

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

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

degree is the ability to use the knowledge learned in a wide variety of jobs.

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.

Responses to Questions Posed by Faculty Senate at First Reading (April 19, 2019)

Thank you for your timely review of these new concentrations. By way of clarification, I do want to note that these concentrations are designed to formalize what we already do in precepting—guide students with particular career goals toward particular electives and/or cognates. We are NOT creating new courses for any of these concentrations nor do we have the capacity to do so. As a small program of 7 faculty who are responsible for teaching introductory courses to 400-800 students from other majors each academic year, our ability to expand our offerings is constrained. We currently have approximately 40 majors, making us one of the smaller majors at Stockton. The primary purpose of creating these concentrations, therefore, is to inform students and facilitate precepting.

Question Regarding Pre-Law Concentration

Question: Is there a need for a Pre-Law Concentration in Economics? Does it advantage someone going to law school to have this concentration?

The Economics Program already regularly graduates students who either apply directly to law school or who intend to do so after some time in the labor force. The primary purpose of the concentration is to better educate such students about specific courses that will enhance their application. In particular, students who intend to apply to law school do not generally realize that a Philosophy course in symbolic logic is advisable. Putting such advice in writing, in the form of a concentration, is more effective than simply recommending the course to individual students.

The American Bar Association and others who advise students on law school applications generally do not advise that students take a self-contained pre-law **major**. In part, such majors are not viewed as intellectually challenging. Instead, students are advised to pursue a liberal arts major emphasizing writing and critical thinking (see, for example, this ABA website for potential law students: <https://abaforlawstudents.com/2017/01/25/is-pre-law-right-for-you/>).

Another site advising students that warns against a self-contained pre-law major (<https://blog.prepscholar.com/pre-law-majors-schools-programs>) suggests that college majors offering excellent preparation for law school applicants include economics, as well as philosophy, classics, political science, history, “English” (literature), and engineering. Economics majors in many fields benefit from the perception (and reality) that it is a difficult subject. Law school applicants are no exception.

Critical thinking skills are emphasized in our program (and, of course, many others). In particular, the quantitative reasoning and research skills taught in our core major are strong preparation for law school. As a small major, we are able to mentor original research projects from every senior in our capstone course. We recognize, however, that our pre-law economics majors would benefit from taking Symbolic Logic, Law School Basics, and other law-related cognates outside the major.

A pre-law minor is an option that is endorsed on these websites, but we do not have such a minor at Stockton. Instead, there are two existing pre-law concentrations in Political Science and Philosophy that basically use cognates to function as minors. We view our concentration similarly. Law school advisor Linda Wharton approves of our selected courses, and the Philosophy coordinator has also endorsed our proposal.

Questions Regarding Economic Policy Concentration

Question: What frameworks are used [to discuss issues of racism, sexism, and inequality]?

Let me address this question first, because it is the broadest. Then I will discuss where these issues are explored in our curriculum. As discussed in our recently completed Five Year Review, Stockton's Economics Program has designed its curriculum to embrace theoretical pluralism:

Stockton's Economics Program faculty are theoretically diverse and emphasize theoretical pluralism in their teaching and scholarship. This enables students to develop critical thinking skills and nurture their own perspectives on contemporary economic issues, preparing them for engaged citizenship as well as careers in government and public policy advocacy. The program allows students to explore several alternative economic paradigms (e.g., Neoclassical, Supply-Side, Keynesian, Austrian, Marxian, Institutional, Social, and Feminist Economics). Students are exposed to the basic principles and concepts of alternative economic theories, and are required to master these concepts' real-world applications. The historical evolution and current policy relevance of alternative approaches is emphasized throughout our curriculum. Our program thus meets the challenge for **breadth** posed in the 2009 article from the AAC&U's journal *Liberal Education*... In the article, Colander and McGoldrick, two of the discipline's top experts in economics education, challenged economics faculty to teach "big think" questions, ones that "are unlikely to have definitive answers," as well as "little think" questions that involve applications of existing knowledge and frameworks.²

This pluralism is a marked contrast from many economics departments that treat (relatively conservative) neoclassical economic theory developed in the late 19th century as a hegemonic social science. Our students span a range of perspectives from Libertarian to Marxist and everything in between. We cultivate students who are familiar with multiple theoretical frameworks. This means that we teach them theories with which they (and/or we) may disagree as well as those with which they (and/or we) may agree. We encourage students to be able to understand, think critically about, and respectfully refute views other than their own.

Question: Where does the Economic Policy Concentration curriculum address issues of racism, sexism, oppression, and inequality—in the US and globally?

The Economics Program faculty are committed to exploring issues of economic inequality and have taken leadership in campus-wide initiatives in this area. This is central to what we do. While class-based inequality is frequently the primary focus of such discussions, economic inequality necessarily addresses the intersections of class with race, ethnicity, and gender. Throughout the core curriculum (not just the curriculum for the Economic Policy track), we incorporate these issues in teaching (1) measurement of and trends in income inequality; poverty rates for various demographic groups; gender-based and race-based wage gaps and wealth gaps; and unemployment rates for various demographic groups; (2) causes and consequences of various forms of inequality; and (3) the impact of macroeconomic and microeconomic policies on various forms of inequality.

² David Colander and Kimmie McGoldrick. (2009) The Economics Major and Liberal Education. *Liberal Education* 95(2): 22.

The Economics Program already offers a Global Economics concentration that addresses issues of global inequality. Most ECON majors take some of these courses as electives. The Economic Policy concentration, in contrast, does have a US policy focus. Students will continue to be exposed to material about the global economy in their core courses and other electives and cognates.

Issues related to various forms of inequality are addressed in the following courses in the Economics **core curriculum** (spanning **all concentrations and the general major**):

- **Introduction to Macroeconomics** (ECON 1400): US unemployment rates by race, gender, ethnicity, and education; some sections focus on trends in economic inequality and economic well-being and/or the modern social welfare state.
- **Introduction to Microeconomics** (ECON 1400): All sections discuss poverty and economic inequality, including how affected by race, ethnicity, and gender. Some sections also address access to health care.
- **Political Economy** (ECON 3636): Economic inequality by class, race, and gender (and their intersections) is a primary focus of this course. In particular, the course examines how structural changes associated with the rise of global neoliberalism have intensified inequality and economic insecurity. Students read materials that view economic inequality as a just or fair outcome, as well as those that critique inequality as either instrumentally inefficient and those that assert it is based in power imbalances and therefore unjust. Intersectionality, gender as performance, and implicit racial bias are among the concepts addressed in exploring the experience of work in the US. Feminist economics is one of the heterodox frameworks presented in this course.
- **Intermediate Macroeconomic Theory** (ECON 3602): Students learn about multiple measures of economic well-being and inequality, including the UNDP's Human Development Index, the GINI coefficient, and Lorenz Curves. The course examines measures of economic well-being by race and gender. Global comparisons in various measures are addressed. Students write policy briefs, many focusing on racial, gender, and/or class inequality.
- **Intermediate Microeconomic Theory** (ECON 3601): Course examines alternative theories about how wages are set.
- **History of Economic Thought** (ECON 3605): Course presents the historical development of alternative economic frameworks, including those addressing class inequality (e.g. Marxism); human development and inequality (e.g. Sen); and gender bias in mainstream theories (Feminist Economics).
- Students regularly do empirical work on gender or race for their **Econometrics** and **Senior Seminar** research projects.

The **electives in the Economic Policy Track** address inequality, primarily from a US perspective. Each of the 2000-level electives incorporates a particular dimension of racial and/or gender inequality:

- **Health Care Economics**: Access to health care by race & gender
- **Ecological Economics**: environmental racism, including student project on Flint water crisis
- **Urban Economics**: political economy of the inner city; political economy of urban education; racial segregation and impact of redlining on suburbs; economic development of cities and gentrification.
- **Economics for All Ages**: impact of gender and racial inequality on aging and economic well being

There are currently **two 3000-level electives**.

- **Economics of Work and Pay** centrally addresses the causes and consequences of income inequality (class, race, gender, and their intersections), as well as policy approaches to address these problems.

- **Money and Financial Institutions** has not been taught in several years but will be revived in Spring 2020 by a new faculty member. I cannot address the course content, but would assume that financial inclusion and exclusion issues could be addressed.

Question: Where does the curriculum address social welfare policies? Could the concentration include the SOWK policy course as a cognate?

- The microeconomic-oriented courses (especially Introduction to Microeconomics and Economics of Work and Pay) do introduce current social welfare policies when discussing poverty. Some sections of Introduction to Macroeconomics and Political Economy cover the development of the social welfare state as well.
- The program was asked to amend the curriculum to include SOWK 3101 as a possible cognate, in addition to the two POLS courses. We looked into this, but this course has two prerequisites and a co-requisite course as part of the BSW sequencing. It would not work as a cognate for a student without a social work background.

We would like to be able to offer more electives on more policy-oriented topics. However, as explained above, we have designed these using our current course offerings.

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)