graduate certificate programs - **None**
- Graduate interdisciplinary specializations - **None**
- Professional degree programs - **None**
- 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 was also presented before our Undergraduate Economics Society (a member of University Student Government was also in attendance) 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 less mathematically intensive

than some of our peers. The Undergraduate Studies Committee also explicitly discussed the range of restructuring that made sense. For instance, we discussed moving to experiment-based delivery of our principles courses: however, this change is not feasible at this time because of the lack of space in the department including lab space. We discussed the issue of credit hours of each 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 reaffirmed the need for both a BS and BA; however, we seriously discussed whether there should be a calculus requirement for the BA as well as the BS. We decided in favor of incremental change for our BA and Minor and a more major re-envisioning for our BS. Taken as a whole, these changes will allow us to offer a curriculum that best matches OSU's variety of student abilities and interests. We are adding an additional elective requirement to both the BA and BS in order to add breadth. 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. Complementing these approaches, we are adding a GPA cutoff of 2.25 (in the major and overall) for our BS degree, which will help us steer a small number of low-performing students currently in our BS over to our BA, where they are likely to be more successful. This will also enable us to increase the level of rigor in the most advanced courses taken by our BS 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 four 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. Third, 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. In addition to these changes, we are imposing a GPA cutoff to allow us to make our tracked approach more effective for all students.

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.

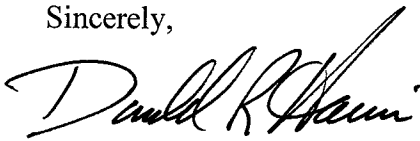
We also offer M.A. and Graduate Minor in Economics. Consistent with the norms of our discipline, our M.A. is embedded in our Ph.D. core curriculum, and we do not have separate de novo M.A. admissions. Our M.A. is open to all Ph.D. students in our program and related OSU programs such as Finance and AED 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 a 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 cursive script, appearing to read "Donald R. Haurin".

Donald R. Haurin
Professor and Chair

ECONOMICS MAJOR (B.S.) SEMESTER PROPOSAL

1) **Program name: Economics**

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

3) **Academic unit: Economics**

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

5) **Semester Conversion designation: Re-envisioned with significant changes**

6) Program learning goals

- A. Students acquire substantive knowledge of economics and public policy issues.
- B. Students develop their analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills.
- C. Students improve their communications skills.
- D. Students prepare for graduate education and 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. The requirements for the Bachelor of Sciences degree are:

I. Program Prerequisites

- A. Economics 2001.01 / .02 Principles of Microeconomics

II. Core Economics—All Course below are required.

- A. Economics 2002.01 / .02 Principles of Macro Economics
- B. Economics 4001.02 / .03: Intermediate Microeconomics (Calculus-based)
- C. Economics 4002.02 / .03 : Intermediate Macroeconomics (Calculus-based)
- E. Economics 5410: Applied Regression and Correlation Analysis
- F. Economics 5420: Applied Economic Models and Forecasting

- III. Departmental Writing Requirement (in Economics Core) —Students must select one of the following Courses
 - A. Economics 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. Economics 4508: Comparative Economic Systems
 - E. Economics 4960H Honors Seminar in Economics
 - F. Economics 5130: Economic History of Western Europe
 - G. Economics 5140: Economic History of the United States

- IV. Supplementary Requirements Outside of Economics
 - A. Statistics 2450: Introduction to Statistical Analysis

The B.S. requirements are composed of a 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. Overlap of major Electives and the Departmental Writing Requirement is not permitted. Students must have a GPA of 2.25 overall and in the major to graduate with a Bachelor of Science.

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> | |
| | | | | <i>Major</i> | |
| | | | | XXXX | |
| <i>Student Number:</i> | | | <i>Degree Sought:</i> | | |
| | | | BA BS | | |
| <i>Local Address:</i> | | <i>Zip</i> | | <i>e-mail address</i> | |
| | | | | | |

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 | | | | |
| Math 152 | 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 | | Stat 245 | 5 | |
| Econ 501.02 | 5 | | Econ 641 | 5 | |
| Econ 502.02 | 5 | | Econ 642 | 5 | |
| | | | Econ Writing Course | 5 | |

Other Major Courses/Major Electives

| | | | | | |
|----------|---|--|--|--|--|
| Econ xxx | 5 | | | | |
| Econ xxx | 5 | | | | |
| Econ 6xx | 5 | | | | |
| Econ 6xx | 5 | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

| |
|----|
| 55 |
|----|

Total of Part B only

Proposed semester-based advising sheet:

| | | | | | |
|------------------------|--|-----------------------|-----------------------|--------------|-------------|
| | | | Economics | | |
| <i>Name: last</i> | | <i>first</i> | <i>middle</i> | <i>Major</i> | |
| | | | | | 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> | | |

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 2001.01 / .02 | 3 | | | | |
| Stat 2450 | 3 | | | | |
| | | | | | |

Part B: Major Program (Minimum grade of "C-" required. Minimum GPA of 2.25 overall and in major.)

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 2002.01 / .02 | 3 | | Econ 5410 | 3 | |
| Econ 4001.02 / .03 | 3 | | Econ 5420 | 3 | |
| Econ 4002.02 / .03 | 3 | | Econ Writing Course | 3-4 | |

Other Major Courses/Major Electives

| | | | | | |
|-----------|-----|--|--|--|--|
| Econ xxxx | 3 | | | | |
| Econ xxxx | 3 | | | | |
| Econ xxxx | 3 | | | | |
| Econ 5xxx | 3-4 | | | | |
| Econ 5xxx | 3-4 | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

33-36

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> | | | | | | | | |
| <u>Quarters</u> | | <u>Semesters</u> | | | | | | |
| Number | Hours | Number | Hours | Hours | | | | |
| E201 | 5 | E2002 | 3 | Principles of Macroeconomics | Beginning | Beginning | | Beginning |
| E501.02 | 5 | E4001.02 or .03 | 3 | Intermediate Microeconomics | Intermediate | Intermediate | | Intermediate |
| E502.02 | 5 | E4002.02 or .03 | 3 | Intermediate Macroeconomics | Intermediate | Intermediate | | Intermediate |
| E641 E642 | 5 | E5410 E5420 | 3 | Econometrics I and II | | Advanced | | Advanced |
| 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 F | Intermediate F | Intermediate F | Intermediate F |
| <u>Advanced Electives</u> | | | | | | | | |
| 2 @ 600-level | 10 | 2 @ 5000-level | 6-8 | | Advanced F | Advanced F | Advanced F | Advanced F |
| <u>Requirements Outside Department</u> | | | | | | | | |
| Stat 245 | 5 | Stat 2450 | 3 | Stats (Prereq to 641 / 5410) | | Intermediate | | Intermediate |
| TOTAL | 55 | | 36-39 | | | | | |
| <u>Program Goals</u> | | | | | | | | |
| 1 | Students acquire substantive knowledge of economics and public policy issues. | | | | | | | |
| 2 | Students develop analytic and quantitative abilities, including their mathematics and statistical ability and logical thinking skills. | | | | | | | |
| 3 | Students improve their communication skills. | | | | | | | |
| 4 | Students prepare for graduate education and/or employment. | | | | | | | |
| F | Goals vary by class | | | | | | | |

10) Rationale for Program Changes

There are three significant changes to the Bachelor of Science degree all of which will enhance learning of our most capable and motivated students. First, we are adding more advanced courses. Second, we are adding an elective course to increase breadth. Lastly, we are imposing a GPA cutoff for our Bachelors of Science degree in order to help steer students who are better suited for our Bachelor of Arts degree toward that degree and away from our Bachelor of Science degree.

Tabulations show that:

- 2.6% of our students had GPAs under 2.0 at the time that they took one of our mathematically intensive courses (501.02, 502.02, 641, or 642). Of these students, 38% got a D or E and an additional 17% got a C-, so over half get a C- or lower.
- 3.6% of our students had GPAs between 2.0 and 2.2 at the time that they took one of these courses. Of the students with GPAs between 2.1 and 2.2, 17% got a D or an E and 17% got a C-, so roughly one in 3 get a C- or lower.
- 2% of our students had GPAs between 2.2 and 2.3 at the time they took one of our mathematically intensive courses. Of these students, 14% got a D or an E and none got a C-.

Thus, there is a substantial reduction in low performance in the range of a 2.2 or 2.3 GPA. Based on these calculations, we propose a GPA cutoff of 2.25 within the Major and Overall in order to obtain a BS in Economics. This requirement will enable us to increase the rigor in these mathematically intensive courses and ensure that the relatively small number of low-performing BS students are steered toward the degree that suits them best.

11) Table highlighting credit hour changes

In cover materials.

12) Rational for credit hour changes

One economics elective has been added to maintain the size of the major as a share of credit hours to graduate and add breadth. There is a reduction from 10 quarter credit hours to 3 semester credit hours in prerequisites, but this change is only nominal – Math 152 had been a prerequisite, but is being dropped as a prerequisite even though 1151 remains part of the BS 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

We do not anticipate substantial transition issues, the same number of courses will be offered and econometrics is our only sequence (consisting of Statistics 2450, Econ5410, and Econ5420). Advising will be important during the transition, especially to ensure that students have the pre-requisites necessary for their econometrics courses. 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 model will be exempted from the additional elective course 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.

