



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

424 ✓

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	180
College:	Social and Behavioral Sciences	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Economics	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	B.S.		CIP #	(For Office Use Only)	
Type of Change	PROGRAM PROPOSALS			Course Designator	Number of Credits
Proposed:	Change in Requirements-Course(s) Deleted			BED 345	3
Title Current:	Business Communication				
Title Proposed:					
24-Char. Abbrev:					(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Rationale or Justification for change:

The Economics Department has voted to remove BED 345, Business Communication, from the Business Foundation Requirements for the BS degree in Economics.

*****For General Education or Cultural Diversity Courses Only*****

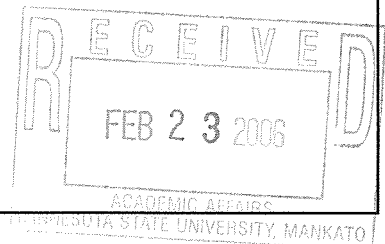
General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A		
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="text" value="Lecture"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		





Minnesota State University, Mankato
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*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



**Minnesota State University, Mankato
Curriculum Proposal**

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Robert A. Linn 12/7/05
 Department Chair Date

Comments:

Collegé Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Yvonne Alarum 2-22-06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

W. F. Alarum 2/23/06
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

W. K. Formix 4/5/06
 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

W. F. Alarum 4/12/06
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

S. J. B. 4/12/06
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Department of Economics

December 7, 2005

4:15 – 5:00

MH 215

Minutes

Members Present: Ashok Chowdhury, Atrayee Ghosh Roy, Saleheen Khan, Phillip Miller, Ken Park, Donald Renner, Richard Schiming, Robert Simonson, Michael Spencer, Kyu Sang Lee, Shawn Osell

1. Curriculum Proposals:



- (A) Request from Dean Johnson: Drop Finance 395 Personal Adjustment to Business (1) and Management 481 Business Policy and Strategy (3) from Business Foundation Requirements for the BS degree in Economics. The Curriculum Committee made a motion to approve the request from Dean Johnson. Further, since the College of Business has dropped BED 345 Business Communications from the Business Foundation Requirements, the Curriculum Committee proposed to delete this course from the Business Foundation Requirements for the BS degree in Economics. After discussion, the department voted unanimously to delete the three courses from our “Business Foundation Requirements” for the BS degree in Economics. Finally, since Math 112 College Algebra is a prerequisite for Economics 207 Statistics, the Curriculum Committee recommended that the course should not be listed under Business Foundation Requirements for the BS degree in economics, and, that the remaining business courses under Business Foundation Requirements be re-titled “Required Business Courses” for the BS in Economics. After discussion, the motion was passed unanimously.
- (B) Proposals (economics core and elective courses) considering (A): Considering the curriculum changes listed above, the department discussed possible curriculum changes for the “Required for Major” (Core) and “Required for Major” (Electives). New math requirements (including Quantitative Analysis in Economics) were discussed for possible curriculum revision in the future. The department will discuss possible “core” and “electives” curriculum changes in future meetings. If the department desires to make curriculum changes, the specific changes should be approved by November 3, 2006 (for inclusion in the new catalogue).

2. Funding travel expenses for the Department of Economics Search Committees to interview candidates for positions 1 – 3 at the American Economic Association meetings: Interim Dean Wagner has provided \$1,000 for travel expenses for the search committee members to attend the AEA meetings. Dr. Atrayee Ghosh Roy, Dr.

Phillip Miller, Dr. Saleheen Khan, and Dr. Ken Park will attend the meetings to conduct interviews for announced positions 1, 2, and 3. The department voted unanimously to pay the remaining travel expenses of the search committee members out of the department's "unused travel fund" budget.

3. Department of Social Work MSW Proposal: Bob discussed the MSW proposal (and concerns of many department chairs) and possible implications for departments within the college. Vice President Olson will meet with the Chairs' Council on December 19 to discuss the proposal. By a majority vote, department members concluded that if replacement positions could be guaranteed by the administration, the department would support the MSW proposal. However, if replacement positions could not be guaranteed by the administration, the department would not support the MSW proposal.
4. Other: Dr. Saleheen Khan has applied for tenure and promotion. The letters of recommendation and application files are due in the Dean's Office by December 12. Department members were asked to read the letters of recommendation (at Barb's desk) on Monday and sign the form provided for faculty signatures. Department members may (if desired) write individual letters to be included with department recommendations, and make copies of their letters available to Dr. Khan.

**Assessment Plan Preparation Form Example
Minnesota State University, Mankato**

Program: Bachelor of Science

Department: Arctic Studies

Student Learning Outcomes (Knowledge, Performance, and Attitudes)	Related University Goals	Related College Goals	Method of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/Criterion of Achievement	What is Hoped to Be Learned?
1. Students will demonstrate competence in written and oral communication.	MSUM Goal 1: Students can communicate	College Goal 1: Students can communicate	Student Capstone Essay: All senior essays will be reviewed using a rubric designed to assess competence in written communication.	IG1405 students enrolled in the course.	Fall 04 (each semester)	100% of students assessed will demonstrate minimal writing competency as determined by a score of 3 on the assessment rubric; 80% of students will demonstrate competency as determined by a score of 5.	We want to know whether we need to increase the number of writing and presentation assignments in classes to give students practice.
2. Students will be able to construct energy-efficient igloos.	MSUM Goal 3: Students can apply classroom knowledge;	College Goal 3: Students can apply classroom knowledge;	Igloo Construction Project. The igloo will be evaluated based on national standards for energy-efficient igloos, created by the International Arctic Studies Association (IASA).	IG1477 students enrolled in the course.	Spring, 05 (each semester)	100% of students will receive a score of 3 or better on the 4-point IASA Igloo Energy Efficiency scale; 80% of students will receive a score of 4.	Students seem to know how to build igloos but igloos have traditionally not been able to be habitable all winter - particularly February.
3. Students demonstrate dispositions for employment in the Arctic.	MSUM Goal 2: Students will be prepared for careers	College Goal 2: Students will display professionalism	Survey of Alumni to determine degree to which alumni feel they were prepared (customs, attitudes, commitment) for employment in the Arctic.	Alumni that have been employed in the artic a minimum of one year.	Spring, 05 (every three years)	100% of alumni responding to the survey will state that their education at least adequately prepared them for employment in the Arctic; 75% of alumni responding to the survey will state that their education exceptionally prepared them for employment in the Arctic.	We want to see what areas are weak from alumni perspective. Students in the program seem to rate commitment to living in the artic as a problem. We want to see if this is true and consistent for alumni.

* What will department or program do with results of information? It is our intent to monitor our students' success so that changes in curriculum or in the way we teach is made.

MINNESOTA STATE UNIVERSITY		
2004-2005 Assessment of Student Learning Report		
Department:	<u>Economics Department</u>	
Program:	<u>Economics</u>	Degree Award: <u>BA/BS</u>

Please submit two copies of a two to three page summary of your assessment activities during the 2004-2005 academic year to your Dean by May 2, 2005. One copy will be forwarded to Academic Affairs for institutional records. Please use the following format for your summary.

Check here if your assessment report covers all undergraduate degree programs:

Check here if your assessment report covers all graduate degree programs:

1. What student learning outcomes were assessed this year, and why?

As in the past, the department assessed broad areas of student attitude, performance, and knowledge. These student learning outcomes were measured indirectly by means of a "Senior Exit Survey" given to Economics 482 Senior Seminar students.

To complement the above indirect measure of self-reported measures, we are also reporting the learning outcomes of our students on the following direct assessment measures:

1. Test of Understanding in College Economics (TUCE)
2. Ability to conduct research and convey economic learning by writing a group research paper. Each group consisted of 3 students.
3. Ability to identify economic variables, collect primary data and analyze them by using Microsoft Excel spreadsheet.

These outcomes meet the university mission and goal of preparing undergraduate students for careers and life long learning. They are also linked to the college goal of providing high quality and well respected undergraduate program.

2. How were they assessed?

Measures of student satisfaction were collected by means of 'Senior Exit Survey' completed by Econ 482: Senior Seminar class students in fall 2004 and spring 2005. A total of 25 senior majors completed the survey.

Test of Understanding in College Economics (TUCE) was given in the Econ 482: Senior Seminar class in fall 2004 and spring 2005. Twenty five students took the test. TUCE test is given to wide variety of college economics students in a wide variety of institutions. Performance in this test gives us a gauge of how well our student compare in economics knowledge to other economics students across the nation.

Students in Econ 482 were also required to write a short research paper as a group project. Each group consisted of was consisted of 3 students. Students observed and collected information on buying pattern of the customers in different stores in Mankato. The data then was transferred onto Microsoft Excel spreadsheet to make economic analysis of buying habit of the shoppers. Students were graded on the research paper based on the quality of the work they did as a group.

3. What was learned?

The following are the results of students' self measured satisfaction with our program. The results collected were on a scale of 1 to 5 for skills and knowledge and 1 to 4 for satisfaction measures. Lower numbers were more desirable. The average score calculated from 25 student responses is being reported.

Performance Skills Acquired

- a. Ability to communicate economic reasoning in writing: 1.84
- b. Ability to understand economic writing by others: 1.56
- c. Ability to use descriptive statistics to perform statistical analysis: 2.42
- d. Ability to use information sources (library, databases, etc) to obtain and interpret economic statistics: 2.46
- e. Ability to understand the diversity of views that may exist concerning economic problems: 1.80
- f. Ability to understand the use of basic economic terminology: 1.40
- g. Ability to use the tools of macroeconomic analysis: 1.85
- h. Ability to use the tools of microeconomic analysis: 1.79

Knowledge Acquired

- a. Knowledge of necessary conditions for efficiency in consumption, production, and exchange: 1.75
- b. Knowledge of how individuals make choices, firms organize, and governments make policies in pursuit of economic objectives: 1.48
- c. Knowledge of theories about economic growth, inflation, unemployment, and distribution of income: 1.52
- d. Knowledge of descriptive and inferential statistics commonly used by economists: 2.40
- e. Knowledge of the institutional characteristics of the US economy: 1.92
- f. Knowledge of current affairs and global economic issues: 2.00

Attitude/Satisfaction

- a. Overall quality of instruction in our courses: 1.70
- b. The extent to which your major program provided a well-integrated set of courses: 1.60
- c. The class evaluation procedures: 1.70
- d. The quality of texts and other instructional materials used by instructors in the department: 1.92
- e. The accessibility of instructors for conferences or out-of-class assistance: 1.85
- f. Overall quality of academic advising: 2.32
- g. Overall quality of career advising: 2.82
- h. The channels of communication between departmental faculty and students regarding student needs and suggestions: 2.09
- i. The size of your classes: 1.29
- j. Overall satisfaction with the department: 1.72

Analysis of indirect measures

Our standard for this Senior Exit Survey is that the measures of satisfaction or self reported acquisition of skills and knowledge should not exceed much beyond 2.00. A score equal to or less than 2 would indicate a reasonable amount of satisfaction in the respective areas. Scores between 2.00 and 2.25 were of some concern. Scores above 2.25 would need our more serious attention. We find that current year's average scores are better than last year's in almost all the

areas assessed by our senior majors. We, however, also find that scores in five out of the twenty four areas remain greater than 2.25.

In particular we continue to have a problem in the area of the use of statistics in our major. These results and the performance of students in statistical analysis in the Senior Seminar indicate that there need for improvement in the statistical analysis area. Also important to note that the responses measure the students' perceptions of the skills that they have acquired and not any direct measure of the actual attainment of these skills. These are the opinions of our students about what they learned in our program.

Other areas of concern continue to be students' low satisfaction with quality of academic and career advising.

Analysis of direct measures

TUCE results

The following are our results (percentiles) for the past five years:-

<u>Year</u>	<u>Microeconomics</u>	<u>Macroeconomics</u>
2000	50	47
2001	50	54
2002	47	58
2003	49	54
2004(fall)	60	60
2005(sp)	65	73

Above data exhibits a steady progress of our students on national percentile scale. We do not know if the noticeable improvement in scores is the result of improved teaching and learning or a temporary phenomenon. We will track these scores in the future.

Research paper

All student groups completed and submitted a short independently researched paper. All of them were deemed satisfactory.

Ability to collect economic data.

All students collected primary data on shopper buying behavior by observing them in different stores in Mankato. They then analyzed the data and wrote research paper as a group activity. Student performance was deemed satisfactory.

4. What will the department or program do as a result of that information?

The results of the assessment report will be presented to the department for consideration and action in a department meeting in Fall of 2005.

5. How did the department or program make use of the feedback from last year's assessment report?

The department, as a whole, discussed the results of the assessment report for 2003-04 in a Fall 2004 meeting. Two substantive changes had been made in the program in the previous year to accommodate students concerns. A new course in statistics, Econ 407: Economics and Business Forecasting had been introduced as an required course for economics majors. However, this year department decided to replace Econ. 407 with Econ 462: Econometrics. This was done in view of students perceived and performance weakness in doing statistical data and the recommendation of the external reviewers of the department that econometrics is a more appropriate course for the discipline. The department will assess the impacts of these changes and see how student perceived satisfaction and performance measures change in the light of the changes made.

In view of the students' continued low satisfaction with academic and career advising, the Department discussed different ways of strengthening this area, including designating a faculty member as an internship coordinator and career advisor. The coordinator would take the responsibility of student advising on academic and career choices and find appropriate internship positions for our majors. No faculty member, however, has volunteered for this added responsibility. This fall a request will be made to the college dean for providing a faculty member with reassignment time which will allow him/her to coordinate internships and student career advising.

Economics

College of Social & Behavioral Sciences,
Department of Economics
150 Morris Hall • 507-389-2969
Web site: www.mnsu.edu/dept/economics

Chair: Ved Sharma

Ashok Chowdhury, Atrayee Ghosh Roy, Saleheen Khan, Phillip Miller, Donald Renner, Richard Schiming, Robert Simonson, Michael Spencer, Kwang Woo Park

Economics aims to provide the student with the basic materials and tools of analysis used to understand our present economic system, and to organize data for decision-making purposes in both short and long-range planning. It is designed to help those contemplating business or other careers as well as those who are preparing to teach in the social studies.

Admission to Major. Students enrolling in 300-400 level courses must be admitted to the program. Admission is granted by the department. Minimum university admission requirements are:

- a minimum of 32 earned semester credit hours.
 - a minimum cumulative GPA of 2.00 (C).
- Contact the department for application procedures.

ECONOMICS BA

Required for Major (Core, 25 credits):

- ECON 201 Principles of Macroeconomics (3)
- ECON 202 Principles of Microeconomics (3)
- ECON 207 Business Statistics (4)
- ECON 355 Intermediate Microeconomics (3)
- ECON 356 Intermediate Macroeconomics (3)
- ECON 445 Survey of Economic Ideas (3)
- ECON 462 Econometrics (3)
- ECON 482 Senior Seminar (3)

Required Electives for Major (12 credits):

- ECON xxx ECON xxx ECON xxx
- ECON xxx

Required for Bachelor of Arts (BA) degree ONLY:
Language (8)

Required Minor: Yes. Any.

ECONOMICS BS

Required for Major (Core, 28 credits):

- ECON 201 Principles of Macroeconomics (3)
- ECON 202 Principles of Microeconomics (3)
- ECON 207 Business Statistics (4)
- ECON 355 Intermediate Microeconomics (3)
- ECON 356 Intermediate Macroeconomics (3)
- ECON 420 International Economics (3)
- ECON 445 Survey of Economic Ideas (3)
- ECON 462 Econometrics (3)
- ECON 482 Senior Seminar (3)

Required for Major (Business Foundation Requirements, 38 credits):

- ACCT 200 Financial Accounting (3)
- ACCT 210 Managerial Accounting (3)
- ~~BED 345 Business Communications (3)~~
- BLAW 200 Legal, Political and Regulatory Environment of Business (3)
- COMS 101 Introduction to Microcomputers (3)
- FINA 362 Business Finance (3)
- ~~FINA 395 Personal Adjustment to Business (1)~~
- MATH 112 College Algebra (4)
- MGMT 200 Introduction to MIS (3)
- MRKT 310 Principles of Marketing (3)
- MGMT 330 Principles of Management (3)

- MGMT 346 Production and Operations Mgmt (3)
- MGMT 481 Business Policy and Strategy (3)

Required Electives for Major (9 credits):

- ECON xxx ECON xxx ECON xxx

Required Minor: None.

ECONOMICS EMPHASES

The following areas of emphasis are sets of recommended courses that students may find useful in loaning for future careers. It is not necessary to complete any of these areas of emphasis to major in economics. Nor is it necessary to complete all the recommended courses in any area below. Students may consider the suggested economics courses in these areas of emphasis for their required electives in the economics major.

LABOR ECONOMICS EMPHASIS

Labor economics provides a useful and necessary focus leading toward employment in a variety of occupations such as personnel specialist manpower analyst, contract compliance specialist and labor-management relations.

Recommended Courses for Specialization Emphasis

- ECON 403 Labor Problems (3)
- ECON 406 Collective Bargaining (3)
- ECON 408 Government Regulation of Labor Relations (3)
- MGMT 440 Human Resource Management (3)
- MGMT 442 Compensation Management (3)
- MGMT 444 Organization Design (3)
- MGMT 480 Human Behavior in Organizations (3)

ECONOMICS OF THE PUBLIC INTEREST EMPHASIS

A background useful in securing positions in many federal, state and city government departments. In addition, many large corporations have full-time staff employees to handle areas of public interest.

Recommended Courses for Emphasis

- ECON 314 Current Economic Issues (3)
- ECON 411 Urban Economics (3)
- ECON 412 Resource and Environmental Economics (3)
- ECON 420 International Economics (3)
- ECON 425 Social Control of Economic Activity (3)
- ECON 440 Public Finance (3)
- ECON 462 Econometrics (3)

FINANCIAL ECONOMICS EMPHASIS

An emphasis useful in the pursuit of careers in financial institutions and government agencies. Banks and other financial intermediaries hire economics majors for various roles. Internships can often be arranged.

Recommended Courses for Emphasis

- ECON 305 Money and Banking (3)
- ECON 405 Monetary Analysis (3)
- ECON 420 International Economics (3)
- FINA 464 Financial Institutions and Markets (3)
- FINA 482 Commercial Bank Management (3)
- BLAW 455 Legal Aspects of Banking and Finance (3)

Graduate School Preparation

Students who are considering graduate school in economics should note that the following courses in mathematics are typically required for admission to graduate school in economics:

- MATH 121, 122 Calculus I and II
- MATH 247 Linear Algebra

The following courses are recommended as well:

- ECON 462 Econometrics
- MATH 321 Ordinary Differential Equations

Students who may be interested in applying to graduate school are advised to contact a member of the department as soon as possible for further guidance and information.

ECONOMICS MINOR

Economics

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Recommended Courses for Emphasis

- ECON 305 Money and Banking (3)
- ECON 405 Monetary Analysis (3)
- ECON 420 International Economics (3)
- FINA 464 Financial Institutions and Markets (3)
- FINA 482 Commercial Bank Management (3)
- BLAW 455 Legal Aspects of Banking and Finance (3)

Graduate School Preparation

Students who are considering graduate school in economics should note that the following courses in mathematics are typically required for admission to graduate school in economics:

- MATH 121, 122 Calculus I and II
- MATH 247 Linear Algebra

The following courses are recommended as well:

- ECON 462 Econometrics
- MATH 321 Ordinary Differential Equations

Students who may be interested in applying to graduate school are advised to contact a member of the department as soon as possible for further guidance and information.

ECONOMICS MINOR