

APPROVAL FORM

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Current Economic Issues for the Classroom

Sponsor(s) Ben Hitchcock Dept. Elementary Education / Secondary Education / Political Science / Economics

Check One { Course Credit/Level/Title Change or deletion Other
Concentration Specialization Major Program Certification

Graduate Undergraduate No. of Credits 3

REVIEWS

Reviewed <u>[Signature]</u> Dept. Chair. Date	Division Curr. Comm. Reviewed <u>3/5/81</u> Date	Dean of Division Reviewed <u>3/16/81</u> Date
Reviewed <u>Marion R. Hodes</u> Date <u>3/11/81</u>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved <u>3/16/81</u> Date	
Approved _____ Not Approved _____		
<u>John Schult</u> Chairperson, Dept., Curr. Comm	<u>Margaret Sonnenbom</u> Chairperson Div. Curr. Comm.	<u>Jane J. Weare</u> Signature

* NAMES ARE DEPARTMENT CHAIRPERSON AND CHAIRPERSON OF DEPT CURR

SENATE CURRICULUM COMMITTEE

SCC # 80-81-H Proposal Received _____ Open Hearing Held 5/4/81

Returned to the department for the following reason(s): _____

Approved by the Curriculum Committee: Date 5/15/81

Presented to Executive Committee of the Faculty Senate as information: Date 3/15/81

Notifications forwarded: Vice President for Academic Affairs: Date _____

[Signature]
Signature: Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled

5-9-6-11

Date

Signature

Course approved Yes No

[Handwritten Signature]

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned 7

Faculty load hours 4

Equalized credit hours 3

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned

by Registrar Yes No

Hegis Taxonomy Number 0892.502

Signature: Registrar _____

_____ Date

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be _____

Signature: Academic Dean _____

_____ Date

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

COURSE PROPOSAL (SIXTH DRAFT)
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

1. COURSE TITLE

Current Economic Issues For The Classroom: Selected Topics

SPONSORS

The course is cosponsored by the Department of Political Science/Economics, the Department of Elementary Education, and the Department of Secondary Education. Mr. Benjamin Hitchner, Director, Center For Economic Education is the initiator of this course proposal. Mr. John Schaub, Chairperson, Department of Secondary Education, and Dr. Marion Hodes, Chairperson, Department of Elementary Education, are cosponsors and contributed to the development of the course proposal.

2. ESSENCE

- a. Graduate course
- b. As the course content will vary each time the course is offered, a student will be able to acquire up to nine graduate hours by taking the course more than once. However, the number of course credits acceptable is to be in accord with the student's graduate program advisor. This course, when offered, may be for one, two or three hours depending upon contact hours. The course will most frequently be offered for 3 graduate credit hours in accord with the traditional pattern.

For example, the expected Summer Workshop, 1981, will offer three graduate hours. The Camden County Workshop on March 10 and 17, 1981, offers one graduate credit. So a student participating in the Camden County and Summer Workshops would acquire four graduate hours.

- c. Graduate level. The course is designed for in-service elementary and/or secondary teachers or administrators. Undergraduates may be accepted based on some particular need which requires permission from the course instructor and student program advisor.
- d. No course prerequisite.
- e. Course is an elective within the Departments of Elementary and Secondary Education. A student may be able to take work up to nine hours if program permits as defined by the graduate student's advisor. Most students, it is expected, will take only one three-hour course.
- f. Implementation, Summer, 1981.

3. DETAILS

- a. G.S.C. has ample qualified and experienced faculty for economics education. All four economists of the Political Science/Economics Department are highly qualified to teach conceptual areas. Professor Hitchner has wide experience in teaching economics to in-service teachers. Professors Brannan, Hodes and Zimmerman of the Elementary Education Department have experience in Economic Education courses.

Professors Karnes, Gardiner, and Falzetta of the Secondary Education Department have experience in Economics Education. Many departments can offer resources in topical areas; for example, Professor Leigh Weiss in energy.

The Center of Economic Education at G.S.C. offers organizational support and aid in acquiring sponsors for Economic Education courses. The Center has on-going Economic Education programs and courses for graduate credit in elementary or secondary education.

- b. This course aims to prepare in-service elementary and secondary teachers to teach economics in existing courses in the curriculum, create specialized units, or to develop courses in economics. This course offers training in conceptual areas in economics and teaching methodology. Most elementary and secondary teachers have little formal training in either the conceptual areas of economics or the methodology concerned with effective teaching of economics. The proposed course will offer topics in economics education that will differ from year to year. This course is a general course from which topics will be offered in regular and summer sessions with different topical content emphases, but stressing basic economic concepts. Therefore, it will be possible for graduate students to take several of these courses for credit as the course topics will differ. Credits from this program must be compatible with the student's degree program.

This course in economics education will bring outside speakers from business, industry, labor, government and other areas of professional expertise into the classroom.

The intent of the proposed course is similar to the intent of the offering of "Cross Currents of Literature" by the Department of English.

Course uniqueness centers upon the integration of economic theory, applied economics, and economic educational methodology. This course is usually team taught comprising an academic economist and an educational methodologist. This course has also a uniqueness in its topic, issue and/or problem approach. The course content focus is changed constantly for relevance and changing group requirements - for example, elementary or secondary or a combination.

c. Goals

1. To present in-service elementary secondary teachers with an analytical frame of reference regarding selected contemporary economic issues and conceptual areas.
2. To encourage implementation of these economic issues into the elementary and secondary school curriculum.
3. To initiate and continue a cooperative instructional effort among the Department of Political Science/Economics, and the Department of Secondary Education, Department of Elementary Education, which will be coordinated by the Center For Economic Education.
4. To increase and develop team teaching effectiveness between economists and specialists in methodology.

5. To expand and modify the content and methodology of economics education according to topics most pertinent to the times.

Outcome Objectives

1. To be able to describe and analyze basic economic concepts.
2. The student will be able to identify and coordinate expert resources for presentation of economics in the classroom.
3. Students will be able to describe the ways in which they will incorporate economics into the curriculum.
4. Given an economic problem the student will be able to identify and analyze its component parts.

d. Evaluation

A system comprising use of examination scores, research papers, curriculum projects, and classroom participation factors will be used. The weight of each of the above factors would be judged by the instructor in regard to the course objectives. For example, some economic education courses stress making of curriculum units while other courses may stress academic economics. A pass-no credit grading system is also an option.

The Center will continue to maintain close contact with the Elementary and Secondary Education Departments to provide on-going evaluation of offerings and to increase coordination in staffing, identification of needs, etc.

- e. Short term evaluations available, two previous summer session courses.

4. COURSE OUTLINE

I. Basic content for each course offering

Scarcity and the Economic Problem

1. Factors of Production and the circular flow
2. Choice and opportunity cost
3. Production Possibilities Concept

The Market System

1. Traditional command options, specialization and money background
2. Supply, Demand and Market Equilibrium
3. Supply and Demand Elasticities

II. Issues will be drawn from the following topical areas

The Macro System

1. National Income Accounting
2. The classical explanation
3. The Keynesian Critique
4. Development of Fiscal Policy
5. The private and public sectors

The Monetary Role

1. Role of money in economic system
2. Federal Reserve System
3. Monetary Policy
4. Monetary and Fiscal Issues

Economic Problems

1. Inflation
2. Unemployment
3. Economic Growth

4. Energy
 5. Agriculture
 6. International Trade
 7. Welfare Economics
- Business and the American Economy
1. Structure of Business
 2. The corporation
 3. The oligopolistic market and its question of abuse
 4. Countervailing power of Labor and Government
 5. Institutional Economics

III. Methodologies for Elementary and Secondary School in the Teaching of Economics

1. Curriculum Development
2. Curriculum Materials
3. Methodologies

5. RATIONALE

The proposed course is intended to foster the aims of the Center For Economic Education at G.S.C. The fundamental objective of the Center is to promote economics education in the public schools, K-12. The proposed course will be a general course from which various topics in economics education can be offered. The Center can be expected to offer assistance in organizing economic education courses for both regular and summer sessions. This course will also be the vehicle to offer credit for specialization programs aimed to particular groups. The topics, content, focus, and emphases will change according to time. Such a general course is needed and, indeed, was suggested by Dr. Janice Weaver, Dean, Division of Professional Studies.

There is a growing interest and demand for improved economics instruction at all educational levels. Few elementary and secondary school teachers are well trained to teach economics or the economic aspects of their subject areas. Teachers and administrators can be expected to request training in economics education in increasing numbers in the coming decades.

The New Jersey Council on Economic Education is expanding its support function for courses and can be expected to be able to support an increased program of training for New Jersey teachers in economics education.

For example, a proposal for funding an in-service program aimed toward elementary and secondary teachers, which will offer up to three credits, is to be sent to American Cyanamid by November 1, 1980. The program proposes implementation, Spring, 1981, and is jointly sponsored by the Teacher Center and the Center For Economic Education.

6. Letters of Written Consultation (See Page 7) - Rosemarie Semonche is an elementary teacher in Valley Park School, Pennsville School District, and took the Summer Session 1979 course entitled "Graduate Workshop in Economics for Elementary and Secondary Teachers. Letters from Dr. Hodes, Dean Donovan, Dr. Jam and Dean Weaver are also included.

7. COURSE PRECEDENTS

Several graduate economic education courses have been approved by the short term course committee and offered for credit since 1975. During Spring, 1975, "Current Economic Issues for the Secondary Classroom" was offered at Cherry Hill High School - West, and team taught by Professors Hitchner and Karnes. The course was sponsored by a grant from the Area Council on Economic

Education and combined instruction in economic concepts and methodology in teaching economics. During the summer session, 1978, a course was offered to elementary classroom teachers to prepare teachers to use the series of films available over New Jersey Public Television called "Trade Offs." This course was sponsored by a grant from the New Jersey Council on Economic Education. Professors Hitchner and Zimmerman team-taught the course.

"Current Economic Issues for the Elementary and Secondary Classroom" was offered during the summer of 1979, and, also, supported by a grant from the New Jersey Council on Economic Education.

Professor Hitchner coordinated this course bringing in several speakers to update topics such as inflation, energy, unemployment, and consumer education, and methodology. All of the above courses received very favorable evaluations with suggestions for more courses in economic education and follow-up sessions.

8. SUMMER SCHOOL CATALOGUE DESCRIPTION 1979

"Graduate Work Shop in Economics for Elementary and Secondary Teachers"

It is anticipated that a workshop emphasizing fundamental economic concepts and issues will be offered to in-service teachers on a tuition paid basis. The tentative dates are June 11 and July 13. The class will meet Monday, Tuesday, and Wednesday evening 6:30 to 9:00. For further information contact Professor Hitchner at 445-5349.

CATALOGUE DESCRIPTION

Course will be conducted as a workshop. Instruction in fundamental concepts and issues will form the basic content structure. Several resource speakers will present instruction on elementary and secondary methodology. Several speakers from industry and labor will present views pertaining to contemporary economic issues.

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DEPARTMENT OF
CURRICULUM AND INSTRUCTION:
Elementary/Early Childhood Education
(609) 445-6362 or 6363

MEMORANDUM

TO: Ben Hitchner
Center for Economic Education

FROM: Dr. Marion R. Hodes

DATE: October 22, 1980

SUBJECT: New Course Proposal: Current Economic Issues for the Classroom

I would like to thank you on behalf of our department for the frequent opportunities you gave us to participate in the planning and designing of this course. Your final draft incorporates some of our suggestions. To clarify our position which is supportive of this course proposal I note the following:

1. We understand that each time this course is offered it will focus on a specific topic of concern to an identified population.
2. If appropriate, we assume our Social Studies curriculum people will be invited to participate particularly in the area of teaching methodology.
3. Students will be made to understand that credits earned in this program can only be used in the Masters Program with approval of the department advisor.
4. Course arrangements will be handled primarily by the Council for Economic Education and frequently through outside sponsorship and subsidization.

We support your efforts for continuous improvements in the teaching of economics in our school. We look forward to continued cooperation and planning with your center.

MRH/djb



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DEAN OF LIBERAL ARTS AND SCIENCES

March 9, 1981

TO: College Curriculum Committee
FROM: Alan B. Donovan *ABD*
SUBJECT: Course proposal, "Current Economic Issues For The Classroom."

I urge the College Curriculum Committee to approve the course proposal, "Current Economic Issues For The Classroom." This course fulfills the need of a vehicle for economic education offerings.

ABD:mjp



State of New Jersey
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March 9, 1981

To: College Curriculum Committee

From: Habib O. E. Jam, Coordinator of Economics

A handwritten signature in dark ink, appearing to read "H. O. E. Jam", with a horizontal line extending to the right.

Subject: Course Proposal "Current Economic Issues for
the Classroom"

I, coordinator of the economists within the Department of Political Science/Economics, endorse the course proposal, "Current Economic Issues for the Classroom." It is our judgement that this course is a necessary course for the Center for Economic Education course offerings.



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DEAN OF PROFESSIONAL STUDIES
(609) 445-5241

March 9, 1981

*Dr. Dickinson Gardiner,
Chairperson
Curriculum Committee
Glassboro State College
Glassboro, NJ 08028*

Dear Dr. Gardiner:

Because of the great need for the course "Current Economic Issues for the Classroom", I am writing this letter as an endorsement.

We understand that Mr. Hitchner will work closely with the Curriculum & Instruction: Elementary/Early Childhood Education, and the Curriculum & Instruction: Secondary Education Departments in offering this course to schools in order that the inservice activities of the Division of Professional Studies will be fully coordinated.

If you have any questions, please feel free to contact my office.

Sincerely,

A handwritten signature in cursive script that reads "Janice F. Weaver".

*Janice F. Weaver
Dean of Professional Studies*

JFW/klS

*cc: Mr. Hitchner
Dr. Hodes
Mr. Schaub*