

UNIVERSITY OF BALTIMORE

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: Dan Gerlowski	Phone: X4987
DEPARTMENT / DIVISION: MSB – Economics, Finance, and Management Science Department		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
8. New Course: ECON 100: Economics of Contemporary Issues		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course ¹	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCD
<input checked="" type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)			
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract
<input type="checkbox"/>		<input type="checkbox"/>	T. Other

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
8. New Course: ECON 100: Economics of Contemporary Issues

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Deborah Lerd</i>	<i>12/12/06</i>
B. Final faculty review body within each School	Chair: <i>Joe A. ...</i>	<i>12/12/06</i>
C. College Dean	Dean: <i>Susan Zaccu</i>	<i>12/14/06</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Judith A. ...</i>	<i>1/18/07</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Maubule Gilligan</i>	<i>1/23/07</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input checked="" type="checkbox"/> YGCLA <input type="checkbox"/>	Contact Name: Dan Gerlowski	Phone: X4987
DEPARTMENT / DIVISION: MSB – Economics, Finance, and Management Science Department		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8. New Course: ECON 100: Economics of Contemporary Issues		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Full University approval to add a new course, ECON 100: Economics of Contemporary Issues and implement this course in Fall 2007.

- Econ 100 is planned to be offered as a Learning Community course in Fall 2007.
- Econ 100 will satisfy the 3-credit social & behavioral science general education requirement
- Econ 100 will serve as an elective offering for BSBA students

To better meet the needs of all students likely to be enrolled in Fall 2007 and beyond, further curricula changes are forthcoming from the Economics, Finance, and Management Science Department in the Merrick School of Business.

For new courses or changes in existing courses (needed by Registrar)

OLD Title:	Course # / HEGIS Code:	Credits:
NEW Title: Economics of Contemporary Issues	Course # / HEGIS Code: ECON 100	Credits: 3

O-2: Set forth the rationale for the proposal:

ECON 100 will help facilitate the FSP initiative and better position the University to meet the need of future generations of students seeking to earn their entire degree at UB. Nearly every single institution of higher education in the U.S. has a lower division course in Economics, that infrastructure will be built at UB. ECON 100 meets the social science general education (UB and MHEC) guidelines and will help our FSP students develop into critical thinkers and lifelong learners by providing several tools useful for building and developing logical, reasoned debate. Further, the subject lends itself well to alternative pedagogical implementations ranging from experiential learning to integrated methods.

Proposed Course Syllabus (Document P)
ECON 100 Economics of Contemporary Issues

1. Date Prepared: **12/01/2006**
2. Prepared by **Dan Gerlowski**
3. Department **Economics, Finance, and Management Science**
4. Course Number(s), including HEGIS code(s) **ECON 100**
5. Course Title **Economics of Contemporary Issues**
6. Credit Hours **3**
7. Catalog Description (Paragraph should reflect general aims and nature of the course)

This course may be used to satisfy the general education requirement for a 3-credit social and behavioral science course.

Economics of contemporary issues provides a survey of societal issues examined through the lens of economic analysis. A scientific approach is adopted in which the basic tools of economics are applied to social issues such as: pollution, crime and prevention, poverty and discrimination, professional sports, and economic growth. Students will gain an appreciation of how society addresses the conflict between unlimited wants and scarce resources.

8. Prerequisites: **UB Enrollment**
9. Faculty qualified to teach course: **Brownstein, Gerlowski, Isberg, Sawhney**

Faculty holding the doctoral degrees in Economics would be qualified to teach this course. In addition, many doctorally-qualified faculty in MSB would be able to teach this course.

10. Course Type / Component: **lecture**

Primarily ECON 100 will be a lecture-based course although alternative pedagogies (experiential learning, research papers, integrated with other courses) may be used as warranted by teaching faculty.

11. Suggested approximate class size: **35**

12. Content Outline

- A. Course Introduction: students' role and instructor expectations.
The role of economics in analyzing social issues.**

The survey of economic issues will depend on current events, but will include:

- B. Economic Systems, Resource Allocation and Social Well-Being**
- C. Pollution and Other External Effects**
- D. Crime and Crime Prevention**
- E. Poverty and Discrimination**
- F. Big Business and the Economy**
- G. Government and the Economy**
- H. Professional Sports**
- I. Economic Growth**

13. Learning Goals

After completion of Economics of Contemporary Issues students will be able to demonstrate:

- A. an understanding that human conduct and behavior are subject to scientific inquiry.** *This goal is accomplished by requiring that students be able to explain the relationship between unlimited human wants, scarce resources, and individual choice.*
- B. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions.** *This goal is accomplished by requiring students to identify socioeconomic issues, analyze the issues using economic concepts and tools, and explore the linkages between the individual, society, and socioeconomic institutions.*
- C. knowledge of the broad spectrum of fundamental major concepts, models and issues within the field of study.** *This goal is accomplished by requiring students to demonstrate an understanding through definition and basic application of foundation-level economic concepts and tools of analysis including: marginal analysis, opportunity cost, scarcity, and the market mechanism.*

- D. an understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.** *This goal is accomplished as students identify behavior-driven economic actions in markets and institutions. Students will be required to examine how economic decisions are influenced by cultural and societal forces and resource constraints. Students will use economic analysis to examine the impact of individual and societal behavior on the natural environment.*
- E. an understanding of the methods social scientists use to explore social phenomena.** *This goal will be accomplished by having students demonstrate an ability to understand and apply basic economic models and concepts in a way that is methodologically sound to analyze the nature of various socioeconomic issues and ways of addressing them.*
- F. an understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and present behavior of individuals, groups, institutions and societies to identify and evaluate solutions to personal, cultural, societal, national and global problems.** *This goal is accomplished by requiring students to demonstrate an ability to apply basic economic models to everyday problems. In addition to understanding the solution of an economic model applied to a societal issue, students will be required to compare alternative models and solutions.*

14. Assessment Strategies

A gradual approach to learning will be stressed in ECON 100. That is to say that there will be many student work items providing ample room for multiple assessments of course learning objectives. There will be in-class examinations providing one set of measures, brief written assignments most every week providing another set of measures, and one cumulative final examination (either in class or as a take home project). Additionally, role playing exercises may be used to include assessment of student oral communications.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

There are a variety of textbooks available written from numerous vantage points all relating basic economic concepts to social issues. Two of the most popular ones are:

Economics of Social Issues, 17th ed. Ansel M. Sharp, Charles A. Register, and Paul W. Grimes, McGraw-Hill Irwin, 2006 ISBN: 0-07-298435-X

Issues in Economics Today, 3rd ed. Robert C. Guell, McGraw-Hill Irwin, 2006 ISBN 0-07-313752-9.

General Education Approval Record **Merrick School of Business**
(to be used for "certifying" new and existing courses; use information about proposed course)

Course: Subject and Number ECON 100

Course Name: Economics of Contemporary Issues

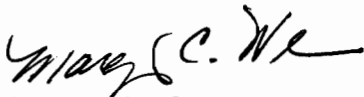
Department: Economics, Finance and Management Science

THIS COURSE SATISFIES 3 CREDITS OF THE **SOCIAL SCIENCES** GENERAL EDUCATION REQUIREMENT.

This course meets all of the learning outcomes and assessment strategies requirements for a social sciences general education course at the University of Baltimore:

Learning Outcomes: Students will demonstrate these abilities. (from subcommittee recommendations)

- Examine ways in which individuals, groups, institutions, or segments of society behave, function, and influence one another.
- Understand the variety of methods to collect, analyze, interpret, and apply qualitative data as related to social phenomena and individual behavior.
- Be familiar with a broad spectrum of fundamental concepts to the disciplines represented by each of the fields studied
- Understand and appreciate the interaction of the numerous factors that influence individuals, cultures, society, and the natural environment
- Use the concepts, theories, and methods of the social and behavioral sciences to analyze individuals, groups, institutions, and societies, both past and present
- Apply knowledge to identify and evaluate solutions to personal, cultural, societal, national and international problems to make responsible and informed decisions.



Marguerite C. Weber

January 16, 2007

Signature (Marguerite Weber)

date

General Education Approval Record **Merrick School of Business**
(to be used for "certifying" new and existing courses; use information about proposed course)

Course: Subject and Number ECON 100

Course Name: Economics of Contemporary Issues

Department: Economics, Finance and Management Science

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Marguerite C. Weber

January 16, 2007

Signature (Marguerite Weber)

date