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**MEMORANDUM**

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FINAL FACULTY SENATE APPROVAL ON MARCH 10, 2015

TO: Faculty Senate  
FROM: Jack Kirby   
DATE: January 28, 2015  
SUBJECT: Curriculum Proposal #14-15-13  
School of Business; Macroeconomics

I recommend approval of the attached Curriculum Proposal #14-15-13. This proposal requests to change the name of course BSBA 2211: Economics Principles and Problems I to BSBA 2211: Principles of Macroeconomics.

C: Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Timothy Oxley  
Dr. Amy Godfrey  
Ms. Leslie Lovett  
Ms. Cheri Varkonda






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**MEMORANDUM**

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TO: Curriculum Committee

FROM: Jack Kirby 

DATE: November 12, 2014

SUBJECT: Curriculum Proposal #14-15-13

School of Business; Macroeconomics

I recommend approval of the attached Curriculum Proposal #14-15-13. This proposal requests to change the name of course BSBA 2211: Economics Principles and Problems I to BSBA 2211: Principles of Macroeconomics.

C: Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Timothy Oxley  
Dr. Amy Godfrey  
Ms. Leslie Lovett  
Ms. Evie Brantmayer  
Ms. Cheri Varkonda



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:**

14-15-13

**School/Department/Program:**

School of Business

**Preparer/Contact Person:**

Dr. Amy Godfrey

**Telephone Extension:**

304-367-3680

**Date Originally Submitted:**

**Revision (Indicate date and label it  
Revision #1, #2, etc.):**

**Implementation Date Requested:**

Fall 2015

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

**The purpose of this proposal is to change the course title of BSBA 2211: Economics Principles and Problems I to BSBA 2211: Principles of Macroeconomics.**

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

**N/A**

Total hours deleted. 0

B. Addition of course(s) or credit(s) from program(s)

**N/A**

Total hours added. NA

C. Provision for interchangeable use of course(s) with program(s) NA

**N/A**

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. NA

**N/A**

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

**Current Title, Description and Prerequisites:**

BSBA 2211 S-FSU Economic Principles and Problems I..... 3 hrs.  
This course approaches the subject from the point of view of macroeconomics, studying the nature and method of economics and describing how the capitalist system functions. Further study is made of the business cycles, fiscal policy, monetary policy, gross national product, and similar concepts. Some time is devoted to the study of competing economic systems.

**Proposed Title, Description and Prerequisites:**

BSBA 2211 S-FSU **Principles of Macroeconomics**..... 3 hrs.  
This course approaches the subject from the point of view of macroeconomics, studying the nature and method of economics and describing how the capitalist system functions. Further study is made of the business cycles, fiscal policy, monetary policy, gross national product, and similar concepts. Some time is devoted to the study of competing economic systems.

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

**BSBA 2211 Principles of Macroeconomics  
Ownership: Fairmont State University**

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

**Course Description is provided in Section E above.**

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

**See Appendix I**

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

**See Appendix I**

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

**This proposal will not have an effect on any program or course requirements other than changes in course title.**

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

**N/A**

B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

**The proposed change in course title for BSBA 2211 is motivated by the following:**

- **To fully describe the topic the course covers. The current title of the course, Principles of Economics I, does not effectively explain that the course covers topics related to macroeconomics.**
- **To provide clarification for transfer students in and out of Fairmont State University. Many schools including West Virginia University (ECON 202. Principles of Macroeconomics), Marshall University (ECON 253 Principles of Macroeconomics), Glenville State College (ECON 202 Principles of Macroeconomics), and West Virginia Wesleyan (ECON 110. Principles of Macroeconomics) offer a course comparable to Fairmont State University's BSBA 2211 course with a title that indicates the topic covered is Macroeconomics. Note higher education institutions do not always offer Macroeconomics as the first introductory course in economics but instead offer Microeconomics as the first course. A title change in BSBA 2211 will provide clarification.**

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

<b>College/School</b>	<b>Dean</b>	<b>Signature</b>
<b>None</b>		

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

**N/A**

VI. **ADDITIONAL COMMENTS.**

**Appendix I: Course Outcomes and Assessment Tools**

**Appendix I:**  
**BSBA 2211 Principles of Microeconomics Course Outcomes and Assessment Measures**

<b><u>Objective:</u></b>	<b><u>Assessment Measure:</u></b>
Define economics and identify the kinds of questions that economists try to answer	Test Questions
Define and illustrate the concepts of scarcity, opportunity cost, production efficiency, and tradeoff using the production possibility frontier	Test Questions, Homework Assignment
Recognize how demand and supply determine price and quantity in a market and identify the effects of changes in demand and supply	Test Questions, Homework Assignments
Define Gross Domestic Product (GDP), identify how it is measured, and distinguish between nominal GDP and real GDP	Test Questions
Identify the sources and types of unemployment and their economic consequences	Test Questions
Define money, recognize its functions and identify how banks create money and how Federal Reserve controls the quantity of money	Test Questions
Identify the sources of inflation and how it is measured	Test Questions
Recognize the difference between expansionary and contractionary fiscal policy	Test Questions
Identify alternative monetary policy strategies	Test Questions

**Examples of Assessment Tools:**

**Outcome:** Define economics and identify the kinds of questions that economists try to answer

1. In economics, choices are necessary because of the presence of:

- a. luxuries.
- b. inefficiency.
- c. needs.
- d. scarcity.
- e. incentives.

ANS: D

2. Economics is the study of:

- a. how to make money.
- b. how to allocate resources to satisfy wants and needs.
- c. capitalism.
- d. how to make workers more productive and firms more profitable.
- e. markets.

ANS: B

5. An economist is an individual who would be least able to answer which research question?
- how much of a product is purchased at a specific price
  - how the tastes and preferences of consumers are determined
  - what firms decide to produce
  - how goods and services are distributed to the population
  - how firms decide to produce a good or service

ANS: B

**Outcome:** Recognize how demand and supply determine price and quantity in a market and identify the effects of changes in demand and supply

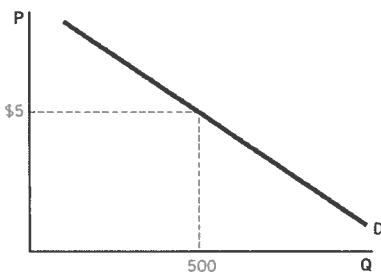
5. According to the law of demand, all other things being equal,
- the quantity demanded falls when the price falls, and the quantity demanded rises when the price rises.
  - the quantity demanded falls when the price rises, and the quantity demanded rises when the price falls.
  - the demand falls when the price falls, and the demand rises when the price rises.
  - the demand falls when the price rises, and the demand rises when the price falls.
  - price and quantity are always positively correlated.

ANS: B

7. When the price of an hour of tutoring increases,
- the demand for tutoring decreases.
  - the demand for tutoring increases.
  - the demand curve for tutoring shifts.
  - the quantity demanded for tutoring increases.
  - the quantity demanded for tutoring decreases.

ANS: E

8. According to the figure below, at the price of \$5:



- the equilibrium quantity is 500.
- the quantity demanded is 500.
- the demand is 500.
- there is a surplus.
- there is a shortage.

ANS: B

11. Which of the following would cause a normal good's demand curve to shift to the left?
- Income decreases.
  - Income increases.
  - The price increases.
  - The price decreases.
  - The input prices increase.

ANS: A

13. Which of the following would cause the demand curve to shift to the right?
- Income decreases for an inferior good.
  - Income decreases for a normal good.
  - Tastes and preferences decrease.

- d. The price of a substitute decreases.
- e. The price of a complement increases.

ANS: A

31. The law of supply states that, all other things being equal,
- a. the quantity supplied falls when the price falls, and the quantity supplied rises when the price rises.
  - b. the quantity supplied falls when the price rises, and the quantity supplied rises when the price falls.
  - c. the supply falls when the price falls, and the demand rises when the price rises.
  - d. the supply falls when the price rises, and the demand rises when the price falls.
  - e. price and quantity are always negatively correlated.

ANS: A

36. Which of the following is both a shift in supply and a shift in demand?

- a. the number of firms in an industry
- b. tastes and preferences
- c. income changes
- d. expectations of future prices
- e. the number of buyers

ANS: D

44. An improvement in technology:

- a. is one way to shift the demand curve.
- b. always increases producers' profits.
- c. allows a producer to decrease output with the same amount of input.
- d. allows a producer to increase output with the same amount of input.
- e. shifts the supply curve to the left.

ANS: D

**Outcome:** Recognize the difference between expansionary and contractionary fiscal policy

9. An example of expansionary fiscal policy is:

- a. lowering taxes.
- b. increasing taxes on everyone in the economy.
- c. decreasing the number of weeks an individual can receive unemployment.
- d. increasing taxes only on the top earners in the economy.
- e. increasing minimum wage.

ANS: A

10. Expansionary fiscal policy occurs when:

- a. the government decreases spending or increases taxes to stimulate the economy toward expansion.
- b. the government decreases spending or decreases taxes to stimulate the economy toward expansion.
- c. the government increases spending or increases taxes to stimulate the economy toward expansion.
- d. the government increases spending or decreases taxes to stimulate the economy toward expansion.
- e. the Federal Reserve increases money supply to stimulate the economy toward expansion.

ANS: D

28. Contractionary fiscal policy occurs when:

- a. the government decreases spending or increases taxes to slow economic expansion.
- b. the government decreases spending or decreases taxes to slow economic expansion.
- c. the government increases spending or increases taxes to slow economic expansion.
- d. the government increases spending or decreases taxes to stimulate the economy toward expansion.
- e. the Federal Reserve decreases money supply to stimulate the economy toward expansion.

ANS: A