

Committee on Academic Programs and Planning

Guidelines for proposing a New Concentration (Track, Option, Certificate or Minor) for an existing degree program

Please read this section of Stockton's procedure, and then customize the New Option Proposal template (below). Please note that you must continue updating the proposal with information from the first program faculty meeting, all the way to the Faculty Senate meeting.

You may begin announcing and offering the new option to students when the Provost's Office sends the completed proposal and attachments to the Academic Issues Committee (AIC) of the New Jersey President's Council.

From Stockton University Procedure #2040: Life Cycle of Degree Programs

II. Obtaining Approval of New or Expanded Academic Programs

B. Program Approval Process

Occasional changes in specialized fields may also necessitate a change from an interdisciplinary minor or program to a newly-adopted or more specialized/focused program.

1. Academic Programs and Planning Committee Approval: All faculty proposing new programs will use the proposal development materials found on the web site for the Academic Programs and Planning Committee (APPC) of the Faculty Senate. These materials include the New Jersey state program approval process through its Academic Issues Committee (AIC) of the President's Council. The faculty will submit the proposal to the APPC, who will provide feedback to the faculty until the proposal meets the criteria for approval at the next level.
2. Faculty Senate and Provost Council Approval: Every new program requires both faculty member(s) and an administrative lead to navigate the proposal between existing Faculty Senate and Provost's Council parallel internal shared governance structures. These parallel processes ensure full consideration, feedback and consultation from all affected parties. Consultation continues until both Faculty Senate and Provost's Council communicate their decision to the Provost.
3. Provost Approval: In the case of new concentrations or minors, or concentrations promoted to minors where the College already offers a program in that instructional area as defined by Classification of Instructional Program (CIP) code, final internal approval culminates with the Provost notifying the Board of Trustees Academic Affairs and Planning Committee, all internal administrative offices impacted by the change, and the Office of Institutional Research. The Provost will then notify the Department of Higher Education of the change. In the case of a new degree program (CIP code) or level, the Provost's office will send a Program Announcement to the New Jersey President's Council, as outlined in the AIC procedures.

Proposal Template for a New Concentration (Track, Option, or Minor)
for an existing degree program
with the same Classification of Instruction Programs (CIP) Code

Full Name of Current Program: Economics

Stockton Program Acronym: ECON

Degree/level of Current Program (BA, BS, MA, MS, MBA, DPT, etc.): BA

CIP Code: 45.06

Name(s) and signatures of Faculty Proposing New Option: Ellen Mutari, Program Coordinator



Date of Program Faculty Vote to Approve the Proposed New Option: March 8, 2019

Text Description of Proposed New Option:

The Economics faculty has specified new concentrations within the Economics major that we propose to implement for Fall 2019. These new concentrations (in addition to our Global concentration) include:

- Economic Policy Concentration,
- Pre-Graduate School Concentration, and
- Pre-Law Concentration.

The Economic Policy Concentration was a recommendation that emerged from our 2014 Five Year Review. These concentrations will help with recruiting majors by being more transparent about how our curriculum can contribute to multiple career paths. In addition, they will clarify which cognates are appropriate for different types of students. We anticipate that these changes will make the curriculum clearer for incoming majors.

As documented by many research studies in our 2018 Five Year Review, economics majors and minors develop important skills that are applicable to a variety of careers in the private, public, and non-profit sectors. A regression analysis comparing salary and job satisfaction of economics versus business graduates noted economics majors are broadly trained in essential learning outcomes such as critical thinking.¹ The study's authors suggest that:

The knowledge learned by economics graduates appears to be applicable to a wider array of jobs than business majors. Because the knowledge learned in the economics major transfers more easily to other fields, the cost of working in another field is much lower for economics majors than business majors.... Part of the value of an economics degree is the ability to use the knowledge learned in a wide variety of jobs.

¹ John Robst and Jennifer VanGilder. (2015) "Salary and Job Satisfaction among Economics and Business Graduates;" *International Review of Economics Education* 21: 30-40.

Prior to and even when they first declare Economics as a major, students often mistakenly assume that Economics as a major exclusively supports a career in business. In fact, our graduating Economics majors successfully pursue a variety of career paths, as documented in our Five Year Review. We already have students who go on to work in business, others who are employed by government or nonprofits, and still others who go on to graduate studies, law school, and MBA programs. As a small program, we are able to provide individual guidance through precepting about career paths and choice of electives and cognates for each of these types of Economics majors. As Stockton University continues to grow, however, it is more necessary to utilize strategies such as concentrations to inform students about smart curricular choices that support particular career paths. This is what our new concentrations propose to do.

The Committee meets every fourth Thursday of each month during fall and spring terms to consider all pre-proposals and/or proposals sent to the Chair (due by the second Thursday of each month). The Chair sends feedback by the following Thursday (one week after each meeting).

Date of Faculty Senate Committee on Academic Programs and Planning Approval:

Date of the Provosts' Council Approval:

Date of the Faculty Senate Approval:

Attach a copy of the list of courses in the "base program" courses, along with a list of courses in the new option **HIGHLIGHTED** to show which are in the new option. The Provost's Office will send this document, along with those attachments, to the Academic Issues Committee (AIC) of the New Jersey President's Council as an Information Item.

Proposed Economics Concentrations

Current Requirements, from the Stockton University Bulletin:

Completion of an Economics major at Stockton requires 10 courses in Economics – seven in the core curriculum and three electives. The components of the core curriculum for General Economics majors include the following:

Introductory Sequence (2 courses):

ECON 1200 Introduction to Macroeconomics*

ECON 1400 Introduction to Microeconomics

*Note that ECON 1200 is a prerequisite course for ECON 1400 at Stockton.

Intermediate Theory Core (2 of the following 3 courses):

ECON 3601 Intermediate Microeconomic Theory

ECON 3602 Intermediate Macroeconomic Theory

ECON 3636 Political Economy

Economic Methods Core (3 courses):

ECON 3605 History of Economic Thought

ECON 3610 Introduction to Econometrics

ECON 4695 Senior Seminar

Completing an Economics major requires 24 additional credits in Economics or related fields called Cognates. The study of economics is interdisciplinary; economics courses are well supplemented by courses from such fields as political science, sociology, anthropology, finance, public (business) law, philosophy and introductory psychology.

These are the proposed requirements for the new concentrations as they would be described in the next Stockton University Bulletin:

Economic Policy Concentration

The Economic Policy Concentration is for students intending a career as an economic policy analyst or advocate. Such positions may be in federal, state, or local government or with nonprofit policy research and advocacy organizations.

In addition to the seven core courses in the General Economics curriculum, students selecting the Economic Policy Concentration must complete the following courses as electives or cognates:

Choose ONE of the following:

ECON 2104 Health Care Economics

ECON 2200 Ecological Economics

ECON 2276 Urban Economics

ECON 2282 Economics for All Ages

Choose ONE of the following:

ECON 3620 Money and Financial Institutions

ECON 3690 Economics of Work and Pay

Choose ONE of the following:

POLS 1100 Introduction to Politics

POLS 2100 Introduction to American Politics

Pre-Graduate School Concentration

The Economics Program has a recommended concentration for students planning to attend graduate school in economics or a related field. Students in the General Economics major can also pursue graduate studies, but should work with their Economics preceptor in selecting appropriate cognates. For a masters degree, a minimum two semesters of calculus and fluency with statistics—the requirements for the concentration—would be advisable. Most doctoral programs in economics require more mathematics. However, some economics graduate programs are open to applicants with less mathematical preparation; students wanting advice on the best programs for their skills and interests should consult with their preceptor.

Students electing the Pre-Graduate School Concentration should complete all the requirements for the General Economics major; however, they should complete all three courses offered in the intermediate theory core (ECON 3601, ECON 3602, and ECON 3636). They should also take one course emphasizing applied statistics (such as CSIS 1206, GNM 1110, or GSS 2348). In addition, the following two courses should be completed as part of the student's cognates:

MATH 2215 Calculus I

MATH 2116 Calculus II

Students in the concentration who are applying for doctoral studies in Economics are advised to complete the MATH minor by taking these additional sequenced courses as cognates: MATH 2217 (Calculus III), MATH 3325 (Foundations of Mathematics), and MATH 3323 (Linear Algebra). For the strongest preparation, MATH 3328 (Differential Equations) is also advised.

Pre-Law Concentration

Many law schools view economics as rigorous preparation for the study of law. Some Economics majors who plan to attend law school pursue an minor in Political Science or even a double major in the two disciplines.

Students electing the Pre-Law Concentration should complete all the requirements for the General Economics major. In addition, they must complete the following cognates:

Required Cognates:

POLS 2215 Law School Basics

PHIL 1204 Symbolic Logic

Choose TWO of the following:

POLS 3221 Constitutional Law

POLS 3225 Civil Liberties

PLAW 2120 Business Law

PLAW Legal, Social, & Ethical Foundations of Business

Our application has received support from the Programs whose courses would be included:

Hi Ellen, Your choices of POLS courses in the pre-law concentration are spot on. Please encourage students in the concentration to talk with from me from time to time (not as an official preceptor but in my capacity as Pre-Law Advisor) with regard to law school admissions. Good luck with this. I think it's a smart addition to your program.

Best,

Linda

Linda J. Wharton
Professor of Political Science & Pre-Law Advisor
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205

Hello Ellen,
I think this sounds like a great idea and the course list makes sense to me. You may have already spoken with Linda about it, but I am not sure how often she is offering POLS 2215 Law School Basics. So, students should be aware that they may have to plan around when that course is being offered. Regarding PLAW 2120 and PLAW 3110, the courses would work really well for an ECON major and several sections are offered every semester. There is some overlap in content between the courses (Business students have to take one *or* the other), so you could consider encouraging them to take one or the other so they get better breadth in the law course offerings. I also teach PLAW 3630 – Health Law and Policy every year that you could consider adding to the list. While the course is not solely focused on the law (we spend a lot of time on public policy concepts as well), it contains a lot of relevant content (including some content related to the economics of healthcare that your students might find interesting). ...

Best,
Kerrin (Wolf, PLAW)

Hi Ellen:

Thanks for your response. It sounds like a great concentration, and one that we can accommodate in terms of capacity. Have a great weekend,

Keith

Sincerely yours,
Keith William Diener B.A., M.A., J.D., LL.M., D.L.S.
Assistant Professor of Business Law and Ethics

Dear Ellen,

I could not be more supportive of this wonderful proposal. How exciting, and how timely. If there is anything I can do, please let me know.

As you know, I spearheaded a "Philosophy and Legal Studies" B.A. within the PHIL Program so time ago, a worthy project that is now a reality, for our Program. Perhaps some of our students will also share more Philosophy and Economics courses.

Count me in for discussions, and support,
and all the best,

Ciao,
Lucio

Prof. Lucio Angelo Privitello, Ph.D.
Professor of Philosophy and Religion
Chair of the Philosophy and Religion Program
Tsantes (ICHS) Endowed Professor of Ancient Greek Philosophy
Stockton University

Hi Ellen,

I definitely support the idea. I do have some suggestions here....

[Professor Wu informed us that Linear Algebra was going to have 4 prerequisites as of Fall 2019. This led to our revision to the current formulation, which Professor Wu subsequently approved.]

Please let me know if I can help.

Charlie (Chia-Lin Wu, MATH Coordinator)