

Economics Session Notes

Disciplinary Sector Leaders

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Conclusion: Three main courses to be accepted by receiving institution:

1. Principles of Microeconomics (Introduction to Microeconomics);
2. Principles of Macroeconomics (Introduction to Microeconomics); and,
3. Business, Economics or Math Statistics

Other Discussion Points and/or Conclusions:

- **Survey Courses:** Decided that a Survey of Economics would not be accepted as an Economics course but could transfer as a social science/general education or general elective should the receiving institution agree to accept the course in one of those categories
- **Statistics:** With respect to the transfer of statistics, determining the main outcomes and topics that a statistics course should cover should guide which statistics courses are generally accepted toward the Economics major (as opposed to a general education course, general elective or quantitative reasoning/literacy/math course). Institutions may choose to accept any statistics course but there should be a clear determination of which Stats courses should transfer as part of an Economics Transfer. This changes a bit when the major being transferred into is Business Administration instead of Economics. No CC reported offering an Economics major and most

said their workload was service for BA majors, or as gen ed. The offerings of stats seemed to generate some turf battles between Economics and Math departments on various campuses and virtually all campuses handled stats differently.

- **Calculus:** There was general agreement that completing a Business Calc or Econ Math (including a calc component) or Math Calculus I would be desirable and should be included in the list of main transfer pathway courses. Because this was not fully discussed and vetted with the group it is not included above but further conversation is most likely to lead to the course being included above. Furthermore, only 11 of the 15 institutions required some form of calc for Econ majors while 13 required stats and 15 required micro and macro.
- **Document Errors:** There were a number of errors with respect to what courses did or did not transfer 'as'. Individuals from those campuses are checking on the common transfer practices. In particular, the three econ survey courses listed for economics were shown transferring to specific micro or macro courses which should not be the case.
- **Prerequisites and Mathematics:** Much discussion around the mathematics prerequisite for primarily Intro to Micro. No clear consensus on prerequisites or how prerequisites would impact the transfer pathway, i.e., if QCC has a pre-requisite of a college level math for Microeconomics and HCC has a prerequisite of a survey course, if Principles of Micro is accepted across the board by the receiving institutions, this would be the case independent of individual institution set pre-requisites. Knowing the Accuplacer score pre-reqs by institution would be helpful as well.
- **Outcomes and Course Topics:** A number of individuals in the group expressed the need to base transfer on course level agreed upon learning outcomes and teaching objectives met through coverage of course topics. Having a copy of syllabi would allow for a determination of the common learning outcomes and topics across courses which would facilitate informed transfer pathway decisions. This was noted to be of particular importance with respect to statistics, while in general there was broad agreement that (without any evidence – note taker comment) the outcomes and objectives of Principles of Macro and Micro were widely understood, similar, and agreed upon.

Suggested Next Steps:

Create 4 subgroups where each subgroup would deal with one academic transfer course – Intro/Principles of Macro, Intro/Principles of Micro, Calculus and Statistics. Have individuals self-select into one or more subgroups based upon which courses s/he regularly teaches. Each subgroup should have an assigned facilitator and this facilitator/subgroup leader should receive a stipend in excess of one paid to regular members for the additional responsibilities including putting together a written report.

Each subgroup would:

1. Review syllabi for their respective transfer pathway course;
2. Review/discuss and come to agreed upon course outcomes for their subgroup's respective transfer pathway course – come to a consensus on a core of course outcomes (4 – 5); and
3. Review and discuss course name for their transfer pathway course – consensus on common course name and common course number.

Subgroups would come together as a whole to review and comment on the work of each subgroup and, as a full team, come up with a finalized recommendation for each transfer pathway course.

- Course to accept such as a Stats course
- Course name(s)
- Course number(s)
- Course outcomes