

<b>SENATE COURSE PROPOSAL FORM</b>			(Do not write in this space)	
From: <b>Economics</b> Department	Signed: <b>David C. Rose</b> Department Chair	Date: <b>9/8/08</b>	<u>ROUTING:</u>	Initials
			Academic Affairs	
			Graduate School (if applicable)	
			Senate C & I	
			Reported to Senate	
			Academic Affairs	
<b>Please check as appropriate:</b> <input type="checkbox"/> Drop <input type="checkbox"/> Add <input type="checkbox"/> Add to Gen Ed List OR <input checked="" type="checkbox"/> Change: <input type="checkbox"/> number <input type="checkbox"/> title <input type="checkbox"/> hours <input type="checkbox"/> prerequisite <input checked="" type="checkbox"/> description <input type="checkbox"/> curricular designation				
<b>CURRENT BULLETIN LISTING:</b> Curricular designation: <b>ECON</b> Course #: <b>2410</b> Full title: <b>Work, Families, and Public Policy</b> Hours: <b>3</b> Prerequisites: <b>ECON 1000 or 1001</b> Bulletin description: <b>Same as WGST 2410. This course compares the economic behavior of women and men in both the labor market and the household. Topics include: the family as an economic (production) unit, gender differences in labor force participation, occupations and earnings; the effectiveness of human capital theory and labor market discrimination in explaining the male-female wage gap; remedies for reducing the wage gap; family structure and economic well-being; and alternative policies to alleviate poverty.</b>		<b>PROPOSED BULLETIN LISTING:</b> Curricular designation: Course #: Full title: Hours: Prerequisites: Bulletin description: <b>Same as WGST 2410. This course compares the economic behavior of women and men in both the labor market and the household. Topics include: the family as an economic (production) unit, gender differences in labor force participation, occupations and earnings; the effectiveness of human capital theory and labor market discrimination in explaining the male-female wage gap; remedies for reducing the wage gap; family structure and economic well-being; and alternative policies to alleviate poverty. Students who have completed ECON 3400 may not take 2410 for credit.</b>		
Faculty member to consult about proposed change(s): Name: <b>David C. Rose</b>			Office Phone: <b>5550</b>	
Rationale for proposed drop/add/change: <b>ECON 3400 covers much of the same material at a more advanced level.</b>				
General Education Requirements additions ( <b>only courses below the 3000-level may be designated as fulfilling general education requirements</b> ): <input type="checkbox"/> Complete and attach the General Education Course information sheet. Access at: <a href="https://tomsawyer.umsl.edu/webapps/GeneralEd">https://tomsawyer.umsl.edu/webapps/GeneralEd</a>				
Skill Goals: <input type="checkbox"/> Communicating		<input type="checkbox"/> Managing Information		<input type="checkbox"/> Valuing
Knowledge Goals: <input type="checkbox"/> Social & Behavioral Sciences		<input type="checkbox"/> Humanities & Fine Arts		<input type="checkbox"/> Mathematics & Life/Natural Sciences
Other Requirements additions: <input type="checkbox"/> American History & Government <input type="checkbox"/> Cultural Diversity				
If other departments are affected by this proposal, please secure "sign-offs" and indicate for each department the following:				
<b>Department</b>	<b>Contact Person</b>	<b>Phone #</b>		
1. <b>Women and Gender Studies</b>	<b>Kathy Gentile</b>	<b>6383</b>	Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections	
2.			Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections	
3.			Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections	

Revised: August 2009