

## Request for Courses in the Core Curriculum

Originating Department or College: Sanchez, Jr. School of Business—BIBFS

Person Making Request: Pablo Camacho

Telephone: (956) 326-2516

E-mail: pcamacho@tamiu.edu

Course Title: ECO 2301 Principles of Macroeconomics

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes (SLOs) for the course (Statements of what students will know and/or be able to do as a result of taking this course.) and link them to core curriculum objectives (CCOs).

Student Learning Outcomes (SLOs) Upon completion of the course students will be able to:

1. Explain what Economics is and how it is relevant to their daily and professional lives.
2. Explain the supply and demand model and apply it to real world events.
3. Explain macroeconomic phenomena such as unemployment, inflation, and recession; calculate unemployment rate, inflation rate, and economic growth rate; outline their effect on the well-being of individuals; and analyze their causes.
4. Explain macroeconomic models such as Solow growth model, quantity theory of money, and dynamic aggregate demand—aggregate supply model. Based on the Solow growth model, students will outline the sources of long term economic growth, and will apply such knowledge to the case of specific countries. Based on the quantity theory of money, students will analyze a main cause of inflation, and will apply such knowledge to the case of specific countries. Based on the dynamic aggregate demand-aggregate supply model, students will evaluate the causes of economic growth in the short-run—i.e., business cycles—, and will apply such knowledge to the case of specific countries.
5. Evaluate the effects and shortcomings of fiscal and monetary policies in terms of dealing with unemployment, inflation, and economic growth, based on the dynamic aggregate demand-aggregate supply model.
6. Write individual and team reports that demonstrate their knowledge of macroeconomic problems—e.g., unemployment, inflation—as well as of the policy tools—e.g., monetary, fiscal policies—to remedy such problems. Written reports will address SLOs 3, 4, and 5.

Core Curriculum Objectives (CCOs)

Communication Skills: Include effective written, oral, and visual communication. (SLO 6)

Critical Thinking Skills: Include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information. (SLOs 1, 2, 3, 4, 5)

Empirical and Quantitative Skills: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (SLOs 3, 4, 6)

Social Responsibility: Includes intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs 1, 2, 3, 4, 5, 6)

Component Area for which the course is being proposed (check one):

- |  |   |
|--|---|
| <input type="checkbox"/> Communication                   | <input type="checkbox"/> American History                       |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political Science           |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input checked="" type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts                   | <input type="checkbox"/> Component Area Option                  |
| <input type="checkbox"/> Life & Physical Sciences        |   |

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking               | <input type="checkbox"/> Teamwork                         |
| <input checked="" type="checkbox"/> Communication Skills            | <input type="checkbox"/> Personal Responsibility          |
| <input checked="" type="checkbox"/> Written Communication           | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Oral Communication                         |   |
| <input type="checkbox"/> Visual Communication                       |   |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills |   |

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

#### Project Overview

One individual writing assignment will be used to assess all four competencies stated above. The writing assignment will provide students with labor, aggregate income, and population data for selected cities (metropolitan statistical areas) or states; and students will be asked to select a community (city or state) where they would like to work after graduation, based on unemployment rate and per capita.

#### Critical Thinking:

Students will outline the effect of unemployment rate and per capita income on the well-being of the individuals who live in a specific community. In addition, students will demonstrate their analytical and evaluation skills by ranking the assigned communities based on the provided indicators and explaining the reasoning for selecting one as the most appealing to them—e.g., students will briefly explain that a community with lower unemployment rate would imply that getting a job there is more likely than getting a job in a community with a higher unemployment; similarly, a community with higher per capita income would imply that labor income would be higher there than in a community with a lower per capita income. This competency will be assessed according to the university-wide critical thinking rubric.

#### Communication Skills:

Students will write a two-page report. Figures should be included in the appendixes, but referred to in the body of the document—following the Instructor's instructions; e.g., format, outline, an effective written explanation of their community selected, as well as the economic and social effects of unemployment, etc. This competency will be assessed according to the university-wide communications skills rubric.

#### Empirical & Quantitative Skills:

Students will apply their knowledge to process the information that is given to them and calculate both the unemployment rate and per capita income for all the communities included in the assignment. Students will perform an analysis of the calculated indicators to determine the community that would be most attractive to them in terms of

employment prospect. This competency will be assessed according to the university-wide empirical and quantitative skills rubric.

Teamwork: NA

Personal Responsibility: NA

Social Responsibility:

Students will show their understanding of the information that both unemployment rate and per capita income convey—e.g., how they reflect the well being of the individuals who live in a specific community. In addition, the students will be asked to collect data on unemployment rate by race and by community, and to comment on the causes and implications from their findings—e.g., students will briefly explain whether education differences across races is a cause of the differences in unemployment rate and per capita income across races. This competency will be assessed according to the university-wide social responsibility rubric.

Will the syllabus vary across multiple sections of the course?    \_\_\_ Yes                             X  No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 22, 2013.