



UNIVERSITY STUDIES COURSE APPROVAL REQUEST
FACULTY AND CHAIR SPONSOR SHEET

COURSE NAME/DEPARTMENT/NUMBER: Experience Program / ECO298

CLUSTER REQUIREMENT: 5B

As a condition of approving this course for University Studies credit, we agree:

That each offered section of this course shall have a syllabus explicitly listing the learning outcomes for this Cluster Requirement along with the course-specific learning outcomes.

That each offered section of this course shall follow the general spirit of the Master Syllabus, with the understanding that different instructors may emphasize different elements of the course and/or use different pedagogical approaches or assessments.

That a syllabus for each offered section of this course will be emailed to the University Studies Director prior to the end of the semester in which it is offered.

That all faculty teaching this course will make available to the University Studies Director and the University Studies Committee any and all student work for the purposes of program assessment, with the understanding that such assessment will take place on a multi-year cycle, that such assessment will keep anonymous the identities of both the students and the instructors, that the responsibility for the collection of student work will fall in the main on the University Studies Director or designee and that this collection shall entail minimal disruption to the operation of the course.

Chair: Sarah Cosgrove Sarah B. Cosgrove Associate Prof 5/27/14
Printed Name Signature Academic Rank Date

Faculty Sponsor: ROBERT T. JONES [Signature] ASSOCIATE PROF. 5/27/14
Printed Name Signature Academic Rank Date

Faculty Sponsor: Parag Waknis [Signature] ASST. PROF. 5/27/14
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Master Syllabus

Course: ECO298 Experience Program

Cluster Requirement: 5B – Learning Through Engagement

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview:

Students gain the greatest understanding of the science of Economics by doing economics. Moreover, students often ask what it is that real world economists do. The Experience Program course affords students the opportunity to apply the content, theories, and skills learned in their courses and learn about potential careers using their degrees in Economics. The knowledge and experience gained from engaging in real world economics both develops students' understanding and prepares them for their careers after college. This hands-on learning can take different forms including internships at firms, government entities, or non-profit organizations and undergraduate teaching assistantships.

The specific work duties, etc. will be outlined in the Experiential Learning Form which should be completed and signed by the student, the supervisor and the professor before any work begins.

Learning Outcomes:

Course-Specific Learning Outcomes:

1. Describe how economic theories and skills are used in a particular job in finance, business, government, policy analysis, or education.
2. Communicate effectively one's strengths as a potential employee.
3. Identify specific contacts that could potentially lead to professional opportunities.

University Studies Learning Outcomes:

1. Identify the needs and resources of the communities to which they belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

Examples of Texts and/or Assigned Readings:

None

Example Assignments:

Paper Assignment

Students write a 5-7-page essay on their experience. In this paper, students use their experience to reflect on what it means to be a professional in the field of economics. They examine how the knowledge they gained in their course work applies in a work setting. For example, an intern working on policy analysis may compare and contrast how the data analysis, cost-benefit analysis, and economic writing they did for the internship related to those skills that they learned in the classroom. Or, a teaching assistant may discuss what they learned about how to break down a subject that at the same time requires students to think intuitively, quantitatively, and with spatial reasoning and how that experience extended their own understanding of the concepts being taught. Students are encouraged to consult with their Experiential Learning Supervisor about their topics.

The paper should include three key elements:

1. A discussion of the most prominent economics concepts used during the experience program, with references to the relevant courses and books. Students are encouraged to do additional reading or conduct further research their primary topic.
2. A discussion of the application of the theories and skills used in comparison to student's expectations before the experience.
3. An explanation of what it means to be a professional economist in light of the experience.

Journal

Students are required to keep a journal, with at least one entry per week. These journal entries should address the following:

- What was your role and what specific responsibilities did you have?
- What did you learn from your work activities?
- What were your contributions to the organization for which you worked?
- Were there any particular incidents or experiences that really helped demonstrate something you had learned about in your classes?
- What skills or abilities do you think are particularly important in this kind of work? How can you improve these skills and abilities?
- Did you learn anything about the broader community off campus—whether a local, national or professional community? Did you discover anything about the needs of these communities or, in contrast, what kinds of resources these communities bring to society?

Sample Course Outline:

NA