



FINAL FACULTY SENATE APPROVAL ON MARCH 20, 2018

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**MEMORANDUM**

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TO: Faculty Senate  
FROM: Jack Kirby *JK*  
DATE: March 23, 2018  
SUBJECT: Curriculum Proposal #17-18-17, REV #2  
Economics

On March 20, 2018, Faculty Senate approved this proposal for both first and second reading with minor revisions requested. Those revisions were submitted after the Faculty Senate meeting on March 20, 2018. This is the final approved proposal.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Amy Godfrey  
Mr. Michael Waide  
Ms. Laura Ransom  
Ms. Cheri Gonzalez  
Ms. Lori Schoonmaker



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**MEMORANDUM**

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**TO:** Faculty Senate

**FROM:** Jack Kirby *JK*

**DATE:** February 27, 2018

**SUBJECT:** Curriculum Proposal #17-18-17, REV #1  
Economics

I recommend approval of the attached REVISION #1 of Curriculum Proposal 17-18-17. This proposal seeks to create a new Bachelor of Science in Business Administration concentration in Economics.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Amy Godfrey  
Mr. Brian Floyd  
Ms. Laura Ransom  
Ms. Cheri Gonzalez



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**MEMORANDUM**

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**TO:** Curriculum Committee

**FROM:** Jack Kirby *JKK*

**DATE:** December 5, 2017

**SUBJECT:** Curriculum Proposal #17-18-17, REV #1  
Economics

I recommend approval of the attached REVISION #1 of Curriculum Proposal 17-18-17. This proposal seeks to create a new Bachelor of Science in Business Administration concentration in Economics.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Amy Godfrey  
Mr. Brian Floyd  
Ms. Laura Ransom  
Ms. Cheri Gonzalez



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**MEMORANDUM**

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**TO:** Curriculum Committee  
**FROM:** Jack Kirby *JK*  
**DATE:** December 1, 2017  
**SUBJECT:** Curriculum Proposal #17-18-17  
Economics

I recommend approval of the attached Curriculum Proposal 17-18-17. This proposal seeks to create a new Bachelor of Science in Business Administration concentration in Economics.

Dr. Christina Lavorata  
Dr. Richard Harvey  
Dr. Amy Godfrey  
Mr. Brian Floyd  
Ms. Laura Ransom  
Ms. Cheri Gonzalez




School of Business

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## MEMORANDUM

TO: Dr. Jack Kirby  
Associate Provost and Director of Graduate Studies

FROM: Richard Harvey, J.D.   
Dean, School of Business

DATE: December 1, 2017

SUBJECT: **ECONOMICS PROPOSAL**

This memorandum is to formally ask your support for the attached curriculum proposal which was passed by the School of Business faculty at their November 3, 2017 meeting. The intent of the proposal is to request the creation of a new **Bachelor of Science in Business Administration concentration in Economics including the creation of three required 3 credit hour courses: ECON 3xxx: Public Economics; ECON 3xxx: Intermediate Macroeconomics, and ECON 4xxx: Game Theory. Additionally, a name change is proposed to one current course: BSBA 3350.**

Thank you for your time and consideration in this matter. Should you have any questions or concerns, please feel free to contact me.

RH/ma



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

**Proposal Number:** 17-18-17  
**School/Department/Program:** School of Business – BSBA with concentration in Economics  
**Preparer/Contact Person:** Dr. Amy Godfrey  
**Telephone Extension:** 304-333-3680  
**Date Originally Submitted:** November 3, 2017  
**Revision (Indicate date and label it Revision #1, #2, etc.):** \_\_\_\_\_  
**Implementation Date Requested:** Fall 2018

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

The intent of this proposal is to request the creation of a new Bachelor of Science in Business Administration concentration in Economics. The new concentration will include the creation of three required 3 credit hour courses: ECON 3340: Public Economics, ECON 3310: Intermediate Macroeconomics, and ECON 4410: Game Theory. Additionally, name changes are proposed to one current courses: BSBA 3350.

This curriculum proposal is being driven by the noted demand from students for a degree in the field. The proposed program format can be found in Appendix A.

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); From the list of required courses

No Deletions

Total hours deleted. 0

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

<b>ECON 3340: Public Economics</b>	<b>3</b>
<b>ECON 3310: Intermediate Macroeconomics</b>	<b>3</b>
<b>ECON 4410: Game Theory</b>	<b>3</b>

Total hours added. 9

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

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

**See Appendix A and B**

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

1. Current Prefix and Title:  
**BSBA 3350 Managerial Economics**

Proposed Prefix and Title:  
**ECON 3350 Managerial Economics**

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

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU, PC&TC, or shared) and specify its status as an elective or required course.

**ECON 3340 – Public Economics**

**Credit Hours: 3**

**Prerequisites: BSBA 2211, BSBA 2212, POLI 1103**

**Course Ownership: FSU**

**Status: This course will be required in the BSBA degree with concentration in Economics**

**ECON 3310 – Intermediate Macroeconomics**

**Credit Hours: 3**

**Prerequisites: BSBA 2211, BSBA 2212**

**Course Ownership: FSU**

**Status: This course will be required in the BSBA degree with concentration in Economics**

**ECON 4410 – Game Theory**

**Credit Hours: 3**

**Prerequisites: BSBA 3350 or ECON 3350, BSBA or ECON 3310 Intermediate Macroeconomics**

**Course Ownership: FSU**

**Status: This course will be required in the BSBA degree with concentration in Economics**

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

**Refer to Appendix C**

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

**Refer to Appendix D**

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.

**Refer to Appendix E**

- 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?

**Bachelors of Science in Business Administration**

**BSBA 3350: Managerial Economics is a current elective for the program. Changing the prefix from BSBA to ECON for the course would be the only change. There is no change to the hours required to complete the program.**

**Bachelors of Science in Business Administration with concentration in Management**

**BSBA 3350: Managerial Economics is a current elective for the Management concentration. Changing the prefix from BSBA to ECON for the course would be the only change. There is no change to the hours required to complete the concentration.**

**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.

In the Spring terms of the 2013-2014, 2015-2016, and 2016-2017 academic years, Fairmont State University's School of Business senior students participated in the Majors Field Test (MFT). The test includes questions related to accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. The results for the economics section of the MFT were as follows:

<b>Fairmont State University's School of Business Major Field Test Results: Economics</b>	
<i>Term</i>	<i>Average Percent Correct</i>
Spring 2014	38
Spring 2016	38
Spring 2017	37

These results indicate that students within the School of Business are not as equipped in the subject of economics as they are in other fields of study offered with the school.

**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 creation of a Bachelor of Science in Business Administration with a concentration in Economics is motivated by the following:

- To help diversify and add to the learning of Fairmont State School of Business students. This degree will provide a solid foundation in applied and theoretical areas of economics that is currently not.
- To provide not only a new degree option for students at Fairmont State University but also provide more economics course options to business majors. Currently, students within the School of Business are limited to taking two introductory economics courses and one upper level managerial economics course. The three new economics courses will allow students within the BSBA with concentration in Economics program as well as BS in Business program to develop a higher skill level of economic problem solving techniques faced in the business and political environments.

The creation of the BSBA with concentration in Economics degree, which includes the development of three new economics courses will add to the course loads of current faculty



members but will not require additional personnel. The courses can be offered face-to-face or online through the regular Fall and Spring semesters or during the summer term. Final course rotation will be determined based upon enrollments after roll-out.

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 approval of this proposal.

**This proposal does not impact any academic program outside of the School of Business. Courses.**

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

College/School	Dean	Signature

V. Should

VI. ADDITIONAL COMMENTS. **None**

## Appendix A:

### **B.S.B.A Degree with concentration in Economics Proposed Curriculum**

<b>Required Major Courses</b>			<b>HRS</b>
<b>Business Core:</b>			
BSBA	2201	Principles of Accounting I	3
BSBA	2202	Principles of Accounting II	3
BISM	2800	Corporate Communications and Technology	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
BISM	2200	Business Information Tools	3
BISM	3200	Management Information Systems	3
BSBA	2209	Principles of Management	3
BSBA	2204	Principles of Marketing	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economic Statistics	3
BSBA	3320	International Business	3
BSBA	4415	Strategic Management	3
BSBA	4420	Business Ethics and Corporate Accountability	3
MATH	1430/1530	College Algebra (or higher math)	General Studies
<b>TOTAL Business Core</b>			<b>45</b>
<b>Economics Curriculum</b>			<b>21</b>
<i>Required Courses</i>			
ECON	3350	Managerial Economics	3
ECON	3340	Public Economics	3
ECON	3310	Intermediate Macroeconomics	3
ECON	4410	Game Theory	3
<i>Elective Courses: (9 hours required)</i>			
FINC	3307	Personal Finance	3
FINC	3384	Bank Management	3
POLI	2207	Public Budgeting and Government Finance	3
POLI	3302	State and Local Government	3
GEOG	3350	Economic Geography	3
GEOG	3315	Urban Geography	3
<b>TOTAL HOURS FOR MAJOR</b>			<b>66</b>

<b>Required General Studies Courses</b>		
Attribute 1 – Critical Analysis		<b>X</b>
	<b>Major Course – BISM 2200</b>	
Attribute 2 – Quantitative Literacy		3
	MATH 1430 or higher	
Attribute 3 – Written Communication		3
	ENGL 1101	
Attribute 4 – Teamwork		<b>X</b>
	<b>Major Course – BSBA 2209</b>	
Attribute 5 – Information Literacy		3
	ENGL 1102	
Attribute 6 – Technology Literacy		3
	BISM 1200	
Attribute 7 – Oral Communication		3
	COMM 2202 (preferred) or 2200 or 2201	
Attribute 8 – Citizenship		3
	POLI 1103 – (prereq for Public Econ)	
Attribute 9 – Ethics		<b>X</b>
	<b>Major Course - BSBA 4420</b>	
Attribute 10 – Health and Well-Being		2
	<i>Student Choice from Approved Options</i>	
Attribute 11 – Interdisciplinary		3
	<i>Student Choice from Approved Options</i>	
Attribute 12 – Fine Arts		3
	<i>Student Choice from Approved Options</i>	
Attribute 13 – Humanities		3
	<i>Student Choice from Approved Options</i>	
Attribute 14 – Social Sciences		<b>X</b>
	<b>Major Course – BSBA 2211</b>	
Attribute 15 - Natural Science		4
	<i>Student Choice from Approved Options</i>	
Attribute 16 – Cultural Awareness and Human Dignity		<b>X</b>
	<b>Major Course – BSBA 3320</b>	
Additional General Studies hours		<b>X</b>
	BISM 2800 – Writing Intensive Course	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>33</b>
<b>TOTAL FREE ELECTIVES</b>		<b>21</b>
<b>TOTAL HOURS</b>		<b>120</b>

## Appendix B:

### **B.S.B.A. Degree with concentration in Economics**

#### Program Description; Program Outcomes and Assessment Measures; and Program Mission, Vision and Goals

##### Program Description:

The Bachelors of Science in Business Administration with concentration in Economics prepares the graduates for careers in many areas including public policy and finance. This degree can be used to study industry trends, labor markets, the prospects for individual companies, and the factors that drive the economy. This degree program attracts analytical students with interest in the economy, how society allocates resources, the impact of investments, public policy, and demographics.

##### Program Outcomes:

Outcome 1: Upon successful completion of the BSBA with concentration in Economics program, students will be able to demonstrate a foundation of economic and financial knowledge and technical skills (that supports and facilitates an appreciation of lifelong professional development).

Assessment Measure 1 for Outcome 1: Fundamental courses

Details/Description: Direct: Quizzes, Exams, Essays, Papers, Projects, Case studies, and other assessment instruments for the following fundamental courses: BSBA 2211, BSBA 2212, BSBA 3310

Satisfactory Performance Standard: That 70% of students will achieve a 70% or better in each class

Ideal Performance Standard: That 75% of students will achieve a 70% or better in each class

Implementation Plan (timeline): Annual Assessment Cycle

Key/Responsible Personnel: Course Instructors/Course Champions

Outcome 2: Upon successful completion of the BSBA with concentration in Economics program, students will be able to use critical thinking to solve complex organizational problems.

Assessment Measure 1 for Outcome 2: Critical Thinking

Details/Description: Quizzes, Exams, Essays, Papers, Projects, Case Studies, and other assessment instruments for the following courses: BSBA 3310, ECON 4410 Game Theory

Satisfactory Performance Standard: 70% of students will achieve 70% or better

Ideal Performance Standard: 75% of students will achieve 70% or better

Implementation Plan (timeline): Annual Assessments Cycle

Key/Responsible Personnel: Course Instructors/ Course Champions

Outcome 3: Upon successful completion of the BSBA with concentration in Economics program, students will be able to communicate effectively using oral, written, and electronic documentation skills.

Assessment Measure 1 for Outcome 3: Corporate Communications

Details/Description: Quizzes, Exams, Essays, Papers, Projects, Case Studies, and other assessment instruments for the following courses: BISM 2800

Satisfactory Performance Standard: 70% of students will achieve 70% or better

Ideal Performance Standard: 75% of students will achieve 70% or better

Implementation Plan (timeline): Annual Assessment Cycle

Key/Responsible Personnel: Course Instructors/course Champions

Outcome 4: Upon successful completion of the BSBA with concentration in Economics program, students will be able to assess the implications of personal value, legal, ethical and social issues of individual and organizational business activities.

Assessment Measure 1 for Outcome 4: Legal and Ethical

Details/Description: Direct:

Quizzes, Exams, Essays, Papers, Projects, Case studies, and other assessment instruments for the following fundamental courses: BSBA 4420

Satisfactory Performance Standard: That 70% of students will achieve a 70% or better in each class

Ideal Performance Standard: That 75% of students will achieve a 70% or better in each class

Implementation Plan (timeline): Annual Assessment cycle

Key/Responsible Personnel: Course Instructor and Course Champion

### Program Mission, Vision, and Goals:

#### Vision:

The School of Business at Fairmont State University aspires to be the preeminent regional business school in West Virginia and the surrounding area, recognized for academic excellence and for contributing to the overall development of our region and broader environment.

#### Mission:

The mission of the School of Business is to offer programs designed to develop student core competencies in accounting, management, marketing, economics, finance, information systems, and quantitative methods. Students acquire additional competencies in their chosen major field and learn to apply concepts of teamwork, communication, creative thinking, and adaptability for careers in positions of leadership in business, education, government, and industry.

#### Goals:

Provide rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced and global in perspective.

Collaborative with stakeholders to align our teaching, scholarship, and service with the needs of the community.

Serve as a primary source for creating and applying business knowledge to promote regional economic development.

## Appendix C:

### **B.S.B.A. Degree with concentration in Economics**

#### Course Descriptions for Proposed New Courses

##### **ECON 3340: Public Economics**

This course provides students with an introductory understanding of public finance/economics. Students will learn about the economic basis for government activities. Upon successful completion of the course, students will be able to understand: the impact of government expenditures, regulations, taxes, and borrowing on incentives to work, invest, and spend income. (PR: BSBA 2211, BSBA 2212, POLI 1103)

##### **ECON 3310: Intermediate Macroeconomics**

This course is designed to extend the student's knowledge of the macroeconomic principles. The objective of the course is for students to develop competence in using macroeconomic models to explain the determination of aggregate output, prices, employment, and growth. In addition, students will learn to analyze the impact of monetary and fiscal policy on the macroeconomy. (PR: BSBA 2211 and BSBA 2212)

##### **ECON 4410: Game Theory**

This course will introduce students to the concepts and tools of game theory. Students will learn the fundamentals of game theory starting with basic terms and then will progress from the analysis of simple games to more complex games. Upon successful completion of the course, students will be able to analyze a situation, frame it in terms of the tools discussed, and understand the strategies used in the interaction. (PR: ECON 3350 (currently BSBA 3350), ECON 3310 Intermediate Macro)

## Appendix D:

### **B.S.B.A. Degree with concentration in Economics**

#### Course Outlines for Proposed New Courses

##### **ECON 3340: Public Economics**

###### Course Outline:

- I. Why Study Public Finance?
- II: Tools of Public Finance
  - A: Theoretical Tools of Public Finance
  - B: Empirical Tools of Public Finance
- III: Budget Analysis and Deficit Financing
- IV: Externalities: Problems and Solutions
- V: Public Goods
- VI: Cost Benefit Analysis
- VII: Political Economy
- VIII: State and Local Government
- IX: Taxes
  - A: The Equity Implications of Taxation: Tax Incidence
  - B: Tax Inefficiencies and Their Implications for Optimal Taxation
  - C: Fundamental Tax Reform

##### **ECON 3310: Intermediate Macroeconomics**

###### Course Outline:

- I. The Data of Macroeconomics
  - A. GDP
  - B. CPI
  - C. Unemployment Rate and Labor Force Participation Rate
- II. The Economy in the Long-Run Using Classical Theory and Empirical Data
  - A. National Income
  - B. Monetary System
  - C. Inflation
  - D. Open Economy
  - E. Labor Market
- III. Economic Growth
  - A. Capital Accumulation
  - B. Population Growth
  - C. Technology
  - D. Policy
- IV. Business Cycle Theory
  - A. Aggregate Demand and Aggregate Supply
  - B. IS-LM Model

## **ECON 4410: Game Theory**

### Course Outline:

- I. What is Game Theory?
- II. Static Games with Complete Information
  - A. Nash Equilibrium
  - B. Oligopoly
  - C. Voting Games
- III. Dynamic Games with Complete Information
- IV. Games with Uncertainty or Incomplete Information
  - A. Moral Hazard
  - B. Bayesian Nash Equilibrium



## Appendix E:

### **B.S.B.A. Degree with concentration in Economics**

#### Course Outcomes and Assessment Measures for Proposed New Courses

##### **ECON 3340: Public Economics**

###### Course Outcomes:

- 1) Define public economics/finance
- 2) Differentiate between theoretical and empirical tools for public finance
- 3) Distinguish between a debt and deficit
- 4) Summarize the federal budget process
- 5) Define and identify externalities and public goods
- 6) Identify the difference between national and state expenditures and revenue patterns
- 7) Summarize the tax reform process

###### Assessment Measures:

###### Measure 1 Outcome 1:

Details/Description: Students will successfully complete quiz/test questions that touch on the definition of public economics/finance

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

###### Measure 1 Outcome 2:

Details/Description: Students will successfully complete homework/quiz/test questions that touch on theoretical and empirical tools for public finance and be able to differentiate between them

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

###### Measure 1 Outcome 3:

Details/Description: Students will successfully complete homework/quiz/test questions that identify the differences between debts and deficits

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

###### Measure 1 Outcome 4:

Details/Description: Students will successfully complete homework/quiz/test questions that touch federal budget process

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 5:

Details/Description: Students will successfully complete homework/quiz/test questions that identify positive and negative externalities and public goods

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 6:

Details/Description: Students will successfully complete homework/quiz/test questions that differentiate between national and state expenditures and revenue patterns

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 7:

Details/Description: Students will successfully complete homework/quiz/test questions that examines the tax reform process at the state and national levels

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

### **ECON 3310: Intermediate Macroeconomics**

#### Course Outcomes:

- 1) Collect economic data and distinguish what cycle the economy is in from the data
- 2) Categorize the determinants of output in the economy
- 3) Explain how monetary and fiscal policy impacts inflation and the economy in the long run
- 4) Recognize the determinants of economic growth
- 5) Analyze and interpret the results of the IS-LM model

#### Assessment Measures:

##### Measure 1 Outcome 1:

Details/Description: Students will successfully complete homework/project questions that involve the collection of economic data and the analysis of data as it relates the economy

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 2:

Details/Description: Students will successfully complete homework/quiz/test questions that touch on the determinants of output in the economy

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 3:

Details/Description: Students will successfully complete homework/quiz/test questions that touch on the impact of monetary and fiscal policy on inflation, hyperinflation, and the economy in the long run

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 4:

Details/Description: Students will successfully complete homework/quiz/test questions that touch the determinants of economic growth

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 5:

Details/Description: Students will successfully complete homework/project/quiz/test questions that touch on the IS-LM model and its results

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

## **ECON 4410: Game Theory**

### Course Outcomes:

- 1) Define game theory and explain the parts of a game
- 2) Differentiate between static and dynamic games
- 3) Solve for Nash Equilibrium
- 4) Execute static games with complete information and interpret the results
- 5) Execute dynamic games with complete information and interpret the results
- 6) Identify and describe games with uncertainty or incomplete information

### Assessment Measures:

#### Measure 1 Outcome 1:

Details/Description: Students will successfully complete homework/quiz/test questions that touch on the definition of game theory and explain the parts of a game

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

#### Measure 1 Outcome 2:

Details/Description: Students will successfully complete homework/quiz/test questions that touch the differences between dynamic and static games

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

#### Measure 1 Outcome 3:

Details/Description: Students will successfully complete homework/quiz/test questions that involve solving for the Nash Equilibrium

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

#### Measure 1 Outcome 4:

Details/Description: Students will successfully complete homework/project/test questions that involve solving a static game with complete information

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 5:

Details/Description: Students will successfully complete homework/project/test questions that involve solving a dynamic game with complete information

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

Measure 1 Outcome 6:

Details/Description: Students will successfully complete homework/quiz/test questions that touch on games with incomplete information or uncertainty

Satisfactory Performance Standard: 70% of the students successfully completed the exam questions with a score of 70% or better

Ideal Target: 80 % of the students successfully completed the exam questions with a score of 70% or better

Implementation Plan (timeline): Each Academic Cycle

Key/Responsible Personnel: course instructor/course champion

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**From:**  
**Sent:**  
**To:**  
**Subject:**

Serena,

Please attached the email threads below to proposal #17-18-17, showing approval of the course numbers by the registrar.

Thank you.

Jack

*Jack R. Kirby, Ed.D.  
Associate Provost for Academic Affairs  
Director of Graduate Studies  
Interim Title IX Coordinator  
223 Hardway Building  
Fairmont State University  
1201 Locust Avenue  
Fairmont, WV 26554  
(304) 367-4098  
Email: [Jack.Kirby@fairmontstate.edu](mailto:Jack.Kirby@fairmontstate.edu)*



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**From:** Godfrey, Amy  
**Sent:** Tuesday, December 05, 2017 9:39 AM  
**To:** Kirby, Jack <[Jack.Kirby@fairmontstate.edu](mailto:Jack.Kirby@fairmontstate.edu)>  
**Subject:** FW: course numbers for ECON

Jack,  
Here is the email to confirm the ECON course numbers.  
Thank you,  
Amy

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**From:** Gonzalez, Cheri  
**Sent:** Tuesday, December 05, 2017 9:37 AM  
**To:** Godfrey, Amy <[ahigginbotham1@fairmontstate.edu](mailto:ahigginbotham1@fairmontstate.edu)>  
**Subject:** RE: course numbers

Yes it is.

Cheri

HELP US IMPROVE OUR SERVICES: VISIT [HTTPS://WWW.SURVEYMONKEY.COM/R/FSU\\_ES\\_SURVEY](https://www.surveymonkey.com/r/FSU_ES_SURVEY) TO COMPLETE A SATISFACTION SURVEY.

*Cheri L. Gonzalez*  
*Interim Registrar*  
*Fairmont State University*  
*Pierpont Community & Technical College*  
*304-367-4112*  
*[Cheri.Varkonda@fairmontstate.edu](mailto:Cheri.Varkonda@fairmontstate.edu)*

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**From:** Godfrey, Amy  
**Sent:** Tuesday, December 05, 2017 9:32 AM  
**To:** Gonzalez, Cheri <[Cheri.Varkonda@fairmontstate.edu](mailto:Cheri.Varkonda@fairmontstate.edu)>  
**Subject:** RE: course numbers

Cheri,  
I plan on using the following:  
ECON 3340: Public Economics  
ECON 3310: Intermediate Macroeconomics  
ECON 3350: Managerial Economics  
ECON 4410: Game Theory  
Is that ok?  
Thanks,  
Amy

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**From:** Gonzalez, Cheri  
**Sent:** Tuesday, December 05, 2017 9:04 AM  
**To:** Godfrey, Amy <[ahigginbotham1@fairmontstate.edu](mailto:ahigginbotham1@fairmontstate.edu)>  
**Subject:** RE: course numbers

Hi Amy,

For the 3000 level you cannot use 3301, 3302, 3303, 3305, or 3308.

For the 4000 level you cannot use 4401, 4406, 4450, or 4998.

Cheri

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*Cheri L. Gonzalez*  
*Interim Registrar*  
*Fairmont State University*  
*Pierpont Community & Technical College*

304-367-4112

[Cheri.Varkonda@fairmontstate.edu](mailto:Cheri.Varkonda@fairmontstate.edu)

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**From:** Godfrey, Amy

**Sent:** Tuesday, December 05, 2017 8:47 AM

**To:** Gonzalez, Cheri <[Cheri.Varkonda@fairmontstate.edu](mailto:Cheri.Varkonda@fairmontstate.edu)>

**Subject:** course numbers

Cheri,

I am working on a curriculum proposal which will include 4 courses that should have the ECON prefix. Three of the courses will be 3000 level and one is 4000. What course numbers can I use (or not use if that is easier)?

Thank you,

Amy



1984  
C.A. Johnson & Co. Inc.

1984  
C.A. Johnson & Co. Inc.