DEPARTMENT AND PROGRAM MISSION, GOALS, AND ASSESSMENT

A FOCUS ON STUDENT-CENTERED LEARNING OBJECTIVES
TABLE OF CONTENTS

SECTION I: INTRODUCTION .......................................................................................................................... 4
SECTION II: ECONOMICS DEPARTMENT: MISSION, STUDENT-CENTERED LEARNING GOALS
AND OBJECTIVES, AND ASSESSMENT .............................................................................................................. 6
DEPARTMENT MISSION STATEMENT .................................................................................................................. 6
STUDENT-CENTERED GOALS, OBJECTIVES, AND LEARNING OUTCOMES .................................................. 6
DEPARTMENT FRAMEWORK FOR ASSESSING STUDENT LEARNING OUTCOMES ......................................... 12
SECTION III: PROGRAM AND COURSEWORK ARTICULATION TO LEARNING GOALS ............................. 13
SECTION IV: PROGRAM MISSION, GOALS, LEARNING OUTCOMES, AND ASSESSMENT .......................... 20
BACHELOR’S DEGREE PROGRAMS ................................................................................................................ 20
BA MISSION STATEMENT ................................................................................................................................. 20
BA GOALS AND OBJECTIVES .......................................................................................................................... 20
BA Economics, Option In General Economics ................................................................................................. 20
BA Economics, Option In Accounting .............................................................................................................. 22
BA Economics, Option In Social Science Economics ..................................................................................... 24
BA Economics, Option In Statistical Economics ............................................................................................. 26
BS in Business Administration, Option In Business Economics .................................................................. 28
Economics Minor ................................................................................................................................................. 29
MASTER’S DEGREE PROGRAMS .................................................................................................................... 31
MA MISSION STATEMENT ................................................................................................................................. 31
MA GOALS AND OBJECTIVES ........................................................................................................................ 31
MA Economics, Option In General Economics ................................................................................................. 31
MA Economics, Option In Comparative Economic Systems ............................................................................ 33
MA Economics, Option In International Economics ........................................................................................ 35
MA Economics, Option In Labor Economics .................................................................................................. 37
MA Economics, Option In Monetary Economic Systems ............................................................................... 39
MA Economics, Option In Public Sector Economics ..................................................................................... 41
MA Economics, Option In Economics for Teachers ....................................................................................... 43
MA Economics, Option In Business Economics ............................................................................................. 45
MBA, Option In Business Economics .............................................................................................................. 45
SECTION V: LEARNING OBJECTIVES FOR INDIVIDUAL COURSES .......................................................... 47
Econ 1000: Economics of Public Issues ........................................................................................................... 48
Econ 1180: Income, Wealth and Poverty .......................................................................................................... 49
Econ 1190: Philosophy, Law and Economics .................................................................................................. 50
Econ 2301: Principles of Microeconomics ...................................................................................................... 51
Econ 2302: Principles of Macroeconomics ..................................................................................................... 52
Econ 3000: Microeconomic Theory .................................................................................................................. 53
Econ 4000: Seminar in Microeconomic Theory .............................................................................................. 53
Econ 3005: Macro-Economic Theory ............................................................................................................... 54
Econ 3150: Economic History of the United States .......................................................................................... 55
Econ 3170: History of Economic Thought ....................................................................................................... 56
Econ 3190: Market Processes-Theory and Applications .................................................................................. 57
Econ 3200: Comparative Economic Systems ................................................................................................... 58
Econ 3310: Money, Banking, and Financial Intermediaries ........................................................................... 59
Econ 3370: Public Sector Economics ............................................................................................................... 60
Econ 3375: Public Choice: The Economics of Politics .................................................................................... 61
Econ 3500: Regional and Urban Economics: Survey ....................................................................................... 62
Econ 3551: Managerial Economics and Business Strategy ........................................................................... 63
Econ 3680: Labor Economics .......................................................................................................................... 64
Econ 3685: Law and Economics of Labor Institutions ................................................................................... 65
Econ 4306: Environmental Economics .......................................................................................................... 66
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 4315</td>
<td>Monetary Theory</td>
<td>67</td>
</tr>
<tr>
<td>Econ 4400</td>
<td>Introduction to Econometrics</td>
<td>68</td>
</tr>
<tr>
<td>Econ 4520</td>
<td>Industrial Organization and Public Policy</td>
<td>69</td>
</tr>
<tr>
<td>Econ 4590</td>
<td>Selected Topics in Economic Analysis</td>
<td>70</td>
</tr>
<tr>
<td>Econ 4700</td>
<td>International Trade</td>
<td>71</td>
</tr>
<tr>
<td>Econ 4705</td>
<td>International Finance</td>
<td>72</td>
</tr>
<tr>
<td>Econ 4710</td>
<td>International Economic Development</td>
<td>73</td>
</tr>
<tr>
<td>Econ 4895</td>
<td>Workshop in Economic Research</td>
<td>74</td>
</tr>
<tr>
<td>Econ 6051</td>
<td>Graduate Introduction to Economics for Managers</td>
<td>75</td>
</tr>
<tr>
<td>Econ 6101</td>
<td>Seminar: Microeconomic Theory I</td>
<td>76</td>
</tr>
<tr>
<td>Econ 6102</td>
<td>Seminar: Microeconomic Theory II</td>
<td></td>
</tr>
<tr>
<td>Econ 6105</td>
<td>Seminar: Macroeconomic Theory</td>
<td>77</td>
</tr>
<tr>
<td>Econ 6150</td>
<td>Economic History of the United States</td>
<td>78</td>
</tr>
<tr>
<td>Econ 6170</td>
<td>History of Economic Thought</td>
<td>79</td>
</tr>
<tr>
<td>Econ 6190</td>
<td>Market Processes—Theory and Applications</td>
<td>80</td>
</tr>
<tr>
<td>Econ 6200</td>
<td>Seminar: Comparative Economic Systems</td>
<td>81</td>
</tr>
<tr>
<td>Econ 6250</td>
<td>Seminar: Project Analysis</td>
<td>82</td>
</tr>
<tr>
<td>Econ 6306</td>
<td>Environmental Economics</td>
<td>83</td>
</tr>
<tr>
<td>Econ 6310</td>
<td>Money, Banking, and Financial Intermediaries</td>
<td>84</td>
</tr>
<tr>
<td>Econ 6315</td>
<td>Seminar: Monetary Theory</td>
<td>85</td>
</tr>
<tr>
<td>Econ 6370</td>
<td>Seminar: Public Sector Economics</td>
<td>86</td>
</tr>
<tr>
<td>Econ 6375</td>
<td>Public Choice: The Economics of Politics</td>
<td>87</td>
</tr>
<tr>
<td>Econ 6400</td>
<td>Seminar: Econometrics</td>
<td>88</td>
</tr>
<tr>
<td>Econ 6500</td>
<td>Regional and Urban Economics: Survey</td>
<td>89</td>
</tr>
<tr>
<td>Econ 6590</td>
<td>Selected Topics in Economic Analysis</td>
<td>90</td>
</tr>
<tr>
<td>Econ 6680</td>
<td>Seminar: Labor Economics</td>
<td>91</td>
</tr>
<tr>
<td>Econ 6685</td>
<td>Law and Economics of Labor Institutions</td>
<td>92</td>
</tr>
<tr>
<td>Econ 6700</td>
<td>Seminar: International Trade</td>
<td>93</td>
</tr>
<tr>
<td>Econ 6705</td>
<td>International Finance</td>
<td>94</td>
</tr>
<tr>
<td>Econ 6710</td>
<td>Seminar: Economic Development</td>
<td>95</td>
</tr>
<tr>
<td>Econ 6715</td>
<td>An Executive Introduction to Social Philosophy, Ethics,</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>and the History of Economic Thought</td>
<td></td>
</tr>
<tr>
<td>Econ 6720</td>
<td>The European Union, Its Institutions, and International</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Trade</td>
<td></td>
</tr>
<tr>
<td>Econ 6725</td>
<td>Money, Banking, and International Finance</td>
<td>98</td>
</tr>
<tr>
<td>Econ 6751</td>
<td>Managerial Economics</td>
<td>99</td>
</tr>
<tr>
<td>Econ 6896</td>
<td>Research Methods</td>
<td>100</td>
</tr>
</tbody>
</table>

SECTION VI: ECONOMIC LEARNING OUTCOMES: SUMMARY

Economic Learning Outcome Coverage Grid: Bachelor's Level Courses

Economic Learning Outcome Coverage Grid: Master's Level Courses
SECTION I: INTRODUCTION

While the College of Business and Economics (CBE) at California State University, Hayward (CSUH) has actively reviewed and assessed its programs in the aggregate since 1979 using a survey of students when they file for graduation (Exit Survey), the University has redirected resources toward outcome assessment at the department and individual program level to capture information requested by accrediting agencies (e.g., WASC, AACSB) and to comply with mandates from the CSU. This report presents the Department of Economics’ and its programs’ mission and their student-centered goals, objectives, learning outcomes, and assessment methods, and individual course descriptions, learning outcomes, and assessment methods. It is an expanded and updated compilation of two initial reports for outcome assessment: Economics Department Mission And Student-Centered Goals, Objectives, Learning Outcomes And Assessment Methods (February 2001) and Program And Course Goals, Objectives, Learning Outcomes And Assessment Methods: Economics Department (May 2002).

We stress that, although the Department’s mission encompasses scholarship and service as well as student learning, this report focuses solely on student-centered learning in its development of goals, outcomes. This emphasis should not be interpreted as an unimportance of scholarship and service. Rather it reflects the University’s need for assessing student-centered outcomes.

Section II of the report focuses on the Department of Economics at California State University, Hayward and its mission, goals, objectives, program inputs and learning outcomes, and proposed assessment methods for the student-centered portion of its mission. It identifies important student learning goals, outcomes, and measures in both the undergraduate and graduate study of economics that are general enough to be applied within many different learning settings and over time, yet specific enough to be concrete and useful in practice.

Our mission statement was designed to work within the frameworks of the University and College of Business¹ mission statement and to build upon the relative strengths of existing faculty in the Department. It therefore reflects the Department’s focus on teaching and learning, applied research, and service to the profession and community.

Section III of the report focuses on the programs and curriculum sponsored by the Department. It develops their program mission statements and illustrates how they are linked to the student-centered portion of the Department’s mission at the undergraduate and graduate level.

Section IV of the report lays out the mission for each degree program offered by the Department of Economics and develops goals, objectives, expected outcomes and student learning objectives for each program. The missions, goals, objectives, learning outcomes, and data collection (for assessment) at the program and option level stem from the Department’s mission and its student-centered learning goals, objectives, expected outcomes, and assessment methods.

¹ The CBE mission statement reads “The California State University, Hayward College of Business and Economics provides excellence and innovation in integrating quality teaching and learning with applied research and relevant experience to a diverse clientele from the San Francisco Bay Area to the global community.”
Section V of the report describes each course offered by the Department and lays out its learning objectives and assessment methods. The learning outcomes developed for each course stem from the Department’s and individual degree program’s mission, and the learning goals established for each program.

Section VI, the final section of the report, provides tables showing the learning outcome coverage for each course offered by the Department. It pulls together the Department’s desired learning outcomes, as developed from its mission statements and program goals and objectives. The tables operationalize learning outcomes, for courses in our undergraduate and graduate programs and service courses in our domestic and international business programs and our general education program. As such, they provide a summary of the way in which our curriculum helps achieve the student-centered portion of our mission.
SECTION II: ECONOMICS DEPARTMENT: MISSION, STUDENT-CENTERED LEARNING GOALS AND OBJECTIVES, AND ASSESSMENT

This section of the report develops a Department-wide mission and student-centered learning goals and objectives. As part of this development, it identifies desired program inputs necessary to achieve each objective and data collection necessary to assess outcomes to determine if they meet the stated objective. Finally, a framework is provided for assessing student learning outcomes.

DEPARTMENT MISSION STATEMENT

The Economics Department at California State University, Hayward will prepare each student to participate effectively as an informed citizen in the affairs of our society by enhancing their ability to assess economic activity and to contribute productively in their careers using knowledge learned during their study of economics. Through effective teaching, the Department also will provide its students with knowledge of current economic thought and will develop students’ understanding of the role played by economic institutions in our society. The Department will enhance student learning along these lines at both the bachelor’s and master’s level.

The faculty in the Economics Department will provide applied scholarship that enhances the reputation of the Department, College, and University and that contributes to the knowledge base of economists, business leaders, and economic educators.

Finally, the Economics Department will engage in service activities that enhance the development of the College, University, and expanded community of interests.

STUDENT-CENTERED GOALS, OBJECTIVES, AND LEARNING OUTCOMES

Goal 1: Student learning will be advanced at the undergraduate level with a rigorous educational program that integrates theory, econometrics, and economic thought with applications in a wide variety of fields within economics.

Objective 1.1: The Department will design and offer a program at the bachelor’s degree level that provides students with the opportunity to learn economic theory and methods and to apply theory and methods to topics within the field.

Desired Program Input 1.1.1: The bachelor’s degree program will contain a mix of theory, methods, and field courses that satisfies the needs of current students and alumni.

Desired Program Input 1.1.2: The bachelor’s degree program will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Survey to current students and alumni at least once every five years
Lists of offered courses
Objective 1.2: The Department will provide effective instruction to undergraduate students so that the learning environment is stimulating and conducive to learning.

Desired Program Input 1.2.1: Undergraduate instruction by tenured and tenure-track faculty in the Department will be assessed by students and rated in the "above average" or better range.

Desired Program Input 1.2.2: Undergraduate instruction by lecturers and part-time faculty in the Department will be assessed by students and rated in the "above average" or better range.

Desired Program Input 1.2.3: Undergraduate courses offered in the Department will be assessed by students and rated in the "above average" or better range.

Desired Program Input 1.2.4: Undergraduate course syllabi for courses offered in the Department will be assessed by members of the Department and rated as appropriate for the stated course content.

Data Collection: Current instructor and course evaluations and annual review of syllabi by appropriate department committee and/or Department Chair

Objective 1.3: The Department will continuously monitor and modify the bachelor's degree program to meet changes in the profession, needs of students and needs of employers.

Desired Learning Outcome 1.3.1: At least once every five years, the program and scheduling needs of undergraduate students and potential employers of alumni with a bachelor’s degree will be identified and compared against program offerings for consistency.

Desired Learning Outcome 1.3.2: At least once every five years, the undergraduate curriculum will be compared against PhD program offerings for consistency.

Data Collection: Survey to current students, alumni, and potential employers at least once every five years
Lists of curriculum in PhD programs in Economics
Goal 2. Student learning will be advanced at the graduate level with rigorous educational programs that integrates theory, econometrics, and applied research with applications in a wide variety of fields within economics.

Objective 2.1: The Department will design and offer a program at the master's degree level that provides students with the opportunity to learn economic theory and methods, to apply theory and methods to topics within the field, and to engage in economic research on a chosen economic topic.

Desired Learning Outcome 2.1.1: The master's degree program will contain a mix of theory, methods, research, and field courses that satisfies the needs of current students and alumni.

Desired Learning Outcome 2.1.2: The master's degree program will be scheduled so that students are able to complete successfully their chosen option within two years.

Data Collection: Survey to current students and alumni at least once every five years
   Lists of offered courses
   Scan the latest developments in the field to assure the curriculum reflects field

Objective 2.2: The Department will provide effective instruction to graduate students so that the learning environment is stimulating and conducive to learning, and incorporate appropriate learning technologies.

Desired Learning Outcome 2.2.1: Graduate-level instruction by tenured and tenure-track faculty in the Department will be assessed by students and rated in the "above average" or better range.

Desired Learning Outcome 2.2.2: Graduate-level instruction by lecturers and part-time faculty in the Department will be assessed by students and rated in the "above average" or better range.

Desired Learning Outcome 2.2.3: Graduate-level courses offered in the Department will be assessed by students and rated in the "above average" or better range.

Desired Learning Outcome 2.2.4: Graduate-level course syllabi for courses offered in the Department will be assessed by members of the Department and rated as appropriate for the stated course content.

Desired Learning Outcome 2.2.5: Faculty will select and use appropriate instructional technology.

Data Collection: Current instructor and course evaluations and annual review of syllabi by appropriate department committee and/or Department Chair
Objective 2.3: The Department will continuously monitor and modify the graduate program to meet changes in profession, needs of students and needs of employers.

Desired Learning Outcome 2.3.1: At least every five years, the programmatic and scheduling needs of graduate students and potential employers of alumni with a master’s degree will be identified and compared against program offerings to ensure consistency.

Desired Learning Outcome 2.3.2: At least once every five years, the undergraduate curriculum will be compared against PhD program offerings for consistency.

Data Collection: Survey to current students, alumni, and potential employers at least once every five years
Lists of curriculum in PhD programs in Economics

Objective 2.4: Graduate students will be able to research independently a chosen topic using economic theory and rigorous research methods to explain a selected economic topic.

Desired Learning Outcome 2.4.1: Graduate students will demonstrate an advanced understanding of economic research methods through an independent research project.

Data Collection: Evaluation of research projects in Econ 6896

Goal 3: Both undergraduate and graduate students will effectively participate as informed citizens in the affairs of their society.

Objective 3.1: Undergraduate students will be able to use economic theory and methods to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the bachelor’s degree level.

Desired Learning Outcome 3.1.1: Undergraduate students will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.

Desired Learning Outcome 3.1.2: Undergraduate students will be able to apply economic theory and methods at a general level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance).

Data Collection: Evaluation of student grades in Econ 3000, 4000, and 4400 (3.1.1) and elective courses (3.1.2)
Objective 3.2: Graduate students will be able to use economic theory, methods, and research to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the master’s degree level.

Desired Learning Outcome 3.2.1: Graduate students will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 3.2.2 Graduate students will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 3.2.3: Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance) through independent research.

Data Collection: Student outcomes of comprehensive theory exams (3.2.1), Econ 6400: Econometrics (3.2.2), and Econ 6896: Research Methods and University Thesis (3.2.3)

Goal 4: Both undergraduate and graduate students will be able to communicate effectively economic ideas using appropriate communications means.

Objective 4.1: Undergraduate and graduate students will be able to communicate economic ideas orally.

Desired Learning Outcome 4.1.1: Undergraduate students will demonstrate the ability to orally present a coherent, logical economic argument.

Desired Learning Outcome 4.1.2: Graduate students will demonstrate the ability to orally present a coherent, logical economic argument grounded in economic theory.

Data Collection: Instructors with oral presentations will compile grades on presentations

Objective 4.2: Undergraduate and graduate students will be able to communicate economic ideas in writing.

Desired Learning Outcome 4.2.1: Undergraduate students will demonstrate the ability to present a coherent, logical economic argument in writing.

Desired Learning Outcome 4.2.2: Graduate students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Data Collection: Instructors with writing assignments will compile grades on writing
Objective 4.3: Undergraduate and graduate students will be able to communicate economic ideas using computer technologies.

Desired Learning Outcome 4.3.1: Undergraduate students will use appropriate computer technologies to develop and present written and oral economic arguments.

Desired Learning Outcome 4.3.2: Graduate students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral or written presentations in their classes will compile grades on presentations using technologies in the assignments

Goal 5: Both undergraduate and graduate students will use the knowledge learned studying economics to contribute productively in a chosen career.

Objective 5.1: Students will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 5.1.1: At least fifty percent of the undergraduate alumni will continue their education or find employment using their economic background within a year after graduation.

Desired Outcome 5.1.2: At least fifty percent of the graduate alumni will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 5.1.3: All alumni from economics programs will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
DEPARTMENT FRAMEWORK FOR ASSESSING STUDENT LEARNING OUTCOMES

The Economics Department will collect information from several sources to measure the degree to which our program and students achieve the desired student learning outcomes listed above. First of all, it is important to recognize that students are already attempting to achieve most of the learning outcomes listed above within the framework of existing courses in the Economics curriculum. The Department, however, does not collect data in a form that would be useful for monitoring achievement of these outcomes in terms of student learning outcomes assessment. Instructors currently evaluate and grade students within the context of their own particular course objectives. Therefore, the Department plans to collect much of the data for these learning outcome measures by requesting individual faculty members to collect the additional information on student’s achievement of these outcomes in their existing classes.

The Department currently surveys the needs of current students, alumni, or potential employers every five years as part of its preparation for its five-year reviews. This information allows us to obtain information on the needs and plans of current students, where our former students are working, what else they actually do after graduation, and how employers rate our program. This information allows us to get feedback on what elements of our program have been most meaningful and useful to students in their careers once they leave the program.
SECTION III: PROGRAM AND COURSEWORK ARTICULATION TO LEARNING GOALS

This section of the report shows how the programs offered by the Department of Economics are linked to the Department’s mission. As such, it provides the conceptual framework that links current course offerings to program goals. Because its focus is on the process that was designed to achieve learning outcomes, it shows how each course contributes to the each of the student-oriented learning goals detailed in Section II and, as a result, shows how the program's structure leads to its stated learning goals.

Figure 1 is a diagrammatic representation of the process designed to achieve the learning outcomes at the Bachelor's level. It illustrates how the knowledge and skills built in the lower division coursework underlie the knowledge and skills acquired in the upper division coursework and how the capstone course (Workshop in Economic Research) ties together the knowledge and skills gained in the undergraduate Economics program with applied research on current issues. Figure 2 is a diagrammatic representation of the process designed to achieve the learning outcomes at the Master's degree level. It illustrates how the prerequisite knowledge and skills is enhanced through Master's level coursework and how the knowledge and skills gained in our program is integrated in the capstone course Research Methods (or Project for students in the Option for Teachers). Of course, the results of the assessment plan detailed in Section III will reveal the degree to which the conceptual framework for achieving program goals outlined in this section actually succeeds.

The Department also provides many service courses to majors and programs throughout the University. At the undergraduate level, our courses in Principles of Economics (2301 and 2302), Macro-Economic Theory (3005), and Managerial Economics and Business Strategy (3551) are a required part of the business administration major and Money, Banking, and Financial Intermediaries (3310) is an elective in two of the business administration options. We also offer courses for the General Education program, including Economics of Public Issues (1000), Income, Wealth, and Poverty (1180), Philosophy, Law, and Economics (1190) and Principles of Micro (2301) and Macro (2302) economics.

At the master's level, our Department provides service courses to our MBA programs, both domestically and internationally. Graduate Introduction to Economics for Managers (6051) is a foundation course in the MBA program and An Executive Introduction to Social Philosophy, Ethics, and the History of Economic Thought (6715), The European Union, Its Institutions, and International Trade (6720), Money, Banking, and International Finance (6725), and Managerial Economics (6751) are part of our International Executive MBA program.

Goal 1: Student learning will be advanced at the undergraduate level with a rigorous educational program that integrates theory, econometrics, and economic thought with applications in a wide variety of fields within economics.

Figure 1 illustrates how this goal is achieved through program requirements. In this diagram, each "box" represents a cluster of courses that lead to the desired learning outcomes. The knowledge and skills gained through the series of coursework is integrated in our capstone course, Workshop in Economic Research, which students are required to take each quarter of their senior year.

The BA in Economics requires 72-73 quarter hours of coursework. Lower division coursework focuses on building the quantitative skills that are used to gain subject matter knowledge. Math
1810 and 1820 (Mathematics for Business and Social Sciences I, II)\(^2\) provide students with the necessary mathematical skills for obtaining a basic knowledge of statistics while Stat 2010 (Elements of Statistics for Business and Economics) provides students with the statistical skills needed to study econometrics and analyze economic issues. Our two-course sequence of Principles of Economics (2301 and 2302), offered at the lower division level, draw on mathematical skills (algebra) to build knowledge of the principles of economics.

Upper division coursework builds on the knowledge and skills gained in the freshman and sophomore years. Our required coursework is clustered to provide students with knowledge of economic theory (3000, 4000, 3005), economic institutions (3310), economic thought (3170), and econometrics (4400). Students are also asked to apply their economic knowledge and skills in their elective coursework, which comprises 23-24 quarter units. Each of these 5-6 courses enhances through application either content knowledge of economic principles or quantitative skills used in economic analysis. Table 1 provides a listing of each of the upper division electives and shows how their structure enhances either content knowledge or quantitative skills.

**Goal 2. Student learning will be advanced at the graduate level with rigorous educational programs that integrates theory, econometrics, and applied research with applications in a wide variety of fields within economics.**

Figure 2 illustrates how this goal is achieved through program requirements. In this diagram, each "box" represents a cluster of courses that lead to the desired learning outcomes. The knowledge and skills gained through the series of coursework is integrated in our capstone course, Research Methods, which students are required to take after completing their theory and econometrics coursework. A few students integrate knowledge by writing a University Thesis, which can be substituted for the Research Methods capstone course.

The MA in Economics requires 44 quarter hours of coursework. Prerequisite coursework in math, statistics, and intermediate economic theory ensures that students have the building blocks to acquire the skills and knowledge of economics at a master's level. Required courses in economic theory (6101, 6102, and 6105) build on the knowledge and skills gained in the intermediate theory coursework and provide students with a working knowledge of economic theory at the master's level. Required coursework in econometrics (6400) and forecasting (MGMT 6110) provide statistical and forecasting skills frequently used in economic analysis. Students are asked to apply their economic knowledge and skills in their elective coursework, which comprises 20-24 quarter units. Each of these 5-6 courses enhances through application either content knowledge of economic theories or quantitative skills used in economic analysis. Table 2 provides a listing of each of the upper division electives and shows how their structure builds either content knowledge or quantitative skills.

\(^2\) Math 1304 and 1305 (Calculus I, II) can be substituted for 1810 and 1820. Students planning on attending graduate school in Economics are encouraged to take this higher level of math because a higher level of quantitative skills is required as the content knowledge of the subject deepens.
Goal 3: Both undergraduate and graduate students will effectively participate as informed citizens in the affairs of their society.

By applying the economic theories and tools of analysis in the elective (i.e., applied) coursework, students should gain the interest and analytic capacity to participate as informed citizens in society. The capstone courses (Workshop in Economic Research at the undergraduate level and Research Methods at the graduate level) provide students with the opportunity to integrate theory, practice, and analysis capabilities such that their capacity for participation will be enhanced.

Goal 4: Both undergraduate and graduate students will be able to communicate effectively economic ideas using appropriate communications means.

About ten years ago, the Department adopted a writing skills policy in which professors agreed that students in elective courses (at the graduate and undergraduate levels) would exhibit effective written communication. This can be accomplished through either essay examinations or required papers.

At the undergraduate level, both written and oral communication skills are gained in the required course Administrative Communication (MKTG 3495).

At the graduate level, students are required to convey knowledge of economic ideas in two separate comprehensive exams, one in microeconomic theory and one in macroeconomic theory. They are also required to use appropriate communications (at a minimum this includes a written paper and oral presentation) to convey their research project in Research Methods or University Thesis, the capstone experiences of the program.

Goal 5: Both undergraduate and graduate students will use the knowledge learned studying economics to contribute productively in a chosen career.

At this particular time, our program is not formally articulated to career options, although the department does offer a course in Cooperative Education at both the undergraduate (4898) and graduate (6898) level. At a more general level, we believe that our program offers a set of analytic knowledge and skills that employers desire.
Figure 1: Course Sequencing for the Bachelor's Degree in Economics
### Table 1: Elective Coursework in the Bachelor's Degree Program

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<td>Econ 3180: Selected Topics in Economic Thought</td>
<td>Stat 3503: Statistical Inference II</td>
</tr>
<tr>
<td>Econ 3200: Comparative Economic Systems</td>
<td>Stat 3502: Statistical Inference I</td>
</tr>
<tr>
<td>Econ 3370: Public Sector Economics</td>
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<tr>
<td>Econ 3375: Public Choice: the Economics of Politics</td>
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<tr>
<td>Econ 3500: Regional and Urban Economics: Survey</td>
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<tr>
<td>Econ 3680: Labor Economics</td>
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<tr>
<td>Econ 3685: Law and Economics of Labor Institutions</td>
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<tr>
<td>Econ 4306: Environmental Economics</td>
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<tr>
<td>Econ 4315: Monetary Theory</td>
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<td>Econ 4520: Industrial Organization and Public Policy</td>
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<tr>
<td>Econ 4590: Selected Topics in Economic Analysis</td>
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<tr>
<td>Econ 4700: International Trade</td>
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<td>Econ 4705: International Finance</td>
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<tr>
<td>Econ 4710: International Economic Development</td>
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</table>
Figure 2: Course Sequencing for the Master’s Degree in Economics

Prerequisite Coursework
- Math
- Statistics
- Intermediate Theory

Master’s Level Coursework
- Econometrics & Forecasting
- Economic Theory
- Economics Applications
- Research Methods/ Thesis/ Project

Figure Note: Only students in the Option for Teachers have the Project as a capstone experience. The remaining Options all students to choose between a thesis or Research Methods.
### Table 2: Elective Coursework in the Master's degree program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Econ 6140</td>
<td>Topics in Economic History</td>
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<tr>
<td>Econ 6170</td>
<td>History of Economic Thought</td>
</tr>
<tr>
<td>Econ 6180</td>
<td>Selected Topics in Economic Thought</td>
</tr>
<tr>
<td>Econ 6190</td>
<td>Market Processes--Theory and Applications</td>
</tr>
<tr>
<td>Econ 6200</td>
<td>Seminar: Comparative Economic Systems</td>
</tr>
<tr>
<td>Econ 6250</td>
<td>Seminar: Project Analysis</td>
</tr>
<tr>
<td>Econ 6306</td>
<td>Seminar: Environmental Economics</td>
</tr>
<tr>
<td>Econ 6310</td>
<td>Money, Banking, and Financial Intermediaries</td>
</tr>
<tr>
<td>Econ 6315</td>
<td>Seminar: Monetary Theory</td>
</tr>
<tr>
<td>Econ 6370</td>
<td>Seminar: Public Sector Economics</td>
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<tr>
<td>Econ 6375</td>
<td>Public Choice: the Economics of Politics</td>
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<tr>
<td>Econ 6500</td>
<td>Regional and Urban Economics</td>
</tr>
<tr>
<td>Econ 6520</td>
<td>Seminar: Industrial Organization and Public Policy</td>
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<tr>
<td>Econ 6590</td>
<td>Selected Topics in Economic Analysis</td>
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<td>International Finance</td>
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<tr>
<td>Econ 6710</td>
<td>International Economic Development</td>
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</table>
SECTION IV: PROGRAM MISSION, GOALS, LEARNING OUTCOMES, AND ASSESSMENT

This section of the report defines the mission of each of the Department’s degree programs and develops the goals, objectives, and assessment methods for option within each degree and for each program offered each level.

BACHELOR’S DEGREE PROGRAMS

BA MISSION STATEMENT

The BA in Economics will provide each student with knowledge of current economic thought and will develop students’ understanding of the role played by economic institutions in our society. The BA program will develop students’ analytical skills by combining a strong foundation in economic theory with applied statistics so that students will be able to apply both theory and analysis in both workplace and educational settings.

Students receiving a BA in Economics from CSUH will be able to succeed in a wide variety of analyst positions in business, government, and nonprofit enterprises and will be able to successfully pursue graduate work in economics and related fields.

BA GOALS AND OBJECTIVES

BA Economics, Option In General Economics

Goal: Undergraduate learning for students with an Option in General Economics will be advanced with a rigorous educational program that integrates theory, econometrics, and economic thought with applications in a wide variety of fields within economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in General Economics at the Bachelor’s degree level will provide students with the opportunity to learn economic theory and methods and to apply theory and methods to topics within the field.

Desired Program Input 1: The Bachelor’s degree program with an Option in General Economics will contain a mix of theory, methods, and field courses that satisfies the needs of current students and alumni.

Desired Program Input 2: The Bachelor’s degree program with an Option in General Economics will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses
Objective 2: Undergraduate students with an Option in General Economics will be able to use economic theory and methods to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the Bachelor’s degree level.

Desired Learning Outcome 2.1: Undergraduate students with an Option in General Economics will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.

Desired Learning Outcome 2.2 Undergraduate students with an Option in General Economics will be able to apply economic theory and methods at a general level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance).

Data Collection: Evaluation of student grades in Econ 3000, 3005, 4000, and 4400 (2.1) and elective courses (2.2)

Objective 3: Undergraduate students with an Option in General Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate students with an Option in General Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate students with an Option in General Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Undergraduate students with an Option in General Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate students with an Option in General Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the BA program with an Option in General Economics will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the BA program with an Option in General Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
BA Economics, Option In Accounting

Goal: Undergraduate learning for students with an Option in Accounting will be advanced with a rigorous educational program that integrates economic theory, econometrics, and finance-oriented applications with accounting so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career in accounting.

Objective 1: The Option in Accounting at the Bachelor’s degree level will provide students with the opportunity to learn economic theory and methods and to apply theory and methods to topics to accounting.

Desired Program Input 1: The Bachelor’s degree program with an Option in Accounting will contain a mix of economic theory, methods, and accounting courses that satisfies the needs of current students and alumni.

Desired Program Input 2: The Bachelor’s degree program with an Option in Accounting will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Undergraduate students with an Option in Accounting will be able to use economic theory and methods to explain financial phenomenon, analyze financial and accounting problems, and evaluate public policy solutions at the Bachelor’s degree level.

Desired Learning Outcome 2.1: Undergraduate students with an Option in Accounting will demonstrate a basic understanding of microeconomic and macroeconomic theory and econometrics.

Desired Learning Outcome 2.2 Undergraduate students with an Option in Accounting will be able to apply economic theory and methods to the field of accounting.

Data Collection: Evaluation of student grades in Econ 3000, 3005, 4000, and 4400 (2.1) and economic and accounting elective courses (2.2)
Monitoring of student grades in required and elective Accounting courses
Objective 3: Undergraduate students with an Option in Accounting will be able to communicate ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate students with an Option in Accounting will demonstrate the ability to present orally a coherent, logical economic, accounting, or financial argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate students with an Option in Accounting will demonstrate the ability to present a coherent, logical economic, accounting, or financial argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Undergraduate students with an Option in Accounting will use appropriate computer technologies to develop research accounting problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate students with an Option in Accounting will be able to locate employment in accounting or financial management and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the BA program with an Option in Accounting will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment in the area of accounting or financial management using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the BA program with an Option in Accounting will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
BA Economics, Option In Social Science Economics

Goal: Undergraduate learning for students with an Option in Social Science Economics will be advanced with a rigorous educational program that integrates theory, statistics, and economic and social science thought with applications in a wide variety of fields within the social sciences so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in Social Science Economics at the Bachelor's degree level will provide students with the opportunity to learn economic and social science theory and methods and to apply theory and methods to topics within the social sciences.

Desired Program Input 1: The Bachelor's degree program with an Option in Social Science Economics will contain a mix of theory, methods, and field courses that satisfies the needs of current students and alumni.

Desired Program Input 2: The Bachelor's degree program with an Option in Social Science Economics will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Survey of current students and alumni at least once every five years
   Lists of offered courses

Objective 2: Undergraduate students with an Option in Social Science Economics will be able to use economic theory and social science methods to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the Bachelor's degree level.

Desired Learning Outcome 2.1: Undergraduate students with an Option in Social Science Economics will demonstrate a basic understanding of microeconomic and macroeconomic theory and statistics.

Desired Learning Outcome 2.2 Undergraduate students with an Option in Social Science Economics will be able to apply economic theory and social science methods at a general level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance).

Data Collection: Evaluation of student grades in Econ 3000, 3005, and 3170 (2.1) and elective courses (2.2)
   Monitoring of student grades in required and elective social science courses (2.2)
Objective 3: Undergraduate students with an Option in Social Science Economics will be able to communicate social science ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate students with an Option in Social Science Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate students with an Option in Social Science Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and social science methods in writing.

Desired Learning Outcome 3.3: Undergraduate students with an Option in Social Science Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate students with an Option in Social Science Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the BA program with an Option in Social Science Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the BA program with an Option in Social Science Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
BA Economics, Option In Statistical Economics

**Goal:** Undergraduate learning for students with an Option in Statistical Economics will be advanced with a rigorous educational program that integrates statistics with applications in a wide variety of fields within economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively as analysts of risk, quality, and data in business, government, and nonprofit agencies.

**Objective 1:** The Option in Statistical Economics at the Bachelor’s degree level will provide students with the opportunity to learn economic theory and statistical methods and to apply theory and statistics as analysts.

- Desired Program Input 1: The Bachelor’s degree program with an Option in Statistical Economics will contain a mix of economic theory, statistics, and field courses that satisfies the needs of current students and alumni.
- Desired Program Input 2: The Bachelor’s degree program with an Option in Statistical Economics will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

**Data Collection:** Survey of current students and alumni at least once every five years
- Lists of offered courses

**Objective 2:** Undergraduate students with an Option in Statistical Economics will be able to use economic theory and methods to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the Bachelor’s degree level.

- Desired Learning Outcome 2.1: Undergraduate students with an Option in Statistical Economics will demonstrate a basic understanding of microeconomic and macroeconomic theory and statistics.
- Desired Learning Outcome 2.2 Undergraduate students with an Option in Statistical Economics will be able to apply economic theory and statistical methods at a general level to analyze economic and business topics (e.g., labor markets, money and banking, public sector, business decision making, international trade or finance).

**Data Collection:** Evaluation of student grades in Econ 3000, 3005, 4000, and 4400 (2.1) and elective courses (2.2)
- Monitoring of student grades in required and elective Statistics courses (2.2)
Objective 3: Undergraduate students with an Option in Statistical Economics will be able to communicate economic and statistical ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate students with an Option in Statistical Economics will demonstrate the ability to present orally a coherent, logical economic and statistical argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate students with an Option in Statistical Economics will demonstrate the ability to present a coherent, logical economic and statistical argument grounded in economic theory and applied statistics in writing.

Desired Learning Outcome 3.3: Undergraduate students with an Option in Statistical Economics will use appropriate computer technologies to develop statistical problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate students with an Option in Statistical Economics will be able to locate employment as analysts of risk, quality, and data in business, government, and nonprofit agencies and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the BA program with an Option in Statistical Economics will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment as analysts of risk, quality, and data in business, government, and nonprofit agencies within a year after graduation.

Desired Outcome 4.2: Alumni from the BA program with an Option in Statistical Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
BS in Business Administration, Option In Business Economics

**Goal:** Undergraduate learning for students with a BS in Business Administration an Option in Business Economics will be advanced with a rigorous educational program that integrates business and economic theory with applications in a wide variety of areas of business and economics so that students will contribute productively in a chosen business career and participate as informed citizens in the affairs of their society.

**Objective 1:** The Option in Business Economics in the BSBA degree will provide students with the opportunity to learn business and economic theory and to apply theory to business topics.

  - **Desired Program Input 1:** The BSBA degree program with an Option in Business Economics will contain a mix of business and economic theory, business core courses, and application courses in both business and economics that satisfies the needs of current students and alumni.
  
  - **Desired Program Input 2:** The BSBA degree program with an Option in Business Economics will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

**Data Collection:** Survey of current students and alumni at least once every five years

  - Lists of offered courses

**Objective 2:** Undergraduate students with an Option in Business Economics will be able to use business economic theories to explain business phenomenon, analyze business problems, and evaluate solutions at the Bachelor’s degree level.

  - **Desired Learning Outcome 2.1:** Undergraduate students with an Option in Business Economics will demonstrate a basic understanding of microeconomic and macroeconomic theory.

  - **Desired Learning Outcome 2.2** Undergraduate students with an Option in Business Economics will be able to apply economic theory and methods at a general level to a wide wage of topics within business (e.g., labor markets, money and banking, international trade or finance).

**Data Collection:** Evaluation of student grades in Econ 3551 and 3005 (2.1) and elective courses (2.2)

  - Monitoring of student grades in required and elective Business Administration courses (2.2)
Objective 3: Undergraduate business students with an Option in Business Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate business students with an Option in Business Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate business students with an Option in Business Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Undergraduate business students with an Option in Business Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate business students with an Option in Business Economics will be able to locate employment in business and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the BSBA program with an Option in Business Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment in business using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the BSBA program with an Option in Business Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni

**Economics Minor**

**Goal:** Undergraduate learning for students with a minor in Economics will be advanced with a rigorous educational program that integrates economic theory with applications in a wide variety of fields so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

**Objective 1:** The Economics Minor will provide students with the opportunity to learn economic theory and its application.

Desired Program Input 1: The Economics Minor will contain a mix of theory and elective courses that satisfies the needs of current students and alumni.

Desired Program Input 2: The Economics Minor will be scheduled so that students are able to complete successfully the upper division portion of their degree within two years.

Data Collection: Survey of current students and alumni at least once every five years

Lists of offered courses
Objective 2: Undergraduate students with an Economics Minor will be able to use economic theory to help explain social phenomenon, analyze social problems, and evaluate public policy solutions at the Bachelor's degree level.

Desired Learning Outcome 2.1: Undergraduate students with an Economics Minor will demonstrate a basic understanding of microeconomic and macroeconomic theory.

Desired Learning Outcome 2.2: Undergraduate students with an Economics Minor will be able to apply economic theory at a very general level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance).

Data Collection: Evaluation of student grades in Econ 3000, 3005, and 3170 (2.1) and elective courses (2.2)

Objective 3: Undergraduate students with an Economics Minor will be able to communicate social science ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Undergraduate students with an Economics Minor will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Undergraduate students with an Economics Minor will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and social science methods in writing.

Desired Learning Outcome 3.3: Undergraduate students with an Economics Minor will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Undergraduate students with an Economics Minor will be able to locate employment in their chosen field and to use economics to help in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni with an Economics Minor will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic reasoning within a year after graduation.

Desired Outcome 4.2: Alumni with an Economics Minor will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA MISSION STATEMENT

The MA in Economics will provide each student with a flexible set of analytic skills by combining a strong foundation in economic theory with applied research so that students will be able to apply both theory and research analytic skills in both workplace and educational settings.

Students receiving a MA in Economics from CSUH will be able to succeed in a wide variety of management, analyst, and research positions in business, government, and nonprofit enterprises and will be able to teach others at both the community college and high school levels. Students will also be able to successfully pursue further graduate work in economics and related fields.

MA GOALS AND OBJECTIVES

MA Economics, Option In General Economics

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in a wide variety of fields within economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in General Economics in the Master's program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics within the field, and to engage in economic research on a chosen economic topic.

Desired Program Input 1: The Master's degree program with an Option in General Economics will contain a mix of theory, methods, research, and field courses that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master's degree program with an Option in General Economics will be scheduled so that students are able to complete successfully their chosen option within two years.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Master’s students with an Option in General Economics will be able to use economic theory, methods, and research to explain social phenomenon, analyze social problems, and evaluate public policy solutions at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in General Economics will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2 Graduate students with an Option in General Economics will demonstrate an advanced understanding of econometrics through coursework.
Desired Learning Outcome 2.3: Graduate students with an Option in General Economics will be able to apply economic theory and methods at an advanced level to selected economic topics (e.g., labor markets, money and banking, public sector, international trade or finance) through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)

Objective 3: Graduate students with an Option in General Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in General Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in General Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in General Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in General Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in General Economics will either 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in General Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option In Comparative Economic Systems

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in comparative economic systems so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in Comparative Economic Systems in the Master’s program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics in comparative economic systems, and to engage in economic research in this area.

Desired Program Input 1: The Master’s degree program with an Option in Comparative Economic Systems will contain a mix of theory, methods, research, and field courses in comparative economic systems that satisfy the needs of current students and alumni.

Desired Program Input 2: The Master’s degree program with an Option in Comparative Economic Systems will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
   Lists of offered courses

Objective 2: Master’s students with an Option in Comparative Economic Systems will be able to use economic theory, methods, and research to explain social phenomenon, analyze comparative economic systems problems and policies at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in Comparative Economic Systems will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2 Graduate students with an Option in Comparative Economic Systems will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in Comparative Economic Systems will be able to apply economic theory and methods at an advanced level to comparative economic systems through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)
Objective 3: Graduate students with an Option in Comparative Economic Systems will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in Comparative Economic Systems will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in Comparative Economic Systems will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in Comparative Economic Systems will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in Comparative Economic Systems will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in Comparative Economic Systems will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in Comparative Economic Systems will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option In International Economics

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in International Economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in International Economics in the Master’s program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics in International Economics, and to engage in economic research in this area.

Desired Program Input 1: The Master’s degree program with an Option in International Economics will contain a mix of theory, methods, research, and field courses in International Economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master’s degree program with an Option in International Economics will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Master’s students with an Option in International Economics will be able to use economic theory, methods, and research to explain social phenomenon, analyze International Economics problems and policies at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in International Economics will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2 Graduate students with an Option in International Economics will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in International Economics will be able to apply economic theory and methods at an advanced level to International Economics through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)
Objective 3: Graduate students with an Option in International Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in International Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in International Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in International Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in International Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in International Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in International Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option In Labor Economics

**Goal:** Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in Labor Economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

**Objective 1:** The Option in Labor Economics in the Master’s program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics in Labor Economics, and to engage in economic research in this area.

Desired Program Input 1: The Master’s degree program with an Option in Labor Economics will contain a mix of theory, methods, research, and field courses in labor economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master’s degree program with an Option in Labor Economics will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

**Objective 2:** Master’s students with an Option in Labor Economics will be able to use economic theory, methods, and research to explain social phenomenon, analyze labor economics problems and policies at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in Labor Economics will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2 Graduate students with an Option in Labor Economics will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in Labor Economics will be able to apply economic theory and methods at an advanced level to labor economics through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)
Objective 3: Graduate students with an Option in Labor Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in Labor Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in Labor Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in Labor Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in Labor Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in Labor Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in Labor Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option in Monetary Economic Systems

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in Monetary economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in Monetary Economic Systems in the Master’s program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics in monetary economics, and to engage in economic research in this area.

Desired Program Input 1: The Master’s degree program with an Option in Monetary Economic Systems will contain a mix of theory, methods, research, and field courses in monetary economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master’s degree program with an Option in Monetary Economic Systems will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Master’s students with an Option in Monetary Economic Systems will be able to use economic theory, methods, and research to explain social phenomenon, analyze monetary problems and policies at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in Monetary Economic Systems will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2: Graduate students with an Option in Monetary Economic Systems will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in Monetary Economic Systems will be able to apply economic theory and methods at an advanced level to monetary economics through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)
Objective 3: Graduate students with an Option in Monetary Economic Systems will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in Monetary Economic Systems will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in Monetary Economic Systems will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in Monetary Economic Systems will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in Monetary Economic Systems will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in Monetary Economic Systems will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in Monetary Economic Systems will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option In Public Sector Economics

Goal: Graduate student learning will be advanced with a rigorous educational program that integrates theory, econometrics, and applied research with applications in Public Sector Economics so that students will effectively participate as informed citizens in the affairs of their society and contribute productively in a chosen career.

Objective 1: The Option in Public Sector Economics in the Master’s program will provide students with the opportunity to learn economic theory and methods, to apply theory and methods to topics in public sector economics, and to engage in economic research in this area.

Desired Program Input 1: The Master’s degree program with an Option in Public Sector Economics will contain a mix of theory, methods, research, and field courses in public sector economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master’s degree program with an Option in Public Sector Economics will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Master’s students with an Option in Public Sector Economics will be able to use economic theory, methods, and research to explain social phenomenon, analyze public sector problems and policies at the graduate degree level.

Desired Learning Outcome 2.1: Graduate students with an Option in Public Sector Economics will demonstrate an advanced understanding of microeconomic and macroeconomic theory through comprehensive examinations.

Desired Learning Outcome 2.2 Graduate students with an Option in Public Sector Economics will demonstrate an advanced understanding of econometrics through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in Public Sector Economics will be able to apply economic theory and methods at an advanced level to Public Sector Economics through independent research.

Data Collection: Student outcomes of comprehensive theory exams (2.1), Econ 6400: Econometrics (2.2), and Econ 6896: Research Methods, or University Thesis (2.3)
Objective 3: Graduate students with an Option in Public Sector Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in Public Sector Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in Public Sector Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in Public Sector Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in Public Sector Economics will be able to locate employment in their chosen field and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in Public Sector Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MA program with an Option in Public Sector Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MA Economics, Option In Economics for Teachers

Goal: Graduate student learning will be advanced with an educational program that integrates theory and practical research with applications in a wide variety of fields within economics so that students will be able to effectively teach economics at the high College level and participate as informed citizens in the affairs of their society.

Objective 1: The Option in Economics for Teachers in the Master's program will provide students with the opportunity to learn economic theory and to apply economics to a wide variety of topics in economics.

Desired Program Input 1: The Master's degree program with an Option in Economics for Teachers will contain a mix of theory and elective courses in economics that satisfies the needs of current students and alumni.

Desired Program Input 2: The Master's degree program with an Option in Economics for Teachers will be scheduled so that students are able to complete successfully their chosen option within two years with classes offered in both the day and evening.

Data Collection: Survey of current students and alumni at least once every five years
Lists of offered courses

Objective 2: Master's students with an Option in Economics for Teachers will be able to use economic theory to explain social phenomenon, analyze economic problems and policies at the Bachelor's degree level, and teach economic principles to high school students.

Desired Learning Outcome 2.1: Graduate students with an Option in Economics for Teachers will demonstrate an understanding of microeconomic and macroeconomic theory through coursework.

Desired Learning Outcome 2.2 Graduate students with an Option in Economics for Teachers will demonstrate an understanding of the application of economic theory to a wide variety of fields through coursework.

Desired Learning Outcome 2.3: Graduate students with an Option in Economics for Teachers will be able to teach high school students general principles of economics through independent project work.

Data Collection: Student grades in Econ 3000 and 3005 (2.1), elective coursework (2.2), Econ 6400: Econometrics (2.2), and Econ 6897: Project in Economic Education (2.3)
Objective 3: Graduate students with an Option in Economics for Teachers will be able to communicate economic ideas orally, in writing, and using computer technologies.

Desired Learning Outcome 3.1: Graduate students with an Option in Economics for Teachers will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

Desired Learning Outcome 3.2: Graduate students with an Option in Economics for Teachers will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory in writing.

Desired Learning Outcome 3.3: Graduate students with an Option in Economics for Teachers will use appropriate computer technologies to present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: Graduate students with an Option in Economics for Teachers will be able to locate employment as high school economics teachers and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MA program with an Option in Economics for Teachers will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment as high school economic teachers.

Desired Outcome 4.2: Alumni from the MA program with an Option in Economics for Teachers will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
MBA, Option In Business Economics

**Goal:** Graduate learning for students with a MBA with an Option in Business Economics will be advanced with a rigorous educational program that integrates business and economic theory and applications in a wide variety of areas of business and economics so that students will contribute productively in a chosen business career and participate as informed citizens in the affairs of their society.

**Objective 1:** The Option in Business Economics in the MBA degree will provide students with the opportunity to learn business and economic theory and to apply theory to business topics.

- **Desired Program Input 1:** The MBA degree program with an Option in Business Economics will contain a mix of business and economic theory, advanced business core courses, and application courses in both business and economics that satisfies the needs of current students and alumni.

- **Desired Program Input 2:** The MBA degree program with an Option in Business Economics will be scheduled so that students are able to complete successfully the option portion of their degree within two years.

**Data Collection:** Survey of current students and alumni at least once every five years

- Lists of offered courses

**Objective 2:** MBA students with an Option in Business Economics will be able to use business economic theories to explain business phenomenon, analyze business problems, and evaluate solutions at the Master's degree level.

- **Desired Learning Outcome 2.1:** MBA students with an Option in Business Economics will demonstrate an advanced understanding of microeconomic and macroeconomic theory.

- **Desired Learning Outcome 2.2:** MBA students with an Option in Business Economics will be able to apply economic theory and methods at an advanced level to a wide wage of topics within business (e.g., labor markets, money and banking, international trade or finance).

**Data Collection:** Evaluation of student grades in Econ 6101 and 6105 (2.1) and elective courses (2.2)

- Monitoring of student grades in required and elective Business Administration courses (2.2)

**Objective 3:** MBA students with an Option in Business Economics will be able to communicate economic ideas orally, in writing, and using computer technologies.

- **Desired Learning Outcome 3.1:** MBA students with an Option in Business Economics will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

- **Desired Learning Outcome 3.2:** MBA students with an Option in Business Economics will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.
Desired Learning Outcome 3.3: MBA students with an Option in Business Economics will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Data Collection: Instructors with oral presentations and/or writing assignments in their classes will compile grades on presentations and/or writing assignments, including an assessment grounded in use of appropriate computer technologies.

Objective 4: MBA students with an Option in Business Economics will be able to locate employment in business and to use economics in decision making.

Desired Outcome 4.1: At least fifty percent of the alumni from the MBA program with an Option in Business Economics will 1) continue their education, 2) advance in their pre-graduation employment position, or 3) find employment in business using their economic background within a year after graduation.

Desired Outcome 4.2: Alumni from the MBA program with an Option in Business Economics will use the economic way of thinking to make decisions.

Data Collection: Survey of alumni
SECTION V: LEARNING OBJECTIVES FOR INDIVIDUAL COURSES

This section of the report describes each course offered by the Department, including prerequisite coursework and times offered, and details its learning objectives and methods that might be used to assess whether or not student have met the goals. Course descriptions and learning objectives are presented by order of course numbering.
Econ 1000: Economics of Public Issues
4 Units

Catalog Description: Examination of selected current public issues; e.g., shortages of food and fuel, pollution, slums, airline fares, stagflation, income distribution, and the function of property rights. Designed for non-economics majors and not open to students who have taken ECON 2301.

Prerequisites: None

Times Offered: Fall and Spring, day

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand how households (demand) and businesses (supply) interact in various market structures to determine price and quantity of a good produced.

• Determine the price and quantity households will purchase and businesses will produce.

• Link household behavior and the economic model of individual demand.

• Represent individual and market demand curves as graphs, including the downward slope of the demand curve and what shifts the demand curve.

• Link production costs and the economic models of supply for individual firms and markets.

• Represent individual and market supply curves as graphs, including the upward slope of the supply curve and what shifts the supply curve.

• Analyze the efficiency and equity implications of government interference in markets.

• Develop policies that contribute to long-term economic growth, while avoiding policies that cause growth to slow.

• Apply economic reasoning to individual and firm behavior and their interaction in markets.

• Analyze the basic workings of an entire economy.

• Develop fiscal and monetary policies to correct macroeconomic problems.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
Econ 1180: Income, Wealth and Poverty
4 Units

[Course is part of a freshman General Education cluster.]

Catalog Description: Broad-based examination of theories that are used to explain how income is generated and distributed. Theories of income determination within market-based economies to explain income differentials, inequalities, wealth, and poverty at both the individual and country levels.

Prerequisites: None.

Times Offered: Winter, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Explain how resources are distributed around the world and in the United States.
- Use the different methods of defining income, inequality, wealth and poverty, to explain different measurements of inequality.
- Analyze determinants of individual and aggregate income.
- Explain the aggregate distribution of resources around the world using economic theories.
- Explain distribution of individual income using marginal productivity theory.
- Explain how historic, geographic, and social forces impact economic determinants of income distribution.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to topics of income, wealth, and poverty
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 1190: Philosophy, Law and Economics
4 Units

[Course is part of a freshman General Education cluster.]

Catalog Description: Introduction to the many interdependencies among philosophy, law, and economics; the role of property rights in a market economy; social problems arising from defective legal concepts; historical development of thinking on law and economics from Ancient Rome to the present.

Prerequisites: None.

Times Offered: Spring, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the nature of philosophy and how its study can shed light on the legal and economic institutions governing human life.

• Understand the nature of law under different legal systems; the relationships among law, self-interest, and morality.

• Understand the nature of economics and how its study can shed light not only on issues involving commerce, but on other aspects of life as well.

• Understand fundamental concepts of economics such as scarcity, opportunity cost, comparative advantage, and optimality.

• Understand the nature of alternative economic systems; understand the nature of unintended consequences and how economic outcomes may systematically differ from hoped-for results.

• Explain basic principles of supply and demand, market equilibrium.

• Understand the nature of the knowledge problem facing all economic systems; how the knowledge problem is addressed by free markets.

• Understand the concept of “market failure” and the assumptions underlying it.

• Learn basic principles of public choice theory and the concept of “government failure”.

• Understand the relationship between institutional failure and the nature of property rights.

• Understand how institutional failure can be addressed by cultural and institutional evolution.

• Understand the nature of both the English common law and legislation; economics and public choice theory relevant to the common law and legislation.

• Understand basic schools of epistemology; evolutionary epistemology.

• Understand basic schools of moral philosophy.

• Understand basic theories of justice; jurisprudence.

• Explain the nature of constitutional economics and the relationship between theories of justice and constitutions.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation

• Write a paper applying economic theory to the institution of law

• Present written work in class

• Use computer technologies to visually enhance written and oral communication
Econ 2301: Principles of Microeconomics
4 Units

[CAN ECON 4]
Catalog Description: Basic micro-economic concepts; introductory analysis of the
determination of prices and output in different market situations; public policy.

Prerequisites: Sophomore standing and either credit for intermediate algebra or satisfactory
score on the Entry-Level Math (ELM) Test.

Times Offered: All quarters, day. Fall and Spring night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand how households (demand) and businesses (supply) interact in various market
structures to determine price and quantity of a good produced.
• Understand the links between household behavior and the economic models of demand.
• Represent demand, in graphical form, including the downward slope of the demand curve
and what shifts the demand curve.
• Understand the links between production costs and the economic models of supply.
• Represent supply, in graphical form, including the upward slope of the supply curve and
what shifts the supply curve.
• Understand the efficiency and equity implications of market interference, including
government policy.
• Understand how different degrees of competition in a market affect pricing and output.
• Apply economic reasoning to individual and firm behavior.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
Econ 2302: Principles of Macroeconomics
4 Units

[CAN ECON 2]

Catalog Description: Basic macro-economic concepts; introductory analysis of the determination of national income and employment; money and banking; fiscal policy in a global context.

Prerequisites: Either credit for intermediate algebra or satisfactory score on the Entry-Level Math (ELM) Test.

Times Offered: All quarters, day. Winter, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand why household, business, and government behavior determines the aggregate demand for goods and services.

• Understand why the behavior of businesses determines the aggregate supply of goods and services.

• Understand how aggregate demand and aggregate supply interact to drive a free market economy.

• Understand the implications of interference in a market economy, including government policy.

• Understand the basics of national income accounting.

• Understand the causes and consequences of business cycles.

• Understand the roles of fiscal and monetary policy in fighting recessions and inflation.

• Understand factors that contribute to and detract from long-term economic growth.

• Apply economic reasoning to understand the operation of an economy.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation
Econ 3000: Microeconomic Theory
Econ 4000: Seminar in Microeconomic Theory
4 Units Each

[Two course sequence]
Module 1 (Econ 3000):
Catalog Description: Analysis of supply and demand; production and costs; price and output determination; factor pricing and income distribution; optimum resource allocation.
Prerequisites: Math 1130 and Econ 2301 with grade of not lower than a C.
Times Offered: Winter, day or night in alternating years.

Module 2 (Econ 4000):
Catalog Description: Readings and discussion of advanced topics in analysis of market behavior, factor pricing and income distribution, general equilibrium, capital and interest, and property rights.
Prerequisites: Econ 3000.
Times Offered: Spring, day or night in alternating years.

Course Sequence Learning Objectives:
Upon successful completion of the course sequence a student will be able to:
• Make decisions using marginal analysis and opportunity costs.
• Use supply and demand to determine changes in market equilibrium (price and output), changes in welfare, and analyze the impact of government policies.
• Understand the relationship between marginal utility and price in equilibrium.
• Explain why firms exist.
• Develop cost functions from production functions.
• Be able to determine the profit maximizing price and output for a firm operating in a competitive environment.
• Determine profit maximizing price and output for a monopoly firm.
• Evaluate various policies for regulating monopolies.
• Be able to determine profit maximizing price and output for a firm in a quasi-competitive market (oligopoly or monopolistic competition).
• Develop and evaluate the impact of government regulations.
• Explain relationship between wages and productivity and apply the model to real-world businesses.
• Be able to apply the concepts of supply and demand to markets with external costs and benefits (understand market failure, implications for regulation, optimal pollution level).
• Use comparative static analysis (changes in supply and/or demand), measures of consumer and producer welfare, government intervention (price ceilings and floors).
• Understand the nature and consequences of general equilibrium (Pareto optimality).

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
**Econ 3005: Macro-Economic Theory**

4 Units

**Catalog Description:** Measurement and analysis of the determination of national income and employment; general price level; stabilization and growth.

**Prerequisites:** ECON 2301, 2302, with grade not lower than "C" in 2302.

**Times Offered:** All quarters, day and night.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Measure living standards, inflation, and unemployment for use as economic indicators.
- Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury, respectively.
- Understanding the perspective of classical economists on the nature and causes of the wealth of nations.
- Understand the factors determining gross domestic product, employment, the general level of prices, and interest rates.
- Explain the differences between the classical and Keynesian approaches to understanding the macro economy, including the political implications of each approach and the role of an activist fiscal policy in the Keynesian approach.
- Analyze the determinants of the relative strengths of fiscal and monetary policy for affecting gross domestic product.
- Understand the importance of wage flexibility and price expectations for the impact of spending behavior on gross domestic production, the unemployment rate, and the rate of inflation.
- Understand monetarist, supply-siders’, and New Classical approaches to macroeconomic issues.
- Learn the determinants of long-term economic growth, including the role of saving and investment on the rate of growth.
- Understand the role of international trade in affecting living standards.
- Analyze the factors that determine currency exchange rates and the impact of changes in exchange rates on exports and imports.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
Catalog Description: The development of the American economy and economic institutions; emphasis on factors affecting economic growth, problems, and policies.

Prerequisites: None.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the pace and course of American economic development.
• Understand the development of American economic institutions and policies.
• Apply economic theory to understand the sources of American economic growth.
• Apply economic theory to understand the economic dimensions of social and political issues in American history.

Assessment Methods:

A variety of methods will be used to assess student learning, including:

• Midterm and final examinations employing a mixed format of essay and multiple choice questions
• Quantity and quality of class participation
• A required written research paper on a topic in American economic history
Econ 3170: History of Economic Thought
4 Units

Catalog Description: The key theories and individuals in the history of economic thought including Adam Smith, David Ricardo, John Stuart Mill, and Karl Marx.

Prerequisites: Econ 2301 and 2302.

Times Offered: Fall, day or night in alternating years.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand the evolution of modern economic theories.
• Understand the sources of controversies in modern economics.
• Appreciate well-developed economic theories and distinguish them from inconsistent ones.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper tracing an economic theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
**Econ 3190: Market Processes-Theory and Applications**  
4 Units

**Catalog Description:** Austrian School analysis of socio-economic phenomena including methodology of the social sciences, theory of subjective value, entrepreneurship, competition as a discovery procedure, spontaneous orders, the division of knowledge, the capital structure, and trade cycles. Historical applications used throughout.

**Prerequisites:** ECON 2301, 2302 or consent of instructor.

**Times Offered:** Winter every other year, alternating day and night.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Articulate the differences between market process analysis and the more conventional comparative static analysis of neoclassical economics.
- Articulate the history and development of the Austrian School of economics.
- Articulate the differences between Austrian school methodology and the more conventional methodology of positive economics used in neoclassical economics.
- Articulate the notion of competition as a discovery procedure in contrast to the neoclassical notion of competition as the fulfillment of a set of ideal circumstances.
- Articulate how standard neoclassical economics and market process economics are complementary.
- Articulate the key role of entrepreneurship in real world market processes.
- Articulate the "discovery theory of justice" in contrast to more conventional theories of justice.
- Articulate the "perils of regulation" from a market process perspective, and how that approach complements the neoclassical analysis of regulation.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying theories of market processes
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 3200: Comparative Economic Systems
4 Units

Catalog Description: Comparative study of different economic systems proposed or used to deal with the economic organization of society.

Prerequisites: ECON 2301.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand the nature of an economic system; varieties of economic systems.
• Understand various possible criteria for judging the success of economic systems.
• Understand the relationships among the concepts of “market failure,” “government failure,” property rights, transaction costs, and culture.
• Understand the nature of anarchy and possible explanations for the emergence of government.
• Understand the nature of minimal-state libertarianism and its assumptions about government failure; the northern United States before the American Civil War.
• Understand the nature of classical liberalism and its assumptions about market failure and economic inequalities; capitalism and historians of the “Industrial Revolution” and the Great Depression.
• Understand the nature of social democracy and its assumptions about the systematic effects of empowering the state to confiscate some people’s assets and incomes for the benefit of others.
• Understand classical and modern versions of Marxism.
• Understand the famous “calculation debate” concerning the potential of socialism; positions taken by Mises, Hayek, Dobb, Lange, Lerner, Leontief, Myrdal, and Bergson.
• Understand the assumptions of market socialism; realities of Hungary pre-1989.
• Understand the economics of syndicalism; realities of the former Yugoslavia.
• Understand the nature of centrally-planned economies; Mao Zedong’s China and the former Soviet Union; the relationship between economic freedom and political freedom.
• Understand the nature of efforts to transform Russia and China.
• Understand the dynamics of democratic, “mixed economies”.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to different economic systems
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 3310: Money, Banking, and Financial Intermediaries
4 Units

Catalog Description: Essentials of commercial and central banking; financial intermediaries; monetary policy.

Prerequisites: ECON 3005 or consent of instructor.

Times Offered: Fall and Spring day, Winter night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the importance of the financial sector in directing the use of scarce capital.

• Understand the concepts of present value and internal rate of return.

• Explain the determinants of interest rates.

• Understand the term structure of interest rates.

• Understand the likely path of interest rates in the aftermath of a change in monetary policy.

• Understand the impact of inflation on interest rates.

• Understand various concepts of yield or rate of return.

• Understand the concept of duration and its implications for the magnitude of changes in asset prices following changes in interest rates.

• Explain the various ways to hedge interest rate risk.

• Understand various money market instruments.

• Understand how monetary and fiscal policy affects the financial system.

• Explain the components of the balance of payments, the factors that determine currency exchange rates, and ways to cope with exchange rate risk.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation
**Econ 3370: Public Sector Economics**  
4 Units

**Catalog Description:** Public sector economics; taxation, welfare economics, public goods, the rationale of government activity and collective choice.

**Prerequisites:** ECON 2301 and 2302.

**Times Offered:** Winter every other year, alternating day and night.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Apply microeconomic theories to public decision making.
- Explain public goods, externalities, and government interventions using microeconomic theories.
- Critically assess U.S. tax policy from practical and theoretical economic perspectives.
- Effectively communicate the rationales for government intervention in the economy and their shortcomings.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to public issues
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
**Econ 3375: Public Choice: The Economics of Politics**

4 Units

**Catalog Description:** Economic theory applied to political institutions and decision-making within governments. Allocations under various property right systems; coalitions and voting behavior; theory of constitutions; theory of bureaucracy; political economy of income redistribution, crime, violence, discrimination, federalism, nationalism, anarchy.

**Prerequisites:** ECON 2301.

**Times Offered:** Fall every other year, altering day and night.

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Articulate how it is possible that even when a majority of voters is opposed to a policy, politicians will adopt the policy.

- Articulate the concepts of the form of government and the scope of government. For example, the form may be democracy, but if the scope is unlimited – i.e., if a majority can enact whatever it wants without constitutional restraint – we have what Jefferson called an "elective despotism."

- Articulate the historical and logical implications of different property rights regimes.

- Articulate the phenomenon called the "tragedy of the commons" and the implications of the variety of solutions that have been offered to this problem.

- Articulate how economic theory can be applied in a wide variety of areas other than business – e.g., crime, the family, education and traffic congestion.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to microeconomic theory to explain political decision making.
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 3500: Regional and Urban Economics: Survey
4 Units

Catalog Description: Economic analysis as applied to urban and regional economic problems and policies.

Prerequisites: ECON 2301.

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Trace the evolution of cities and urban areas, including the economic incentives for their development.
- Explain the economic need for different sized cities.
- Use economic theories to explain factors determining the location of urban centers.
- Assess the impact of city ordinances (e.g., zoning, growth controls) on urban economic development.
- Understand the development of regional metropolitan economies.
- Assess the market for housing, including federal, state, and local policies that influence price, quality, and quantity of housing.
- Assess the economic underpinnings and issues of selected urban problems (e.g., poverty, transportation, education, employment).

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to urban and regional problems
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 3551: Managerial Economics and Business Strategy
4 Units

Catalog Description: The actions and reactions of business firms and consumers in a variety of market environments, emphasizing their strategies for optimization.

Prerequisites: ECON 2301 and STAT 2010. Prerequisite or concurrent: MATH 1820 or 1305. Course not recommended for Economics majors.

Times Offered: All quarters, day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Apply economic principles to management decisions.
• Understand the basic forces governing the operation of competitive markets.
• Analyze the implications of various elasticities of consumer demand for pricing and location decisions.
• Characterize consumer and worker preferences and constraints. Analyze implications for employee compensation packages.
• Quantify the determinants of consumer demand.
• Characterize the conditions necessary for efficient input usage.
• Characterize an efficient scale of operation.
• Distinguish relevant from irrelevant costs for economic decision-making.
• Characterize the conditions under which a loss-making enterprise should continue to operate in the short run and long run.
• Characterize the conditions under which an enterprise should shut down in the short run and long run.
• Articulate the conditions that give rise to pricing power.
• Determine how a firm with pricing power should exercise it.
• Determine if and how a firm can engage in price discrimination or implement two-part pricing.
• Analyze possible strategies in the event a firm is one of just a few companies in a market.
• Analyze the conditions under which an advertising campaign is most likely to be advantageous.
• Analyze the factors that determine the supply and demand for productive inputs.
• Determine the extent to which economic institutions (e.g., labor unions, government regulations) will influence compensation and employment decisions.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
Catalog Description: Theory of the operation of labor markets, with the application of this theory to current manpower problems and the level of employment.

Prerequisites: ECON 2301.

Times Offered: Spring every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Explain labor market trends using data about the labor market.
- Explain labor supply for an individual and society.
- Augment neoclassical labor supply with the theory of allocation of time.
- Explain returns to schooling, on the job training, migration, employer-sponsored health care, and education using human capital theory.
- Explain labor demand for firms operating in competitive and monopolistic markets using marginal productivity theory.
- Understand wage and employment in bilateral monopolies and perfect competition
- Explain wage schemes and structures within firms using “personnel economics”.
- Understand the historical and present day impact of unions on labor market operations.
- Explain a variety of constraints on labor mobility and operations (e.g., policies, labor institutions, job search).

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to labor market problems and issues
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 3685: Law and Economics of Labor Institutions
4 Units

Catalog Description: Development of the labor sector in the American economy with emphasis on labor institutions, labor legislation, and public policy toward labor organizations.

Prerequisites: ECON 2301.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Articulate the history of the American union movement, with an emphasis on the New Deal to the present.

• Articulate several case records emerging from the National Labor Relations Act in the National Labor Relations Board, the circuit appeals courts, and the Supreme Court.

• Articulate the history and consequences of the spread of unionism to government sector employees.

• Articulate the history, implementation and consequences of the Fair Labor Standards Act, the Davis Bacon Act, and Title VII of the 1964 Civil Rights Act.

• Articulate and debate the principles of exclusive representation, union security, mandatory good faith bargaining, the nature of strikes, and the various interpretations of the "right to strike."

• Articulate the wide variety of economic consequences of American-style unionism.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to labor institution issues and problems
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Catalog Description: Readings, reports and discussion on economic aspects of environmental problems and alternative proposed solutions: pollution, congestion, population.

Prerequisites: ECON 2301.

Times Offered: Spring, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Apply basic principles of economics to environmental issues.
• Explain how something can be both “environmentally destructive” and “economically optimal”; and how something can be environmentally beneficial and economically suboptimal.
• Understand the relationship between economic development and population growth; how population growth affects economic development; how economic development affects population growth; the economics of traffic congestion.
• Know basic economic models pertaining to the use of depletable resources; depletable vs. renewable resources.
• Understand risk-benefit analysis; the economics of nuclear power.
• Understand the economics of solid-waste disposal and recycling.
• Understand the economics of water conservation; the impact of alternative property rights structures.
• Understand the economics of forests and fisheries; whaling; bioeconomic models; applications to other forms of wildlife.
• Understand basic approaches to pollution control; “optimal” pollution and optimal pollution control.
• Understand the economics of controlling air pollution from stationary vs. mobile sources.
• Understand the economics of water pollution; toxic wastes.
• Understand the economics of climate change.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
Econ 4315: Monetary Theory
4 Units

Catalog Description: Review of current literature on the demand for and supply of money; effects of monetary policy on inflation, unemployment, interest rates, and balance of payments.

Prerequisites: Econ 3310.

Times Offered: Spring every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand various concepts of money and money substitutes
• Understand the sources of money and money substitutes
• Explain and anticipate the consequences of changes in the quantity of money on such economic variables as interest rates, inflation, the exchange rate, and unemployment

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to money and monetary issues
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 4400: Introduction to Econometrics
4 Units

Catalog Description: Applications of statistical techniques to obtain quantitative estimates of relationships suggested by economic analysis.

Prerequisites: ECON 2301, 2302, STAT 2010.

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Use the many variations of the multiple regression model to study the relationships between variables.
• Understand the concept of a random variable and probability distributions.
• Use various sample statistics to estimation population values.
• Interpret relationships using confidence intervals.
• Analyze economic data.
• Make effective use of the statistical tools used by economists.
• Understand the assumptions underlying those statistical tools.
• Apply the statistical tools that economists use to analyze data.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying econometrics
• Present written work in class
• Use statistical package to analyze economic data
• Use computer technologies to visually enhance written and oral communication
Econ 4520: Industrial Organization and Public Policy
4 Units

Catalog Description: Factors determining industrial organization and economic behavior; operation of antitrust laws; public regulation.

Prerequisites: ECON 3000 or 3551.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Critically assess the efficacy of current industrial policy using microeconomic theory.
• Explain the costs and benefits of regulation and antitrust policy.
• Effectively communicate the structure, conduct, performance paradigm and its shortcomings and extensions.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to industrial policy
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 4590: Selected Topics in Economic Analysis
4 Units

Catalog Description: Application of economic analysis to past/contemporary economic issues. With department permission, may be repeated once for credit with a different instructor or different topics.

Prerequisites: ECON 2301 and 2302 or consent of instructor.

Times Offered: Summer, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Learn how to think critically about public policy issues
- Understand how microeconomic concepts can be applied to the analysis of a variety of public policy issues
- Understand how empirical research methods can be applied to a variety of public policy issues
- Understand the forces that shape the way in which public policy decisions are actually made

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to an economic issue
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Catalog Description: Comprehensive coverage of the modern theory of international trade, foreign investment, the nature and effects of protection, multinational enterprise, world economic growth and international trading systems.

Prerequisites: ECON 2301, 2302.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the various reasons why countries engage in international trade.
• Use models of trade to demonstrate the gains from exchange.
• Understand how international factor mobility affects an economy.
• Analyze current issues and policies using the concepts of international trade theory.
• Understand the role key international institutions play in affecting trade flows across the world.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to trade between countries
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 4705: International Finance
4 Units

Catalog Description: Comprehensive coverage of the organization, operation and theory of foreign exchange markets, Eurocurrency and offshore financial markets, balance of payments and international adjustment, international capital flows and different types of international monetary systems.

Prerequisites: ECON 2301, 2302.

Times Offered: Fall day, Spring, night (alternating years)

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the accounting methods and concepts used by countries to keep track of international transactions.
• Understand the role of exchange rates and how they are determined in the short-run and long-run.
• Analyze how various policies, both domestic and foreign, may affect exchange rates and economic welfare.
• Understand the functioning of various exchange rate regimes, (such as gold standards and floating exchange rate mechanisms).
• Understand the role played by various international institutions with regards to exchange rate values and the flow on international assets.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to real-world issue of international finance
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 4710: International Economic Development
4 Units

Catalog Description: The factors and theories underlying international economic development with a focus on the nature and causes of development in specific areas and nations in Africa, Asia, and South America.

Prerequisites: ECON 2301.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the causes of underdevelopment in the Third World.
• Understand the role of agriculture, industry, and trade in the development process of the less developed countries.
• Understand the extent to which economic theories may be helpful in the design of development policies in the less developed countries.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to economic development of countries
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 4895: Workshop in Economic Research
1 Unit (May be repeated each for credit.)

Catalog Description: Workshop activity in the preparation, presentation, and evaluation of student and faculty research projects. Content varies.

Prerequisites: At least junior standing.

Times Offered: Fall, Winter, Spring, 2:40pm Wednesdays.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Critically assess oral presentations using economic theory.
• Follow research presentations to offer constructive criticism.
• Call on the experience of being involved with faculty research.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Written essays on research presentations by economists
• Quantity and quality of class participation
**Catalog Description:** Macro and micro-economic theories as applied to business situations to facilitate managerial decision-making relevant to the domestic and international marketplaces.

**Prerequisites:** MATH and STAT proficiencies.

**Times Offered:** Fall, night.

**Course Learning Objectives:**
Upon successful completion of the course a student will be able to:
- Apply economic principles to management decisions.
- Understand the basic forces governing the operation of competitive markets.
- Analyze the implications of various elasticities of consumer demand for pricing and location decisions.
- Characterize consumer and worker preferences and constraints. Analyze implications for employee compensation packages.
- Quantify the determinants of consumer demand.
- Characterize the conditions necessary for efficient input usage.
- Characterize an efficient scale of operation.
- Distinguish relevant from irrelevant costs for economic decision-making.
- Characterize the conditions under which a loss-making enterprise should continue to operate in the short run and long run.
- Characterize the conditions under which an enterprise should shut down in the short run and long run.
- Articulate the conditions that give rise to pricing power and determine how a firm with pricing power should exercise it.
- Analyze possible strategies in the event a firm is one of just a few companies in a market.
- Analyze the factors that determine the supply and demand for productive inputs.
- Learn the ways living standards, inflation, and unemployment can be measured and used as economic indicators.
- Understand the structure and decision-making authority of the Federal Reserve and the U.S. Treasury, respectively.
- Understanding the perspective of classical economists on the nature and causes of the wealth of nations.
- Analyze the determinants of the relative strengths of fiscal and monetary policy for affecting gross domestic product.
- Understand the importance of wage flexibility and price expectations for the impact of spending behavior on gross domestic production, the unemployment rate, and the rate of inflation.
- Learn the determinants of long-term economic growth, including the role of saving and investment on the rate of growth.

**Assessment Methods:**
A variety of methods might be used to assess student learning, including:
- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
Econ 6101 and 6102: Seminar: Microeconomic Theory I and II
4 Units Each

[Two course sequence]

Module 1 (Econ 6101):
Catalog Description: First of two-quarter sequence: Selected topics in periodical literature in consumer behavior; price determination; and resource allocation patterns in a decentralized economy.

Prerequisites: ECON 3005 and ECON 3000 or 3551, or consent of instructor.

Times Offered: Winter, night.

Module 2 (Econ 6102):
Catalog Description: Second of two-quarter sequence: Selected topics in periodical literature in general equilibrium; welfare theory and economic efficiency; capital theory.

Prerequisites: Econ 6101.

Times Offered: Spring, night.

Course Sequence Learning Objectives:

Upon successful completion of the course sequence a student will be able to:
• Understand all aspects of intermediate microeconomic theory (Econ 3000 and Econ 4000).
• Have the ability to teach Principles of Microeconomics (Econ 2301).
• Have a familiarity with the seminal literature in the field of microeconomic theory.
• Have the economic knowledge necessary to take PhD-level economic courses grounded in microeconomic thinking without remediation.
• Apply microeconomic theory to a variety of real-world business and public policy situations.
• Relate economic analysis in speaking, in writing, and in mathematical and diagrams.
• Critically understand and analyze (correct and incorrect) economic analysis, as presented by academics, journalists, public policy makers, business leaders, and elected officials.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper analyzing a critical component of microeconomic theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6105: Seminar: Macroeconomic Theory
4 Units

Catalog Description: Review of periodical literature on inflation, employment and economic growth.

Prerequisites: ECON 3005 and 3000 or 3551 or 6051, or consent of instructor.

Times Offered: Fall, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand and forecast major interest rate swings.
• Understand and forecast major macroeconomic trends.
• Understand macroeconomic data, including the unemployment rate, the inflation rate, the growth rate of real GDP, interest rates, and the net change in business inventories.
• Understand the known causes of business cycles and be able to think critically about additional causes that are not yet known.
• Understand the determinants of long-term economic growth.
• Understand why national savings must equal nation investment (including foreign investment).
• Understand the relationship between the government budget deficit/surplus, the national debt, and the foreign trade deficit/surplus.
• Understand the relationship between real GDP, interest rates, international capital flows, international trade flows, and the exchange rate.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper analyzing some aspect of macroeconomic theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6150: Economic History of the United States
4 Units

[Course instruction is the same as for Econ 3150, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: The development of the American economy and economic institutions; emphasis on factors affecting economic growth, problems, and policies.

Prerequisites: None.

Times Offered: Fall every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the pace and course of American economic development.
• Understand the development of American economic institutions and policies.
• Apply economic theory to understand the sources of American economic growth.
• Apply economic theory to understand the economic dimensions of social and political issues in American history.

Assessment Methods:

A variety of methods will be used to assess student learning, including:
• Midterm and final examinations employing a mixed format of essay and multiple choice questions
• Quantity and quality of class participation
• Required written research papers on topics in American economic history
Econ 6170: History of Economic Thought
4 Units

[Course instruction is the same as for Econ 3170, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: The key theories and individuals in the history of economic thought including Adam Smith, David Ricardo, John Stuart Mill, and Karl Marx.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Fall, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the evolution of modern economic theories.
• Understand the sources of controversies in modern economics.
• Appreciate well-developed economic theories and distinguish them from inconsistent ones.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in economic thought.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper presenting and critiquing an economic theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6190: Market Processes-Theory and Applications
4 Units

[Course instruction is the same as for Econ 3190, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Austrian School analysis of socio-economic phenomena including methodology of the social sciences, theory of subjective value, entrepreneurship, competition as a discovery procedure, spontaneous orders, the division of knowledge, the capital structure, and trade cycles. Historical applications used throughout.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Articulate, orally and in writing, the differences between market process analysis and the more conventional comparative statics analysis of neoclassical economics.
• Articulate, orally and in writing, the history and development of the Austrian School of economics.
• Articulate, orally and in writing, the differences between Austrian school methodology and the more conventional methodology of positive economics used in neoclassical economics.
• Articulate, orally and in writing, the notion of competition as a discovery procedure in contrast to the neoclassical notion of competition as the fulfillment of a set of ideal circumstances.
• Articulate, orally and in writing, how standard neoclassical economics and market process economics are complementary.
• Articulate, orally and in writing, the key role of entrepreneurship in real world market processes.
• Articulate, orally and in writing, the "discovery theory of justice" in contrast to more conventional theories of justice.
• Articulate, orally and in writing, the "perils of regulation" from a market process perspective, and how that approach complements the neoclassical analysis of regulation.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in market process analysis.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying theories of market processes
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6200: Seminar: Comparative Economic Systems
4 Units

Catalog Description: Selected problems and approaches to resource allocation, income distribution, economic development, and planning in alternative economic systems.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Fall every other year, night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand the nature of an economic system; varieties of economic systems.
• Understand various possible criteria for judging the success of economic systems.
• Understand the relationships among the concepts of “market failure,” “government failure,” property rights, transaction costs, and culture.
• Understand the nature of anarchy and possible explanations for the emergence of government.
• Understand the nature of minimal-state libertarianism and its assumptions about government failure; the northern United States before the American Civil War.
• Understand the nature of classical liberalism and its assumptions about market failure and economic inequalities; capitalism and historians of the “Industrial Revolution” and the Great Depression.
• Understand the nature of social democracy and its assumptions about the systematic effects of empowering the state to confiscate some people’s assets and incomes for the benefit of others.
• Understand classical and modern versions of Marxism.
• Understand the famous “calculation debate” concerning the potential of socialism; positions taken by Mises, Hayek, Dobb, Lange, Lerner, Leontief, Myrdal, and Bergson.
• Understand the assumptions of market socialism; realities of Hungary pre-1989.
• Understand the economics of syndicalism; realities of the former Yugoslavia.
• Understand the nature of centrally-planned economies; Mao Zedong’s China and the former Soviet Union; the relationship between economic freedom and political freedom.
• Understand the nature of efforts to transform Russia and China.
• Understand the dynamics of democratic, “mixed economies”.
• Read and interpret economic literature on economic systems.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic of economic systems
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6250: Seminar: Project Analysis
4 Units

Catalog Description: Selected topics on theoretical models of labor markets with applications to current micro and macro-economics manpower problems.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Summer, night every other year.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand the theory and practice of project evaluation.
- Explain the conceptual basis of cost-benefit analysis.
- Understand the tradeoffs between economic efficiency and equity.
- Use cost-benefit analysis and cost-effectiveness analysis to assess a public or private project.
- Use risk, uncertainty, and sensitivity analysis to enhance a typical project evaluation.
- Design a simple evaluation.
- Know the different definitions of costs (and benefits) and how their use can influence cost-benefit estimations.
- Use statistical techniques (e.g., regression analysis) to estimate costs and biases.
- Understand the data needs and problems associated with implementing a cost-benefit analysis.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying theories and methods to project evaluation
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 6306: Environmental Economics
4 Units

[Course instruction is the same as for Econ 4306, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Readings, reports and discussion on economic aspects of environmental problems and alternative proposed solutions: pollution, congestion, population.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Spring, day.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:

• Understand how basic principles of economics can be applied to environmental issues.
• Understand how something can be both “environmentally destructive” and “economically optimal”; how something can be environmentally beneficial and economically suboptimal.
• Understand the relationship between economic development and population growth; how population growth affects economic development; how economic development affects population growth; the economics of traffic congestion.
• Explain basic economic models pertaining to the use of depletable resources; depletable vs. renewable resources.
• Understand risk-benefit analysis; the economics of nuclear power.
• Understand the economics of solid-waste disposal and recycling.
• Understand the economics of water conservation; the impact of alternative property rights structures.
• Understand the economics of forests and fisheries; whaling; bioeconomic models; applications to other forms of wildlife.
• Understand basic approaches to pollution control; “optimal” pollution and optimal pollution control.
• Understand the economics of controlling air pollution from stationary vs. mobile sources.
• Understand the economics of water pollution; toxic wastes.
• Understand the economics of climate change.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic applying economic theories to environmental issues and problems.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to environmental issues and problems
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6310: Money, Banking, and Financial Intermediaries
4 Units

[Course instruction is the same as for Econ 3310, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Essentials of commercial and central banking; financial intermediaries; monetary policy.

Prerequisites: ECON 3005 or consent of instructor.

Times Offered: Fall and Spring day, Winter night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand the importance of the financial sector in directing the use of scarce capital.
• Understand the concepts of present value and internal rate of return.
• Explain the determinants of interest rates.
• Understand the term structure of interest rates.
• Understand the likely path of interest rates in the aftermath of a change in monetary policy.
• Understand the impact of inflation on interest rates.
• Understand various concepts of yield or rate of return.
• Understand the concept of duration and its implications for the magnitude of changes in asset prices following changes in interest rates.
• Explain various ways to hedge interest rate risk.
• Explain facts about various money market instruments.
• Understand how monetary and fiscal policy affects the financial system.
• Explain the components of the balance of payments, the factors that determine currency exchange rates, and ways to cope with exchange rate risk.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in money and banking.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to money and banking
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6315: Seminar: Monetary Theory
4 Units

Catalog Description: Review of periodical literature on static and dynamic issues of the supply and demand for money, monetary policy and its consequences for interest rates, inflation, exchange rates, output and employment, and the balance of payments.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Fall night, every other year.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand various concepts of money and money substitutes.
• Understand the sources of money and money substitutes.
• Explain and anticipate the consequences of changes in the quantity of money on such economic variables as interest rates, inflation, the exchange rate, and unemployment.
• Apply knowledge of the seminal literature in monetary theory.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying monetary theory
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6370: Seminar: Public Sector Economics
4 Units

Catalog Description: Economic analysis as applied to the public sector including public finance, welfare economics, public expenditure evaluation, theories of taxation, analysis of the U.S. tax structure, public choice, and policy issues.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Spring, night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
- Critically assess the current motivations for and the efficacy of government interventions in the economy.
- Effectively communicate the essence of taxation theory, including tax incidence, tax efficiency, and tax equity.
- Apply knowledge of the seminal literature in the areas of public goods, externalities, public choice, and taxation.
- Critically analyze alternative taxation schemes.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theories to public sector issues
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 6375: Public Choice: The Economics of Politics
4 Units

[Course instruction is the same as for Econ 3375, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Economic theory applied to political institutions and decision-making within governments. Allocations under various property right systems; coalitions and voting behavior; theory of constitutions; theory of bureaucracy; political economy of income redistribution, crime, violence, discrimination, federalism, nationalism, anarchy.

Prerequisites: ECON 3005 and ECON 3000 or 3551, or consent of instructor.

Times Offered: Fall every other year, altering day and night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Articulate, both verbally and in writing, how it is possible that even when a majority of voters is opposed to a policy, politicians will adopt the policy.
• Articulate, both verbally and in writing, the concepts of the form of government and the scope of government. For example, the form may be democracy, but if the scope is unlimited – i.e., if a majority can enact whatever it wants without constitutional restraint – we have what Jefferson called an "elective despotism."
• Articulate, both verbally and in writing, the historical and logical implications of different property rights regimes.
• Articulate, both verbally and in writing, the phenomenon called the "tragedy of the commons" and the implications of the variety of solutions that have been offered to this problem.
• Articulate, both verbally and in writing, how economic theory can be applied in a wide variety of areas other than business – e.g., crime, the family, education, traffic congestion, and constitutional design.
• Write a paper, of at least twenty pages, with correct grammar, spelling and construction, and that is both informative and persuasive, on an assigned topic in public choice

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6400: Seminar: Econometrics
4 Units

Catalog Description: Statistical analysis of economic relationships. Regression analysis, multi-equation models and time series analysis.

Prerequisites: ECON 3005, MGMT 6110 and ECON 3000 or 3551.
(Effective Fall 2005, MGMT is no longer a course prerequisite).
Times Offered: Winter, night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand how to analyze economic data.
• Understand the statistical tools economists use in empirical research.
• Understand the assumptions underlying the statistical tools economists use and the consequences of violating those assumptions.
• Apply the statistical tools that economists use to analyze data.
• Understand existing data available for empirical research in economics.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying econometrics
• Present written work in class
• Use statistical package to analyze economic data
• Use computer technologies to visually enhance written and oral communication
Econ 6500: Regional and Urban Economics: Survey
4 Units

[Course instruction is the same as for Econ 3500, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Economic analysis as applied to urban and regional economic problems and policies.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Winter, day or night in alternating years.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Trace the evolution of cities and urban areas, including the economic incentives for their development.
• Explain the economic need for different sized cities, using microeconomic theory.
• Understand the economic factors determining the location of urban centers.
• Assess the impact of city ordinances (e.g., zoning, growth controls) on urban economic development, within a microeconomic and benefit-cost framework.
• Understand the development of regional metropolitan economies and the noneconomic constraints to their development.
• Assess the market for housing, including federal, state, and local policies that influence price, quality, and quantity of housing.
• Assess the economic underpinnings and issues of selected urban problems (e.g., poverty, transportation, education, employment).
• Read the seminal literature in urban economics.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in urban economics.

Assessment Methods:
A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to urban issues and problems
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6250: Seminar: Industrial Organization
4 Units

Catalog Description: Selected topics in industrial organization and public policy including antitrust policy.

Prerequisites: Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Winter, night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Explain the seminal literature in industrial organization.
• Critically assess the efficacy of past and current industrial policy.
• Evaluate the structure, conduct, performance paradigm and its shortcomings and extension.
• Integrate various theories problems, and perspectives to begin the process of developing an innovative research agenda.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to antitrust policy
• Present their written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6590: Selected Topics in Economic Analysis
4 Units

[Course instruction is the same as for Econ 4590, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Application of economic analysis to past/contemporary economic issues. With department permission, may be repeated once for credit with a different instructor or different topics.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor

Times Offered: Summer, day.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Learn how to think critically about public policy issues.
• Understand how microeconomic concepts can be applied to the analysis of a variety of public policy issues.
• Understand how empirical research methods can be applied to a variety of public policy issues.
• Understand the forces that shape the way in which public policy decisions are actually made.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in market process analysis.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to a particular public policy issue
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
**Econ 6680: Seminar: Labor Economics**
4 Units

**Catalog Description:** Selected topics on theoretical models of labor markets with applications to current micro and macro-economics manpower problems.

**Prerequisites:** Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

**Times Offered:** Summer night, every other year

**Course Learning Objectives:**

Upon successful completion of the course a student will be able to:

- Explain labor market operations using different theories within labor economics.
- Explain labor market trends using data about the labor market.
- Explain labor supply for an individual and society.
- Augment neoclassical labor supply using the theory of allocation of time.
- Explain returns to schooling, on the job training, migration, employer-sponsored health care, and education using human capital theory.
- Explain labor demand for firms operating in competitive and monopolistic markets using marginal productivity theory.
- Understand wage and employment in bilateral monopolies and perfect competition.
- Explain wage schemes and structures within firms using “personnel economics”.
- Understand the historical and present day impact of unions on labor market operations.
- Explain a variety of constraints on labor mobility and operations (e.g., policies, labor institutions, job search).
- Read and critique the literature in a specific topic area in labor economics.

**Assessment Methods:**

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theories to the labor market
- Present their written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 6685: Law and Economics of Labor Institutions
4 Units

[Course instruction is the same as for Econ 3685, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Development of the labor sector in the American economy with emphasis on labor institutions, labor legislation, and public policy toward labor organizations.

Prerequisites: ECON 3005 and 3000 or 3551, or consent of instructor.

Times Offered: Winter every other year, alternating day and night.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Articulate, orally and in writing, the history of the American union movement, with an emphasis on the New Deal to the present.

• Articulate, orally and in writing, several case records emerging from the National Labor Relations Act in the National Labor Relations Board, the circuit appeals courts, and the Supreme Court.

• Articulate, orally and in writing, the history and consequences of the spread of unionism to government sector employees.

• Articulate, orally and in writing, the history, implementation and consequences of the Fair Labor Standards Act, the Davis Bacon Act, and Title VII of the 1964 Civil Rights Act.

• Articulate, orally and in writing, and debate the principles of exclusive representation, union security, mandatory good faith bargaining, the nature of strikes, and the various interpretations of the "right to strike."

• Articulate the wide variety of economic consequences of American-style unionism.

• Write an informative and persuasive paper of approximately 20 pages, with correct spelling, grammar, and construction on an assigned topic in the law and economics of labor institutions.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises

• Exercises: Problem sets and essay questions probing students to apply principles

• Quantity and quality of class participation

• Write a paper applying economic theory to a labor institution issue

• Present written work in class

• Use computer technologies to visually enhance written and oral communication
Econ 6700: Seminar: International Trade
4 Units

Catalog Description: Selected topics in the modern theory of international trade and investment, multinational enterprise, commercial policy and international trading systems and methods.

Prerequisites: ECON 3005 and one of the following: ECON 3000 or 3551; or consent of instructor.

Times Offered: Fall night, every other year

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand the various reasons why countries engage in international trade.
• Use models of trade to demonstrate the gains from trading.
• Understand how international factor mobility affects an economy.
• Analyze current issues and policies using the concepts of international trade theory.
• Understand the role key international institutions play in affecting trade flows across the world.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to issues of trade between countries
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6705: International Finance
4 Units

[Course instruction is the same as for Econ 4705, but course requirements and course grading differ and are appropriate to graduate level study.]

Catalog Description: Comprehensive coverage of the organization, operation and theory of foreign exchange markets, Eurocurrency and offshore financial markets, balance of payments and international adjustment, international capital flows and different types of international monetary systems.

Prerequisites: ECON 3005 and one of the following: ECON 3000 or 3551; or consent of instructor.

Times Offered: Fall day and Spring night, alternating years

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand the accounting methods and concepts used by countries to keep track of international transactions.
• Understand the role of exchange rates and how they are determined in the short-run and long-run.
• Analyze how various policies, both domestic and foreign, may affect exchange rates and economic welfare.
• Understand the functioning of various exchange rate regimes, (such as gold standards and floating exchange rate mechanisms).
• Understand the role played by various international institutions with regards to exchange rate values and the flow on international assets.
• Write an informative and persuasive paper of about 20 pages with correct spelling, grammar and construction on an assigned topic in economic thought.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to international finance
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6710: Seminar: Economic Development
4 Units

Course Description: Selected topics in the theory and practice of international economic development with a focus on the nature and causes of development in specific areas and nations of the world.

Prerequisites: ECON 3005 and one of the following: ECON 3000 or 3551; or consent of instructor.

Times Offered: Winter night, every other year.

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the causes of underdevelopment in the Third World.
• Understand the role of agriculture, industry, and trade in the development process of the less developed countries.
• Understand the extent to which economic theories may be helpful in the design of development policies in the less developed countries.
• Write an informative and persuasive paper of approximately 20 pages, with correct spelling, grammar, and construction in an area of international economic development.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6715: An Executive Introduction to Social Philosophy, Ethics, and the History of Economic Thought

4-5 Units

[Course only offered in our international programs.]

Catalog Description: An in-depth review of major controversial socio-philosophical concepts: the State, the society, individual freedom, the environment, justice, and free markets; conflicting trains of economic thought; the key figures and their main social theories; methodological problems of implementation and realization of political ideals.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

- Understand basic schools of philosophy and the importance attached by each to the respective roles of reason and experience in resolving issues in epistemology.
- Understand the Gregorian Reformation as a competition between the legal authority of Church and King.
- Understand the Magna Carta, the English common law, and end-independent rules (“nomoi”) as the product of competing legal institutions; civil law systems vs. the common law.
- Understand the way in which end-independent rules underlie free markets.
- Understand how free markets function with respect to the division of knowledge and the efficient use of informal (e.g., tacit) knowledge.
- Understand Popper’s distinction between “uncritical” (“constructivist”) and “critical” (“evolutionary”) rationalism.
- Understand epistemological issues confronting socialism.
- Understand strict libertarianism as a species of uncritical rationalism.
- Understand classical liberalism as involving evolutionary and empirical aspects.
- Understand legal positivism as involving end-dependent rules (“theses”); understand the distinction between “will” and “opinion” in articulating rules; relationship to socialism.
- Understand the economic underpinnings of the rule of law; capitalism vs. socialism.
- Understand the relationship between the rule of law and liberty under law.
- Understand justice as pertaining to human conduct or the rules governing it, not outcomes per se.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to history of thought
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 6720: The European Union, Its Institutions, and International Trade
4-5 Units

[Course only offered in our international programs.]

Catalog Description: An economic analysis of the institutional evolution of European legal, cultural, and political integration, and competition from Eastern Europe. The leading institutions of the European Union: their tasks, procedures, and effects on business regulations, industrial policy, and international trading systems.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:
• Understand the evolution of the legal and political institutions of the European Union.
• Understand the basic structure of pan-European commercial law.
• Understand European Union competition policy.
• Understand European Union trade policy.
• Understand the role of member governments vs. decisions made in Brussels and Strasbourg.
• Understand the conditions under which Central and Eastern European countries may become members of the European Union.

Assessment Methods:

A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to the European Union
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
Econ 6725: Money, Banking, and International Finance
4-5 Units

[Course only offered in our international programs.]

Catalog Description: A theoretical and applied analysis of international monetary policies, commercial and central banking, international capital markets, capital flows, and exchange rates determination. A comprehensive coverage of the most important international financial institutions, their structures, network operations, and socioeconomic tasks.

Prerequisites: Graduate standing

Times Offered: Varied

Course Learning Objectives:

Upon successful completion of the course a student will be able to:

• Understand the time value of money.
• Understand the major factors that influence short-term and long-term interest rates.
• Explain the structure of bonds and the determinants of their value.
• Understand the ways to manage assets to lessen interest-rate risk.
• Explain the characteristics and uses of various money market instruments.
• Understand what determines the fundamental value of stocks.
• Develop an awareness of basic elements of venture capital financing.
• Understand developments in online finance.
• Develop an understanding of the operations and the impact of central banks and finance ministries on financial markets.
• Explain the determinants of currency exchange rates, the impact of changing exchange rates on the profitability of international business, and methods to lessen currency risk.

Assessment Methods:

A variety of methods might be used to assess student learning, including:

• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a paper applying economic theory to international money and banking
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
**Econ 6751: Managerial Economics**

4 Units

[Course only offered in our international programs.]

**Catalog Description:** Selected topics in the socioeconomic application of intermediate microeconomic theory with an emphasis on the needs of the international business community.

**Prerequisites:** Graduate standing

**Times Offered:** Varied

**Course Learning Objectives:**
Upon successful completion of the course a student will be able to:

- Understand the basic principles that govern the operation of competitive markets.
- Understand various elasticities of product demand—price and cross-price elasticities, income elasticity, advertising elasticity.
- The nature of different costs-implicit and explicit costs, fixed costs vs. variable costs, marginal cost, average costs; relevant and irrelevant costs for decision-making; using cost concepts to determine optimal long-run scale of operation; when to operate in the short run even when suffering losses.
- Understand the distinction between price-takers and price-searchers and the role of the price elasticity of demand in setting prices and production levels; the inverse elasticity pricing rule.
- Understand how to segment a market and practice third-degree price discrimination and quality discrimination to increase profits; how to practice two-part pricing.
- Understand basic concepts of regression analysis; use of Microsoft Excel to perform regressions.
- Understand basic principles of forecasting; forecasting customer demand.
- Understand microeconomic conditions under which advertising is likely, or not likely, to be successful.
- Understand the application of linear programming principles to deal with company capacity constraints.
- Understand the use of microeconomic concepts in competitor analysis; Michael Porter’s “5 forces”.

**Assessment Methods:**
A variety of methods might be used to assess student learning, including:

- Examinations: Concepts and problems solving exercises
- Exercises: Problem sets and essay questions probing students to apply principles
- Quantity and quality of class participation
- Write a paper applying economic theory to managerial decision making
- Present written work in class
- Use computer technologies to visually enhance written and oral communication
Econ 6896: Research Methods
5 Units (Four hours lecture, 2 hours lab)

Catalog Description: Research methodologies, data analysis, and report writing. Provides students with analytic and research tools to increase their capacity to pose, answer, and critically evaluate research questions. Culminates in research project that synthesizes research methods, statistical analysis, and reporting of empirical results.

Prerequisites: ECON 6101, 6102 or 6105, 6400, and at least one graduate seminar in Economics.

Times Offered: Spring, night.

Course Learning Objectives:
Upon successful completion of the course a student will be able to:
• Understand the difference between an hypothesis and a problem statement.
• Determine whether an hypotheses or problem statement is testable.
• Define and operationalize a variable.
• Understand the relationship between a concept and variable.
• Understand the difference between causation and correlation.
• Understand the difference between a population and sample.
• Understand the elements of a good research design, its purpose, and its relationship to the hypothesis/problem statement.
• Understand the difference between random assignment and random sampling.
• Distinguish between experimental and nonexperimental designs.
• Understand validity and sampling concerns in research design.
• Distinguish between primary and secondary data and understand the advantages and disadvantages of each.
• Understand the alternative levels of measurement available for data collection and select the appropriate level.
• Prepare data for analysis.
• Know how to report research results.
• Critically evaluate research proposed or performed by others.
• Understand ethical issues arise in conducting economic research and strategies for resolving them.

Assessment Methods:
A variety of methods might be used to assess student learning, including:
• Examinations: Concepts and problems solving exercises
• Exercises: Problem sets and essay questions probing students to apply principles
• Quantity and quality of class participation
• Write a extensive research paper using both economic theory and methods
• Present written work in class
• Use computer technologies to visually enhance written and oral communication
SECTION VI: ECONOMIC LEARNING OUTCOMES: SUMMARY

This section of the report explicitly links the aggregate learning outcomes for the Department and degree programs to individual courses, at both the bachelor’s and master’s level, to illustrate their coverage in courses. As such, it provides a summary of how the Department operationalizes its mission at the course level much as Section III shows how program offerings operationalize goals and objectives.
### Economic Learning Outcome Coverage Grid: Bachelor’s Level Courses

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## Economic Learning Outcome Coverage Grid: Master’s Level Courses

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