Course Change Request

Date Submitted: 02/20/20 4:20 pm

Viewing: **ECON 104 : Introductory Economics**

Last approved: 02/11/20 4:33 am

Last edit: 02/21/20 11:43 am

Changes proposed by: d665s602

Catalog Pages referencing this course	B.A. Architectural Studies - M.C.M. Plan
	Bachelor of Science in Civil Engineering
	Bachelor of Science in Information Technology
	Bachelor of Science in Mechanical Engineering
	Co-Major in European Studies

Academic Career   Undergraduate, Lawrence

Subject Code   ECON   **Course Number**   104

Academic Unit   **Department**   Economics

School/College   College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

Yes

> **Please Explain**
> Taught exclusively online.

Title   Introductory Economics

Transcript Title   Introductory Economics

Effective Term   Summer 2020

Catalog Description   An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economics policies to meet the current problems of the domestic and international economy. Course may be offered in lecture or online format.

Prerequisites   MATH 101 or MATH 104, or LA&S 108, or eligibility for MATH 115 or MATH 116 or MATH 125.

Cross Listed Courses:

Credits   4

Course Type   Lecture (Regularly scheduled academic course) (LEC)

Associated Components   Discussion – Mandatory discussion associated with a main component

(Optional)

Grading Basis   A-D(+/-)FI (G11)

Is this course part of the University Honors Program?   No

Are you proposing this course for KU Core?   Yes

Typically Offered

Repeatable for credit?   No

Principal Course Designator   SF - Public Affairs

Course Designator   S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes ~~No~~

Approval Path

1. 02/21/20 11:44 am Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 03/05/20 12:50 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

History

1. Jan 20, 2018 by Dietrich Earnhart (earnhart)
2. Feb 11, 2020 by David Slusky (d665s602)

Justification for counting this course towards the CLAS BA

Econ 104 is a 4 credit hour introduction to economics that has a college algebra (MATH 101) or personal numeracy (LA&S 108) prerequisite and focuses on the applications of economic theory. Students learn about "the operation of economic institutions," and how mathematical and economic models impact "the formation and execution of economics policies" to solve real world problems that students are taught to identify.

Econ 104 by its very nature involves quantitative reasoning as laid out above, and it should therefore be recognized as fulfilling the Bachelor of Arts Quantitative Reasoning requirement.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal

We think that ECON 104 satisfies the requirements for both KU Core Goal 1.2 and for the BA Quantitative Reasoning requirement, and we want to give students who take this course the opportunity to formally satisfy these requirements.

Supporting Documents

Econ 104 Syllabus Fall 2019.pdf

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval	**David Slusky**	Date of Departmental Approval	**12/17/2019**

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

KU Core Goal 1.2 is designed to teach students how to "define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving." ECON 104 is a 4 credit hour introduction to economics that focuses on the applications of economic theory. Students learn about "the operation of economic institutions," and how mathematical and economic models impact "the formation and execution of economics policies" to solve real world problems that students are taught to identify.

Weekly essays allow students to connect the principles, theories, and analytical methods that constitute the foundation of economics with real world current events. For example, as students learn about supply and demand, they are encouraged to find current examples of these theories, like a recent drop in production due to decreased consumer demand.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2

State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

To synthesize the development of principles, theories, and analytical methods over time students are expected to read the material before class and then in class we build on the knowledge gained from those readings with practical mathematical applications, as well as group collaboration and quizzes. The class also builds upon itself throughout the year. For example, the students first learn about theories such as supply and demand, and then later learn about different applications of these theories across different markets. In this example, students may illustrate graphically supply/demand curves, then find consumer surplus, producer surplus, and dead weight loss using geometry. Homework and quizzes allow students to demonstrate their functional understanding of these key analytical methods. In class discussions allow students with a strong grasp on the material to interact with students who may be struggling and

allow students to openly work through challenging concepts together.

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

    Every application of economic theory is a mathematical problem. As stated above, students use geometry to find consumer and producer surplus, and dead weight loss. Students solve for optimal quantities produced by a firm by solving a system of equations, which they will learn will vary depending on the market type. Students solve for varies elasticities using algebra. These basic economic problems are what make up a large part every quiz and problem set. Theory will make up the other, but theory can be implicitly tested through application problems. Any application portion of the course will involve mathematical principles, as applied economics is the application of mathematical principles to the economy.

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

    This course moves students from their current knowledge to a deeper understanding of fundamental economic concepts through a series of short answer homework assignments, weekly assigned readings, and regular in class discussions. The short answer homework assignments give the opportunity for students to demonstrate their comprehension of specific concepts and help guide their study. In class discussions allow students with a strong grasp on the material to interact with students who may be struggling and allow students to openly work through challenging concepts together. In addition, students are responsible for a weekly essay based on the readings, lectures, and current economic events of the preceding week. In all cases, students must determine what mathematical method is appropriate given the situation and correctly apply it. For example, a student must know under what circumstances one would set price=marginal cost vs. marginal revenue=marginal cost to solve for quantity supplied.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

    Quantitative homework problem sets will be worth 39% of the grade, the quantitative midterm exam will be worth 17%, and the quantitative final will be worth 11%. These three course components are where students will be asked to apply mathematical concepts to economic situations, and together comprise 67% of the final grade.

Goal 3 - Social Sciences
State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)
    already approved

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles, theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)
    already approved

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
    already approved

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)
    already approved

KU Core
Documents

Econ 104 Syllabus Fall 2019.pdf

Course Reviewer
Comments

Key: 3470

Course Change Request

Date Submitted: 02/20/20 4:28 pm

Viewing: **ECON 105 : Introductory Economics, Honors**

Last approved: 02/11/20 4:33 am

Last edit: 02/21/20 11:43 am

Changes proposed by: d665s602

Catalog Pages referencing this course	<u>B.A. Architectural Studies - M.C.M. Plan</u> <u>College of Liberal Arts & Sciences</u> <u>Department of Economics</u> <u>Department of History</u> <u>Environmental Studies Program</u>

Academic Career	Undergraduate, Lawrence
Subject Code	ECON **Course Number** 105
Academic Unit	**Department** Economics
	School/College College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

No

Title	Introductory Economics, Honors
Transcript Title	Introductory Economics, Honors
Effective Term	Summer 2020

Catalog Description An introduction to modern economics designed primarily for students who do not plan to major in economics. Topics include economic history, the operation of economic institutions, and the formation and execution of economic policies to meet the current problems of the domestic and international economy.

Prerequisites Consent of the Economics Department and MATH 101 or MATH 104, or eligibility for MATH 115 or MATH 116 or MATH 125. Open only to students who have been admitted to the University Honors Program, or by consent of instructor.

Cross Listed Courses:

Credits	4
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Is this course part of the University Honors Program?	Yes
Are you proposing this course for KU Core?	Yes
Typically Offered	
Repeatable for credit?	No

Principal Course Designator	SF - Public Affairs
Course Designator	S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Yes ~~No~~

Justification for counting this course towards the CLAS BA

ECON 105, the honors version of ECON 104, is an introduction to economics that has a college algebra (MATH 101) or personal numeracy (LA&S 108) prerequisite and focuses on the applications of economic theory. Students learn about "the operation of economic institutions," and how mathematical and economic models impact "the formation and execution of economics policies" to solve real world problems that students are taught to identify.

In Workflow

1. **CLAS Undergraduate Program and Course Coordinator**
2. **CUSA Subcommittee**
3. **CUSA Committee**
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 02/21/20 11:44 am Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 03/05/20 12:50 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

History

1. Jan 20, 2018 by Dietrich Earnhart (earnhart)
2. Feb 11, 2020 by David Slusky (d665s602)

ECON 105 by its very nature involves quantitative reasoning as laid out above, and it should therefore be recognized as fulfilling the Bachelor of Arts Quantitative Reasoning requirement.

How does this course meet the CLAS BA requirements?

Quantitative Reasoning (QR)

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal   We think that ECON 105 (honors version of ECON 104) satisfies the requirements for both KU Core Goal 1.2 and for the BA Quantitative Reasoning requirement, and we want to give students who take this course the opportunity to formally satisfy these requirements.

Supporting Documents   **Econ 105 S 17 Syllabus.docx**

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval   **David Slusky**   Date of Departmental Approval   **12/17/2019**

Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

KU Core Goal 1.2 is designed to teach students how to "define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving." ECON 105 is an introduction to economics that focuses on the applications of economic theory. Students learn about "the operation of economic institutions," and how mathematical and economic models impact "the formation and execution of economics policies" to solve real world problems that students are taught to identify.

Weekly essays allow students to connect the principles, theories, and analytical methods that constitute the foundation of economics with real world current events. For example, as students learn about supply and demand, they are encouraged to find current examples of these theories, like a recent drop in production due to decreased consumer demand.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 2
State how your course uses discussion and course assignments to teach students to solve problems using mathematical functions and numerical techniques. (Please limit responses to 1000 characters.)

To synthesize the development of principles, theories, and analytical methods over time students are expected to read the material before class and then in class we build on the knowledge gained from those readings with practical mathematical applications, as well as group collaboration and quizzes. The class also builds upon itself throughout the year. For example, the students first learn about theories such as supply and demand, and then later learn about different applications of these theories across different markets. In this example, students may illustrate graphically supply/demand curves, then find consumer surplus, producer surplus, and dead weight loss using geometry. Homework and quizzes allow students to demonstrate their functional understanding of these key analytical methods. In class discussions allow students with a strong grasp on the material to interact with students who may be struggling and allow students to openly work through challenging concepts together.

State what aspects of your course or educational experience require students to apply mathematical or statistical principles to organize or process numerical information. (Please limit responses to 1000 characters.) *

Every application of economic theory is a mathematical problem. As stated above, students use geometry to find consumer and producer surplus, and dead weight loss. Students solve for optimal quantities produced by a firm by solving a system of equations, which they will learn will vary depending on the market type. Students solve for varies elasticities using algebra. These basic economic problems are what make up a large part every quiz and problem set. Theory will make up the other, but theory can be implicitly tested through application problems. Any application portion of the course will involve mathematical principles, as applied economics is the application of mathematical principles to the economy.

State how your course or educational experience will use assignments, readings, class discussion, and lecture to require students to use specific quantitative methods to solve problems and to choose appropriate methods for given problems. (Please limit responses to 1000 characters.) *

This course moves students from their current knowledge to a deeper understanding of fundamental economic concepts through a series of short answer homework assignments, weekly assigned readings, and regular in class discussions. The short answer homework assignments give the opportunity for students to demonstrate their comprehension of specific concepts and help guide their study. In class discussions allow students with a strong grasp on the material to interact with students who may be struggling and allow students to openly work through challenging concepts together. In addition, students are responsible for a weekly essay based on the readings, lectures, and current economic events of the preceding week. In all cases, students must determine what mathematical method is appropriate given the situation and correctly apply it. For example, a student must know under what circumstances one would set price=marginal cost vs. marginal revenue=marginal cost to solve for quantity supplied.

Indicate the weight of the evidence that will be used to evaluate student performance in the tasks above and how you will use this evaluation for a supermajority (greater than or equal to 60%) of the final course grade. (Please limit responses to 1000 characters.) *

Quantitative homework problem sets will be worth 10% of the grade, the quantitative midterm exam will be worth 20%, and the quantitative final will be worth 30%. These three course components are where students will be asked to apply mathematical concepts to economic situations, and together comprise 60% of the final grade.

Goal 3 - Social Sciences

State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

already approved

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles, theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)

already approved

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

already approved

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

already approved

KU Core Documents   **Econ 105 S 17 Syllabus.docx**

Course Reviewer Comments

Key: 3471

DSGN-MIN: MINOR IN PHOTOGRAPHY

History

1. Nov 15, 2019 by Zac Shields (z575s410)
2. Feb 3, 2020 by Zac Shields (z575s410)

Viewing:DSGN-MIN : Minor in Photography

Last approved:Mon, 03 Feb 2020 14:59:45 GMT

Last edit:Thu, 30 Jan 2020 22:50:53 GMT

Academic Career

Undergraduate, Lawrence

Program Type

Minor

Department/ Program

Design

School/College

School of Architecture & Design

Program Name

Minor in Photography

Do you intend for this program to be offered online?

No

Effective Catalog

2020 - 2021

Program Description

This proposal is for a minor in Photography, designed to complement a student's studies in their major area with the additional development of visual literacy and critical thinking skills and creative and professional practice.

The minor will serve those seeking to enter fields as diverse as the arts, design, media and communications, marketing and advertising, among others. Successful candidates will cultivate an advanced visual language in support of their major pursuits and exit the program with a working technical and conceptual grasp of photography as an expressive and communicative medium.

The program will reside alongside the department's undergraduate Photography major and three other majors of Illustration & Animation, Industrial Design and Visual Communication Design.

Degree Requirements

Admission to the Minor in Photography is selective and competitive. Students must either have completed or be enrolled in PHTO 200 when applying for admission to the minor. Students may also enroll in PHTO 210, HA 380, and/or ADS 320 regardless of the status of their admission to the minor, though they should keep in mind that admission to the minor is competitive.

The Minor in Photography requires 18 credit hours of coursework, 12 credit hours of which are at the 300+ (jr/sr) level.

Required courses for the Minor in Photography are listed below with notes. Admission to the Minor in Photography is prerequisite to enrollment in PHTO courses numbered 303 and above. Variations in required PHTO coursework - including possible alternative 300+ level PHTO coursework - is possible with permission from the Program Coordinator.

Minor Course Requirements:

Code	Title	Hours
ADS 320	Hallmark Symposium Series	
HA 380	History of Photography	
PHTO 200	Foundations in Photography	
PHTO 210	Understanding Photographs	

PHTO 101 may be allowed to substitute for the PHTO 210 requirement at discretion of PHTO faculty. If taken, PHTO 101 should be completed prior to enrolling in PHTO 200.

| PHTO 303 | Photography I^{Admission Required} |
| PHTO 304 | Photography II^{Admission Required} |

Application Requirements:

Applications to the Photography Minor are reviewed in the spring semester each year and are due by midnight on the night of **April 15**. Applications must include the following:

- A short essay (200-400 words) responding to the following questions:
    - Why do you want to pursue the Photography Minor?
    - How do you see the Photography Minor complementing your area of study?
- A portfolio of your 10 strongest images
- A PDF of your advising report (available atmy.ku.edu (https://my.ku.edu/) > Academics > My Progress in the lower right-hand corner)

Join our mailing list to be notified when applications are being accepted. **(**https://design.ku.edu/minor-photography-application-interest/**)**

Helpful Contacts:

Elise Kirk, Program Coordinator and Instructor: elisekirk@ku.edu

April Czarnetzki, Outreach Coordinator (Admissions/Application Questions): amczar@ku.edu

Zac Shields, Coordinator of Design Student Services & Advising: ZacShields@ku.edu

Rationale for proposal

This update includes all key information regarding the Minor in Photography as approved by School of Architecture & Design faculty in spring 2019 and subsequently approved by the university.

Key: 663