Projecting Student Total Estimated Costs (from Table Three) Student
HDCT / FTE (from Table One)

<table>
<thead>
<tr>
<th>Year of Implementation</th>
<th>Total Estimated Costs</th>
<th>HDCT</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$103,260</td>
<td>14</td>
<td>10.5</td>
</tr>
<tr>
<td>Second Year</td>
<td>170</td>
<td>17</td>
<td>12.75</td>
</tr>
<tr>
<td>Third Year</td>
<td>200</td>
<td>20</td>
<td>15.0</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>240</td>
<td>24</td>
<td>18.0</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>$351,345</td>
<td>29</td>
<td>21.75</td>
</tr>
</tbody>
</table>

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

________________________________________ Vice President for Academic Affairs, Date ________
________________________________________ President, Date ________

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.
The B.A. in Economics degree is targeted to students who are interested in learning about economics while pursuing non-business related career goals such as working in environmental policy, economic development, politics, journalism, urban planning, etc.; or who plan to attend law school or graduate programs in economics. The curriculum design for the UWF B.A. Economics program allows for a minimum of 33 semester hours of Economics courses, with up to 33 hours of upper division electives. This large block of electives, common in B.A. Economics programs at most institutions, allows Economics majors to easily accommodate one or more minor fields of study in their program. Typically, this would be in an area in which the student wishes to focus her/his future career. Recommended minors are: mathematics, international studies, biology, environmental studies, history, philosophy, political science, political science pre-law, psychology, English, geography, or similar areas.

This program is different from the existing B.S.B.A. in Economics program in that it does not include the 30 semester-hour College of Business core and state mandated Common Prerequisites for business programs. In a word, the B.A. in Economics program offers much more flexibility for students to tailor the degree to suit their individual (especially non-business related) career goals. For example, students who wish to pursue graduate degrees in the field of economics would actually be much better suited for these programs by taking healthy doses of mathematics and statistics, instead of “sister” business courses such as accounting and management. Similarly, students going on to Law School may be better off by emphasizing philosophy, history, and English, as opposed to B.S.B.A. required courses.

Catalog Copy:

The Bachelor of Arts in Economics is typically of interest to students with strong academic credentials and a desire to make a difference by helping to shape policy in a wide range of areas in society. Economics majors will develop conceptual and analytical skills for making policy-oriented decisions based on analysis of fundamental resource allocation issues. Economists work in a broad range of policy areas and address questions such as: What is the best way to fight environmental pollution?; What is the appropriate role of government in the economy?; What rules should govern trade among nations?; What is appropriate economic policy for developing nations?; What are the effects of rising interest rates?; What are the effects on labor markets of aging populations and increasing immigration?; What are the effects of tax cuts, budget deficits, and welfare policies on the overall economy?; and many, many others. Economists may address fundamental policy issues such as these and others within narrower fields such as health care, agriculture, education, crime, politics, urban and regional development, law, history, energy, and the environment, among many others. The Economics degree program is structured to provide the opportunity for students to earn Minor degrees in many of these specialized fields.
Most economists are concerned with practical applications of economic policy, and work for a wide variety of public, private, and governmental organizations. The job market for individuals with both undergraduate and graduate degrees in economics is robust and tends to be less cyclical than the market for students with many other degrees. The Bachelor of Arts in Economics provides a comprehensive foundation for students who wish to obtain a graduate degree in economics and is also recognized as excellent preparation for graduate programs such as Law or the MBA.

Students are urged to consult with faculty members associated with the Economics program and its recommended minors for detailed information about the program’s academic learning outcomes and to develop an appropriate course of study for their intended career path.

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

Yes, the B.A. in Economics is listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation.

The UWF mission statement as contained in the Partnership Strategic Plan is “To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.” The goal of the B.A. in Economics is to equip students choosing to pursue the degree with the knowledge and skills to take advantage of various high-value career opportunities such as working in environmental policy, economic development, politics, journalism, and urban planning, etc.; or to be admitted and excel in graduate programs such as law or economics.

The Program Student Learning Outcomes (see section V., subsection A. in this document) are also consonant with UWF’s university-level SLOs.

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

2002

August: the Chair and faculty of the Department of Marketing and Economics met to discuss the idea of creating a non-business related alternative to the current B.S.B.A. in Economics offering. It was decided at that time to investigate what other institutions were offering. The faculty discovered that 73 percent of Florida SUS universities offered a B.A. in Economics, while only 46 percent offered a B.S.B.A. in Economics (36 percent offered both). They also determined that 50 percent of 10 UWF peer universities offered a B.A. in Economics and 100 percent of five UWF aspirational universities offered both programs. The Dean of the COB was informed and discussed the concept of
a cooperative program between COB and CAS with the Provost, who was receptive to the idea. Informal discussion and further investigation continued through the fall term.

2003

Spring and summer terms: a subgroup of economics faculty met periodically to work on program design and to make enrollment predictions, based on demand at similar institutions.

November: The Department made a formal recommendation to the Dean of the COB that we move forward with the B.A. proposal.

November: The Dean of the COB discusses program concept with Dean of CAS. Positive reaction received.

December: Formal “Request to Explore and Plan New Academic Programs” submitted on December 3. Request was approved by the UWF BOT six months later on June 17, 2004.

2004

January: All CAS departments notified of proposal by CAS Associate Dean George Ellenberg and invited to participate. Interest expressed by Mathematics and Statistics, Government, Anthropology, and Communication Arts. Chair of the Department of Government, Dr. Al Cuzan, will represent CAS interests.

January: Chair of Marketing and Economics (Dr. Greg Martin), COB Associate Dean (Dr. Marcia Howard), Economics Faculty representative (Dr. Steve Conroy), CAS Associate Dean (Dr. George Ellenberg), and Department of Government Chair (Dr. Al Cuzan) met to begin formal articulation. Progress of proposal was discussed, a preliminary Program Curriculum document was presented, and feedback from CAS faulty solicited through Dr. Cuzan.

February: The economics faculty met to discuss the input from Al Cuzan and others from CAS and several adjustments to the original Program Curriculum document were made. Among these were the inclusion of an International Economics course as an alternative to Economic Forecasting, agreement to add an Economic Analysis of Law course in the future when resources permit, and the inclusion of a list of recommended minors.

April-June: Creation of the “Request to Offer a New Degree Program” begun.

August: Draft of “Request to Offer a New Degree Program” forwarded to Dr. George Ellenberg and Dr. Al Cuzan for comments and approval.

The following dates and events are projected, based on the timeline published in document dated March 9, 2004 by Dr. Carl Backman.

October: Approval by Department

November: Approval by Colleges (Business and Arts and Sciences)

December: Approval by Academic Council of Faculty Senate

2005
January: Approval by Faculty Senate

February: Approval by BoT Academic and Student Affairs Committee

February: Approval by BoT of Implementation Request

February: 2005-2006 Catalog Copy Submitted

Fall Semester: Implementation of Program Change

IV. ASSESSMENT OF NEED AND DEMAND

A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.

While specific demand data for Northwest Florida are difficult to obtain, it is possible to get a sense for the demand for this program by looking at other institutions. Based on this analysis, UWF’s sole offering of a B.S.B.A. in Economics program placed us in the minority among other Florida SUS institutions. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kinds of programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Further, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue graduate studies in law, economics, or similar disciplines. According to a published paper by Michael Nieswiadomy (1998 in Journal of Economic Education), economics students had the highest scores on the Law School Admissions Test (LSAT) among those majors with 2,000 or more students taking the exam. Accordingly, majoring in economics is viewed as an excellent preparation for Law School. In sum, merely offering a business degree (B.S.B.A) in economics misses a significant portion of the student population who view majoring in economics as a stepping stone to pursue further course work in this and related fields.
B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

### UWF TABLE ONE A

**NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES**

**BACCALAUREATE DEGREE PROGRAM**

**NAME OF PROGRAM:** Economics B.A.

**CIP CODE:** 45.0601

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>05</td>
<td>06</td>
<td>06</td>
<td>07</td>
<td>07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOURCE OF STUDENTS</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-level students who are transferring from other majors within UWF</td>
<td>3</td>
<td>2.25</td>
<td>3</td>
<td>2.25</td>
<td>3</td>
<td>2.25</td>
<td>3</td>
<td>2.25</td>
<td>3</td>
<td>2.25</td>
</tr>
<tr>
<td>Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level</td>
<td>6</td>
<td>4.5</td>
<td>9</td>
<td>6.75</td>
<td>12</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>21</td>
<td>15.75</td>
</tr>
<tr>
<td>Florida community college transfers to the upper level</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges/universities</td>
<td>1</td>
<td>.75</td>
<td>1</td>
<td>.75</td>
<td>1</td>
<td>.75</td>
<td>1</td>
<td>.75</td>
<td>1</td>
<td>.75</td>
</tr>
<tr>
<td>Other (Explain)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>10.5</td>
<td>17</td>
<td>12.75</td>
<td>20</td>
<td>15</td>
<td>24</td>
<td>18</td>
<td>29</td>
<td>21.75</td>
</tr>
</tbody>
</table>

**Note:**

- **HC** = Headcount of students in this major
- **FTE** = Annualized Full-Time-Equivalent students taking courses offered by this major. Annualized FTE’s are calculated at 40 credit hours for undergraduate courses. The average student is calculated 0.75 FTE (30 sh/yr; two years to complete 60 sh upper division).
Estimation Method
We start with an initial estimate of 14 majors in Fall 2005. This is based on our best guess (backed by research among current students) about transfer and native student interest. Enrollment data for B.A. and/or B.S.B.A. programs (1998-2003) at UCF, USF, UF, FAU, FSU, and FIU were collected with the help of UWF Institutional Research. Analysis shows an average growth rate across schools of approximately 19 percent per year for B.A. Economics programs. This growth was used to estimate growth in the UWF program. Further, in schools with both a B.A. and B.S.B.A., approximately 65 percent of enrollment occurs in the B.A. This was not factored into our estimate.

Upper-level students who are transferring from other majors within UWF
It is certain that some majors will come from students who transfer from other majors within UWF. We anticipate two sources of these transfers. The major source should be the existing B.S.B.A. in Economics program. This is a logical source of new majors, since a certain percentage of existing lower division B.S.B.A. majors in economics were constrained by the lack of alternatives. Other students will likely come from other College of Arts and Sciences disciplines. It is not unusual for students to change majors, however, we do not expect a wholesale stampede from any particular area.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.
Academic advisors (both UAC and upper division) will be educated in the specific content, student learning outcomes, and career fields of the proposed program and asked to promote the program to a diverse student body.

Principles of Economics Macro (ECO 2013), a General Studies Social Sciences: Socio-Political Perspectives alternate course that draws students representative of the diversity of the University, will be used as a forum to make students aware of the B.A. program. Diverse guest speakers/lecturers working in fields common to Economics B.A.s will be invited to speak about career opportunities in ECO2013.

Economics faculty or the Department Chair will be available, as always, to speak at outreach activities (e.g., PJC Educational Talent Search Middle School Field Trip and the DECA Career Development Conference are two that we visited in 2003-2004).
V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

Student Learning Outcomes

Students successfully completing the B.A. degree program in Economics will possess the knowledge and skills to:

• distinguish the role of supply and demand in a market economy and summarize the necessary conditions for market economies to function efficiently [Content]

• distinguish conditions where markets fail and recommend realistic potential remedies [Content]

• evaluate and critique the role of domestic and international economic policy-making entities in a market economy [Content]

• effectively compete for admission to graduate programs such as economics or law [Content]

• utilize basic analytical skills in social scientific reasoning and research techniques to analyze basic economic problems and develop policy recommendations based on evaluation of these findings [Critical Thinking]

• apply project planning and management knowledge and skills in both individual and team contexts to produce on-time and high quality economic analysis deliverables [Project Management]

• communicate appropriately the creation, design, and results of economic analysis projects and theory-based evaluations of economic policies [Communication (written, oral, and graphic)]

• analyze and critique the moral and ethical dimensions and impacts of economic theory and policy from perspectives reflecting knowledge of and sensitivity to societal and cultural diversity [Integrity / Ethics]

Sequenced Course of Study (120 sh total)

Lower Division:
General Studies (36 sh)
Economics majors should take STA 2023 Elements of Statistics and MAC 2233 Calculus with Business Applications or MAC 2311 Analytic Geometry and Calculus I to satisfy the mathematics component and PHI2010 or PHI2100 to satisfy the humanities/contemporary values and expressions component.
These courses must be completed with a minimum grade of “C” before the degree is granted.

Common Prerequisites (6 sh)
The state of Florida has identified common course prerequisites for the major in economics. These courses must be completed with a minimum grade of “C” before the degree is granted.
ECO 2013 Principles of Economics Macro [ECO x013]
ECO 2023 Principles of Economics Micro [ECO x023]

Lower Division Electives (18 sh)
Sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. Current UWF students may use elective courses at any level (1000-4999) to meet this elective requirement. Economics majors should include electives that will help to prepare them for potential minor programs of study. Consult your academic advisor for guidance in course selection.

Upper Division:
These courses must be completed with a minimum grade of “C” before the degree is granted.

Major Requirements (27 sh)
Core Requirements:
ECO 3101 Intermediate Microeconomics
ECO 3203 Intermediate Macroeconomics
ECO 4431 Business and Economic Forecasting
or
ECO 4704 International Trade and Commercial Policy
Elective Requirements:
18 sh of elective course work consisting of 3000/4000 level ECO or ECP courses. ECO 4431 or ECO 4704 may be used to partially fulfill this requirement if not used to fulfill the Core Requirement. ECO 3003 may not be used to partially fulfill this requirement.

Electives (33 sh)
No more than 25 percent of credit hours (i.e., for the 120 sh program – 30 sh) in the degree program can be earned in courses carrying College of Business prefixes (ACG, BUL, FIN, GEB, ISM, MAN, MAR, REE, TAX). Students who wish to include extensive business coursework in their program should declare the B.S.B.A. Economics degree program.
Students are strongly encouraged to declare minor(s) in one or more of the following fields after consultation with their academic and career advisors. Students who plan to pursue a graduate degree in economics should minor in mathematics or take a large number of quantitative/statistics courses.
Recommended Minor Fields
Biology
English
Environmental Studies
Geography
History
International Studies
Mathematics
Philosophy
Political Science
Political Science Pre-Law
Psychology

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of a 120 maximum. Total number of credit hours does not exceed 120.

C. Provide a one or two sentence description of each required or elective course.

MAC 2233 Calculus with Business Applications
Prerequisite: MAC 1105.
Sets and functions; derivatives; areas under a curve; integration; exponentials and logarithms; applications of derivatives and integrals. (Gordon Rule Course: Theoretical Math) and (General Studies Course: MAT/MAT)

MAC 2311 Analytic Geometry and Calculus I
Prerequisite: MAC 1114 and MAC 1140.
Differential and Integral Calculus of Algebraic, Trigonometric, and Transcendental functions of single variables. Related applications. (Gordon Rule Course: Theoretical Math) and (General Studies Course: MAT/MAT).

STA 2023 Elements of Statistics
Prerequisite: MAT 1033.
Fundamental statistical concepts. Probability, inference, estimation, hypothesis testing. (Gordon Rule Course: Applied Math) and (General Studies Course: MAT/MO)

ECO 2013 Principles of Economics Macro
Introduction to economics with emphasis on the study of aggregate economic activity, national income, price level determination, and economic growth and development. (General Studies Course: SS/SOC)

ECO 2023 Principles of Economics Micro
Prerequisite: ECO 2013.
Introduction to economics with an emphasis on the determination of prices in the market economy and their role in allocating commodities and economic resources to various users. Study of market structure and efficiency.

ECO 3101 Intermediate Microeconomics
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
Economic activity of individual economic units as consumers, resource owners and business firms. Analysis of consumer motivation as the basis of demand theory. Study of how business firms determine what to produce, how to produce at least cost, how to maximize profits, and
how to distribute products. Monopoly, oligopoly, imperfect competition, and the different market conditions for resources are studied to present how the optimum use of each resource is determined by the firm.

**ECO 3203 Intermediate Macroeconomics**
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
National income accounts. Aggregate supply and demand functions. Savings and consumption functions. The multiplier, the accelerator, marginal efficiency of capital, and determinants of interest rate. Problems of growth and full employment.

**ECO 3223 Money and Banking**
Prerequisite: ECO 2013 and ECO 2023.
Monetary and financial systems of the United States; organization and function of financial institutions including the Federal Reserve System; problems of money, prices, interest, credit, national income, and employment; international finance; recent monetary and financial trends.

**ECO 3949 Cooperative Education**
Alternating full-time or consecutive parallel terms of practical experience in the intended field. Reinforcing academic preparation; confirming educational and career goals; personal and professional development; early start in career; earnings toward self-support; improved employability. (See program description under Cooperative Education). Graded on satisfactory/unsatisfactory basis only. Permission of the director of Cooperative Education is required.

**ECO 4401 Introduction to Mathematical Economics**
Prerequisite: ECO 2023 and MAC 2311.
Links basic mathematical tools with topics in economics. It provides illustrations of the use of those tools in analyzing practical problems faced by households and firms in making economic decisions.

**ECO 4431 Business and Economic Forecasting**
Prerequisite: STA 2023, ECO 2013 and ECO 2023 or ECO 3003.
Provides the student with alternative forecasting techniques with applications to processes that occur in business and economics. Students will learn what are the typical forecasting problems in business and economics, what are the tools that can be used for forecasting purposes, how these tools are used in practice (the mechanics), and how they are applied to particular business and economic problems (the application). Concentrates on conditional forecasts using econometric methods and time series models including smoothing methods and Box-Jenkins ARIMA models.

**ECO 4704 International Trade and Commercial Policy**
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
ECO 4941 Economics Internship
Prerequisite: ECO 2013 and ECO 2023.
Supervised field practicum in economics related position. May include activities in one or more functional areas of economics (research, forecasting, business cycles, money & banking, labor, etc.). Graded on satisfactory/unsatisfactory basis only. A 3.0 GPA in major course(s) and permission is required.

ECO 4949 Cooperative Education
Alternating full-time or consecutive parallel terms of practical experience in the intended field. Reinforcing academic preparation; confirming educational and career goals; personal and professional development; early start in career; earnings toward self-support; improved employability. (See program description under Cooperative Education). Graded on a satisfactory/unsatisfactory basis only. Master level student and permission of the director of Cooperative Education is required.

ECP 3409 Internet Economics
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
With the advent of the Internet and the World Wide Web has come the need to re-examine some of the basic theories in economics. For example, the way in which information about goods and services is acquired, how goods and services are bought and sold, and even the production process itself have undergone tremendous change in the so-called "new" economy. Specific topics include externalities, theories of auctions, pricing strategies, property rights and industrial organization in an e-commerce environment.

ECP 4005 Economics and Public Policy
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
Explores government expenditure and tax policies, comparisons of popular views on the purpose of government and established criteria for evaluating government policy. Specific policy topics include the effect of Medicare and Medicaid on health in the United States, the federal income tax on total national income and environmental controls on the level of pollution.

ECP 4114 Economic Demography and Aging Markets
Prerequisite: ECO 2013 or ECO 3003.
Uses basic models and theories from principles of economics classes to analyze the economic aspects of aging. Topics include the following: causes of an aging society; economic implications of an aging population on younger as well as older persons; dependency ratios; wealth, labor markets and the decision to work in old age; analysis of the role of private and public pension/annuity systems (including Social Security) on the economic status of older adults; and the role of intergenerational transfers and bequests on retirement decisions. Offered concurrently with ECP 5118; graduate students will be assigned additional work.
ECP 4302 Environmental Economics and Policy
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
Involves the student in the study of a broad range of environmental problems and the appropriate analysis of policy responses. Specific environmental issues include declining urban air quality, global warming, the effect of development on water systems and contamination from waste disposal systems. Traditional environmental regulations and policies are analyzed and contrasted with current, cutting-edge policies aimed at improving the environment.

ECP 4403 Industrial Economics
Prerequisite: ECO 2023.
Covers economic aspects of the behavior of firms in the United States including degree of concentration, price discrimination, competitive practices, strategic behavior, and regulated industries. The material covered will help students to understand how firms can continue to maintain high profits, how competition might lead to concentration, and how the government serves as a regulator in the economy.

ECP 4613 Urban and Regional Economic Development
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
Contemporary urban and regional issues such as crowding, congestion, pollution and crime have long been the subject of political, moral and social debate. In order to understand and work towards solutions to these problems, however, a command of economic theory and its relevant applications is essential. Takes simple economic principles and applies them to these pressing social issues including those found in the Gulf Coast area of Northwest Florida. In each case, various alternative solutions are discussed in the context of scarcity of resources, a fundamental principle of economics. Offered concurrently with ECP 5607; graduate students will be assigned additional work.

ECP 4703 Managerial Economics
Prerequisite: ECO 2013 and ECO 2023 or ECO 3003.
Develops tools of economic analysis in operating a business firm, including applied microeconomic tools designed to aid decision makers in pricing, reducing firm costs and identifying areas for firm expansion.
D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Common Prerequisites
The state of Florida has identified common course prerequisites for the B.A. major in economics. These courses must be completed with a minimum grade of “C” before the degree is granted.

ECO 2013 Principles of Economics Macro
ECO 2023 Principles of Economics Micro

E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Limited Access status is not sought.

VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

As noted previously, the B.A. program in Economics dovetails with the existing B.S.B.A. degree in Economics and uses the same resource base. It is also closely integrated (through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document). The Economics faculty teaches an Honors section of Principals of Macroeconomics every year and we hope to expand our relationship with the Honors Program.

Finally, for those students whose career interests are consonant with the mission of the Haas Center for Business Research and Economic Development, this center will provide the potential for internship placements and career-oriented networking.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.

The B.S.B.A. Economics program underwent a Program Review in Spring 2003 in conjunction with all other programs in the College of Business. Recommendations were made in the context of the COB as a whole. A primary concern of the review team was that systemic understaffing at the terminally degreed (Ph.D.) level was affecting several COB programs. They specifically noted that “This shortage will also no doubt delay the plan to add a B.A. degree in Economics.” Although the Economics faculty currently has one less terminally qualified member now than in the Spring of 2003, as shown in UWF Table Two, we are hopeful of receiving permission to hire for an existing vacant line to start in Fall 2006. This will get us back to where we were at the time of the Program Review. We believe that by careful
scheduling we can handle initial expected enrollments in the B.A. program.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF’s technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The program will primarily be delivered through traditional and mixed mode (blended classroom and online) techniques on the Pensacola campus (if future demand warrants, traditional delivery will be expanded to other UWF campuses). Several courses in the B.S.B.A. Economics program already make use of the UWF eLearning platform for blended delivery. Feasibility discussions are underway in the Economics faculty about developing completely online versions of the high demand lower division Principles courses.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master’s theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See UWF Table Two (next page).

2. Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.

See UWF Table Two (next page).

No new faculty will be needed to initiate the program. An existing Economics line was vacated (an Associate Professor was hired away by another university) in May 2004. This position is currently being filled by a Visiting Assistant Professor. The decision was made by the COB Dean to continue the Visiting arrangement through 2005-2006, with plans to search in 2005-06 for a regular tenure track new hire to begin Fall 2006. We project the need for an additional faculty member by 2009 to cover anticipated growth in the M.B.A., M.S.A., B.S.B.A. Economics, and B.A. Economics programs as well as increasing enrollments in ECO 2013 and ECO 2023.
3. Use UWF Table Two to estimate each existing and additional faculty member’s workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. *(Note: this total will carry over to UWF Table Three’s fifth year summary of faculty positions.)*

See UWF Table Two and following Note and Narrative.

**UWF TABLE TWO**

**FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR**

<table>
<thead>
<tr>
<th>Faculty CODE (see below)</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline/ Specialty</th>
<th>Rank</th>
<th>Contract Status (tenure?)</th>
<th>Highest Degree Granted</th>
<th>Initial Date for Participation in Proposed Program</th>
<th>5th Year Workload in Proposed Program (portion of Person-year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Arguea, Nestor</td>
<td>Economics</td>
<td>Assoc. Professor</td>
<td>9 mo. (tenured)</td>
<td>Ph.D.</td>
<td>Fall 2005</td>
<td>.5</td>
</tr>
<tr>
<td>A</td>
<td>Huth, William</td>
<td>Economics</td>
<td>Professor</td>
<td>9 mo. (tenured)</td>
<td>Ph.D.</td>
<td>Fall 2005</td>
<td>.5</td>
</tr>
<tr>
<td>A</td>
<td>Harper, Rick¹</td>
<td>Economics</td>
<td>Assoc. Professor</td>
<td>12 mo. (tenured)</td>
<td>Ph.D.</td>
<td>Fall 2005</td>
<td>.03</td>
</tr>
<tr>
<td>B</td>
<td>New Hire</td>
<td>Economics</td>
<td>Asst. Professor</td>
<td>9 mo. (tenure track)</td>
<td>Ph.D.</td>
<td>Fall 2006</td>
<td>1.0</td>
</tr>
<tr>
<td>C</td>
<td>New Hire</td>
<td>Economics</td>
<td>Asst. Professor</td>
<td>9 mo. (tenure track)</td>
<td>Ph.D.</td>
<td>Fall 2009</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty CODE (see below)</th>
<th>Corresponding Faculty Position Category in TABLE 3 for the Fifth Year</th>
<th>Proposed Source of Funding for Faculty</th>
<th>5th Year Workload in Proposed Program (portion of Person-year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Current General Revenue</td>
<td>Existing Faculty -- Regular Line</td>
<td>1.53</td>
</tr>
<tr>
<td>B</td>
<td>Current General Revenue</td>
<td>New Faculty -- To Be Hired on Existing Vacant Line</td>
<td>1.0</td>
</tr>
<tr>
<td>C</td>
<td>New General Revenue</td>
<td>New Faculty -- To Be Hired on a New Line</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>Contracts &amp; Grants</td>
<td>Existing Faculty -- Funded on Contracts &amp; Grants</td>
<td>0.0</td>
</tr>
<tr>
<td>E</td>
<td>Contracts &amp; Grants</td>
<td>New Faculty -- To Be Hired on Contracts &amp; Grants</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Notes to UWF Table Two:**

1. Dr. Harper is currently on a 12 month administrative assignment as Director of the Haas Center for Business Research and Economic Development. His assignment includes teaching two courses per year in the Economics program.
Narrative for UWF Table Two:

Dr. Jerry Norris, Associate Vice President for University Planning, provided invaluable assistance in completing the faculty participation estimates in Table Two. With his permission, we include the following narrative based on his rationale for the data presented in Table Two.

The existing B.S.B.A. program has approximately 50 students and about 14 are expected in Year One of the new B.A. program (some of whom will transfer from the existing program). It is estimated that in Year One, enrollment will be about 41 in the existing program and about 14 in the new program, for a total of 55 students in the two programs. Therefore, about 73 percent of the students will be in the old program and 27 percent in the new program. These percentages are used to split the efforts of Economics faculty in the initial year. It is estimated that by the fifth year current faculty would be spending about 50 percent of their effort on each program, with the new hires spending 100 percent of their time on the B.A. program. This seems to be a reasonable estimate at this time. It may turn out that the two new faculty will be assigned to 50 percent B.S.B.A. program and 50 percent B.A. program, in which case one whole position would be eliminated in the B.A. program. If that is the case (50-50 split), the participation data and budget will be revised to reflect that reality. That decision would best come in the third or fourth year of the program.

E. Assessment of Current and Anticipated Resources

1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:
   a. Library volumes (Provide the total number of volumes available in this discipline and related fields.)
      The Pace Library physically owns or has electronic access to approximately 31,000 titles in Economics and closely related fields (LC call number areas H, HA, HB, HC, and HD). See Appendix B (Assessment of Current Resources for the B.A. in Economics - Library Holdings, prepared by Dan North and Helen Wigersma) for specific details. No new or increased need.
   b. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)
      The Pace Library currently subscribes to 135 serial titles in Economics. See Appendix B (Assessment of Current Resources for the B.A. in Economics - Library Holdings, prepared by Dan North and Helen Wigersma) for specific details. A listing of major titles appears in the Table (see next page). In addition, vast resources are available in electronic format (essentially, the same resources that are available to all SUS institutions.) No new or increased need.
<table>
<thead>
<tr>
<th>Major Economics Titles to which UWF subscribes</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advances in Macroeconomics</td>
<td>Electronic</td>
</tr>
<tr>
<td>American Economic Review</td>
<td>Print</td>
</tr>
<tr>
<td>American Economist</td>
<td>Print</td>
</tr>
<tr>
<td>Brookings Papers on Economic Activity</td>
<td>Electronic</td>
</tr>
<tr>
<td>Canadian Journal of Economics</td>
<td>Print</td>
</tr>
<tr>
<td>Econometrica</td>
<td>Print</td>
</tr>
<tr>
<td>Economic Journal</td>
<td>Print</td>
</tr>
<tr>
<td>Economics Letters</td>
<td>Electronic</td>
</tr>
<tr>
<td>Economist</td>
<td>Print</td>
</tr>
<tr>
<td>European Economic Review</td>
<td>Electronic</td>
</tr>
<tr>
<td>IMF Staff Papers</td>
<td>Print</td>
</tr>
<tr>
<td>International Economic Review</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Applied Econometrics</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Common Market Studies</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Economic Literature</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Economic Theory</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Economics and Business</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Macroeconomics</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Money, Credit, and Banking</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Political Economy</td>
<td>Print</td>
</tr>
<tr>
<td>Kyklos</td>
<td>Print</td>
</tr>
<tr>
<td>Oxford Economic Papers</td>
<td>Electronic</td>
</tr>
<tr>
<td>Quarterly Journal of Economics</td>
<td>Print</td>
</tr>
<tr>
<td>Rand Journal of Economics</td>
<td>Print</td>
</tr>
<tr>
<td>Review of Economics and Statistics</td>
<td>Print</td>
</tr>
<tr>
<td>Southern Economic Journal</td>
<td>Print</td>
</tr>
</tbody>
</table>

c. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.
The program will require standard classroom and office space. However, based on staffing and enrollment projections discussed elsewhere in this document, and existing resources in the B.S.B.A. Economics program, no new classroom or office space will be required to launch the B.A. program.

d. Equipment
No new or increased equipment needs are anticipated.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)
The Department of Marketing and Economics received OPS funding through the College of Business Dean for 960 hours of Graduate Assistant support ($6,720 in FY2004-2005) which was used to fund two Assistantships. GA’s are selected from applicants enrolled in the MBA program. All department faculty have access to these GA’s for research and teaching support.
f. Internship sites
An internship program will be developed for B.A. Economics students. As internships are intended for advanced students (ideally, last semester seniors), it will be AY2006-2007 before significant demand could exist. Thus, specific identification of appropriate internship sites at this time (Fall 2004) is a bit premature and will begin in 2005-2006.

Plans are to work very closely with faculty colleagues in each of the recommended minor programs to develop intern sponsors in each of those fields (e.g., environmental studies, political science, history, etc.) that will allow students to learn to use their economics knowledge and skills (as well knowledge and skills acquired in the minor curriculum) in the context of a specific career area.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF’s capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

No new or significantly increased need for facilities or resources at this time, other than the standard cost allocations reflected in UWF Table Three.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?
The program will not require a major realignment of existing resources. The B.A. program is designed to initially integrate fully into the existing set of ECO/ECP course offerings within the B.S.B.A. economics curriculum. Enough capacity exists within those courses to handle projected demand in the first three to four years of the program, assuming that existing faculty lines are fully utilized. Likewise, the current professional academic advisor for B.S.B.A. economics students will be able to absorb advising duties for new B.A. students and current staff in the Department of Marketing and Economics will handle the increased paperwork poundage.
2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program. See UWF Table Three and following Narrative.

### UWF TABLE THREE
**COSTS FOR PROPOSED PROGRAM**

**(Fifth year dollars assumes no raises for existing employees and no change in hiring rate for new employees, since no reliable forecasts are available)**

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>FIFTH YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CURRENT</td>
<td>NEW &amp; GRANTS</td>
<td>SUMMARY</td>
<td>CURRENT</td>
</tr>
<tr>
<td><strong>INSTRUCTION &amp; RESEARCH</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>POSITIONS (FTE)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACULTY</td>
<td>.84</td>
<td>.84</td>
<td>2.53</td>
<td>1.0</td>
</tr>
<tr>
<td>A&amp;P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>.84</td>
<td>.84</td>
<td>2.53</td>
<td>1.0</td>
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<tr>
<td><strong>SALARY RATE</strong></td>
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<tr>
<td>FACULTY</td>
<td>63,968</td>
<td>63,968</td>
<td>184,860</td>
<td>63,500</td>
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<tr>
<td>A&amp;P</td>
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</tr>
<tr>
<td>USPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>63,968</td>
<td>63,968</td>
<td>184,860</td>
<td>63,500</td>
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<tr>
<td><strong>I&amp;R</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>SALARIES &amp; BENEFITS</td>
<td>83,158</td>
<td>83,158</td>
<td>240,318</td>
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<td>OTHER PERSONAL SERVICES</td>
<td>2,200</td>
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<td>3,000</td>
<td>0</td>
</tr>
<tr>
<td>EXPENSES</td>
<td>10,200</td>
<td>10,200</td>
<td>10,500</td>
<td>1,500</td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td>860</td>
<td>860</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>2,100</td>
<td>2,100</td>
<td>3,500</td>
<td>500</td>
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<tr>
<td>LEARNING RESOURCES</td>
<td>2,480</td>
<td>2,480</td>
<td>2,500</td>
<td>300</td>
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<tr>
<td>SPECIAL</td>
<td></td>
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<tr>
<td>TOTAL I&amp;R</td>
<td>100,998</td>
<td>100,998</td>
<td>260,818</td>
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<td><strong>NON-I&amp;R</strong></td>
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<tr>
<td><strong>OTHER ACTIVITIES</strong></td>
<td></td>
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<tr>
<td>LIBRARY STAFFING</td>
<td>420</td>
<td>420</td>
<td>870</td>
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<tr>
<td>UNIV SUPPORT</td>
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<tr>
<td>STUDENT SVCS</td>
<td>530</td>
<td>530</td>
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<td>TOTAL OTHER ACTIVITIES</td>
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<td></td>
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<td><strong>SUMMARY</strong></td>
<td>103,260</td>
<td>103,260</td>
<td>265,495</td>
<td>85,850</td>
</tr>
</tbody>
</table>
Narrative for UWF Table Three:

Dr. Jerry Norris, Associate Vice President for University Planning, provided invaluable assistance in computing the cost estimates in Table Three. With his permission, we include the following narrative based on his rationale for the data presented in Table Three.

In essence, in the first year of the B.A. program there will be no new costs for faculty because we are absorbing this program into the courses for the existing B.S.B.A. program. Allocating faculty costs to the B.A. program will actually result in equivalent “cost reductions” for the existing B.S.B.A. program, thus making both programs more efficient.

Table Three uses faculty data from Table Two in the I&R Section. Standard cost numbers for OPS, Expenses, etc., were used but reduced somewhat because the new B.A. program is housed in an existing department and will not require the start-up costs of a new department.

In the Non-I&R Section, standard costs per FTE were used to calculate the cost data for Library Staffing, University Support, etc. Those numbers are based on Table One estimates of 10.5 FTE’s the first year and 21.75 FTE’s in the fifth year.

Please note that the first year total Budget of $103,260 is within the amount that would be generated by 10.5 FTE’s, which is $117,988 per the UWF funding formula. The fifth year total Budget of $351,345 exceeds the amount that would be generated by 21.75 FTE’s, which is $244,405. The difference is $106,940 which generally represents the cost of the faculty position to be hired in 2009. This seems to be a reasonable estimate at this time. If the projected two new faculty will be assigned to 50 percent existing B.S.B.A. program and 50 percent new B.A. program, that change alone would put the fifth year budget in line with the generation of funds. That decision would best come in the third or fourth year of the program.

3. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program. Significant external resources do not appear to be available at this time.

B. Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc. Impact on other programs will be minimal, and will primarily occur at the upper division level. Essentially, any impacts will be focused in the minor programs that appear on the program’s recommended list. Popular minor programs should experience some increase in
enrollment, but not to the extent that it will have a material effect on course scheduling within the first five years.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.
The College of Business has formalized 2+2 articulation programs with all Florida Junior and Community Colleges within its Florida service region and several outside the service region. In addition, 2+2 agreements have been formalized with several Alabama JCs and CCs in the border region. We will implement this strategy with the B.A. degree program in Economics once final approval for the proposed curriculum has been obtained.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?
The Association to Advance Collegiate Schools of Business International (AACSB) is the accrediting body for the B.S.B.A. in Economics program. The proposed B.A. in Economics program would not be included in the AACSB accreditation portfolio for the College of Business, as the B.A. degree will be awarded through the College of Arts and Sciences. There is no separate accreditation body for Economics, however, the B.A. Program will, of course, be subject to SACS accreditation review, as are all programs at UWF.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.
See attached Vitas of Economics faculty (Appendix A) for information concerning productivity in teaching, research, service, and grantsmanship.

The Economics faculty were recipients of the 2000-2001 Innovative Undergraduate Teaching and/or Advising Award presented by the University.
The B.S.B.A. Economics major has grown from five majors in Fall 1996 to 43 enrolled majors in Fall 2004.
XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level.
See end of document.
Appendix A

Economics Faculty Vitae

Dr. Nestor Arguea, Associate Professor

Dr. Rick Harper, Associate Professor

Dr. Richard Hawkins, Associate Professor

Dr. Bill Huth, Professor

(Follows this page)
Appendix B

Assessment of Current Resources for the B.A. in Economics - Library Holdings

(Follows this page)
Proposed B.A. in Economics - History

Approved to Explore and Plan:

Dean (COB) _____ Approved ______________________ Date 12-3-2003
Dean (CAS) _____ Approved ______________________ Date 1-12-2004
Faculty Senate ___ Approved ______________________ Date 4-9-2004
Provost __________ Approved ______________________ Date 4-9-2004
President _________ Approved ______________________ Date 4-14-2004
BOT A&SA Committee __ Approved ______________________ Date 6-17-2004

Approved to Implement:

Dean (COB) _________________________________ Date____
Dean (CAS) _________________________________ Date____
Faculty Senate _______________________________ Date____
Provost _________________________________ Date____
President _________________________________ Date____
BOT A&SA Committee __________________________ Date____
BOT _________________________________ Date____

FBOE Reporting and Approvals:

Bachelor’s and Master’s Programs Reported to the FBOE: _________
Specialist and Doctoral Programs Submitted to FBOG: ____________
Specialist and Doctoral Programs Approved by FBOG: ____________
Licensure Programs approved by Legislature: _________________

Implementation and Reporting:

Term Implemented: _____________________________
One-Year Report Presented to Board of Trustees: _______________
Three-Year Report Presented to Board of Trustees: _______________
Five-Year Program Review Presented to Board of Trustees: _______