

ECON 362 Global Poverty and Health-NewCrs-2015-11-09

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Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "**DRAFT**" is in yellow at the top of the proposal

Fourth Step: Click on **EDIT CONTENTS** and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

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Contact Person*	Nick Karatjas	Contact Email*	karatjas@iup.edu
Proposing Department/Unit*	Economics	Contact Phone*	724.357.2640

(A) Course Prefix*	<p><i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i></p> <p>ECON</p>
(B) Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>362</p>
(C) Course Title*	GLOBAL POVERTY AND HEALTH
(D) Course Level*	undergraduate-level
(E) Cross Listed*	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
(F) Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
(G) Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>
(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Prerequisite(s)	ECON 122

(J) Co-requisite (s)	<i>This means that another course must be taken in the same semester as the proposed course</i>
(K) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(L) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(M) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Researches information related to global trends in health and poverty and examines theories related to the economic, social, and political forces behind these trends. Economically analyzes the barriers preventing greater access to and usage of health services in poor communities, such as asymmetric information, monopoly provision, and externalities. Critically examines health service provision from opposite economic spectrums: 1) as Global Public Goods and 2) as micro-programs targeting specific populations. Covers case studies of health initiatives in developing countries and their economic impacts.</p>
(N) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>At the end of the course, students will be able to:</p> <p>Outcome 1: Summarize and analyze data on global trends of poverty- and health-related outcomes.</p> <p>Outcome 2: Evaluate the importance of various economic, social, and political factors in these trends. Produce informative content describing trends in economic and health inequality.</p> <p>Outcome 3: Apply economic theory to describe barriers to the provision of health services to poor communities.</p> <p>Outcome 4: Utilize theory to highlight specific barriers and propose policy/program solutions. Key theoretical concepts include: asymmetric information, monopoly, adaptive preferences, time inconsistency, and externalities.</p> <p>Outcome 5: Summarize the arguments and evidence for the provision of health services as Global Public Goods (GPGs), as argued by leading international organizations such as the World Health Organization and United Nations Development Program.</p> <p>Outcome 6: Extrapolate the specific mechanisms in which GPGs overcome various economic and behavioral barriers to health, as well as the critiques against GPGs.</p> <p>Outcome 7: Evaluate the growing role of micro (i.e. community-level) health programs and private philanthropy in global health provision, as well as the methodological tools that inform non-governmental programs.</p> <p>Outcome 8: Gain a working knowledge of the economic experimental methods used in micro-program evaluation (cost-benefit analysis, randomized control trials), their importance to program sustainability, and their limitations as applied to health programs in specific socio-economic and cultural contexts.</p> <p>Outcome 9: Employ economic communication skills by forming economic questions, identifying key health related outcomes, and communicating such economic research findings.</p>

(O) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Topic	Class Hours (running total)	Course Outcome
Economic and Health Deprivation <ul style="list-style-type: none"> Measuring Deprivations Poverty/health correlation and causation Health investment and capabilities 	3 (3)	1,2
Global Trends in Wellbeing <ul style="list-style-type: none"> Indicators for poverty and health Global trends Inequality changes within and between countries 	9 (12)	1-3
Barriers to Health Consumption & Delivery <ul style="list-style-type: none"> Health as A Private Good and Market Failures <ul style="list-style-type: none"> Information asymmetries, time inconsistencies, uncertainty, and externalities Health as A Public Good and Global Provision <ul style="list-style-type: none"> Non-excludability, externalities, and rights Economies of scale 	9 (21)	3-6
Midterm Exam		
Improving Health Provision to the Poor <ul style="list-style-type: none"> Methods: cost-benefit analysis; randomized controlled experiments; economic experiments Billionaire Philanthropy 	1 (22) 9 (31)	1-6 7,8
Using and Abusing Randomized Control Trials <ul style="list-style-type: none"> Evaluations of health and economic program for the poor 		
Group Projects	8 (39)	7,8
Final Exam	3 (42)	5-9
	Finals Week	1-9

Rationale for Proposal

(P) Why is this Course Being Proposed?*

The course is being proposed for a number of reasons:

- 1) Poverty and health deprivation affect many people around the world, including many in our region. Students want to understand the theory behind such problems and study ideas to address these issues.
- 2) This course will compliment two other economics courses. First, it will allow students of the ECON 360 Health Economics course to apply concepts learned in that course to health barriers in poor communities. Second, it will introduce students of ECON 338 Poverty in Africa and ECON 339 Economic Development I to additional theories, perspectives, and problems related to poverty reduction and health improvements.
- 2a) ECON 338 Poverty in Africa emphasizes 1) macroeconomic theory related to poverty (i.e. cross-country analysis, growth, aid, market and government failures); 2) country case studies limited to the African continent; and 3) income poverty as the outcome of interest. ECON 362 compliments this course with 1a) more focus on microeconomic mechanisms for poor health and income outcomes (i.e. uncertainty and information asymmetries); 2a) community-level microeconomic experiments set in Asia, Central and South America, as well as a few set in Africa; and 3a) health deprivations as the outcomes of interest and the economic relationships to these outcomes.
- 3) I ran an experimental course ECON 481 Global Poverty and Local Perspectives in Fall 2015. This course was very successful, with students performing three research projects on local poverty and presenting their results at the Appalachian Teaching Project Conference in Washington, DC. I was encouraged by students to build on the course and continue offering it.

<p>(Q) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>My research experience with the World Health Organization, World Bank, and United Nations Development Program in poverty measurement provide a reservoir of theoretical, practical, and methodological insights that will be of interest to students. I have found readings and created a structure for a course that can deliver a rich experience for IUP students.</p> <p>A new minor in Global Health and a new major in Public Health, with a track in Global and Rural Community Health, are being proposed. This course would bring a different and complimentary perspective to other courses in these programs. Due to these new programs, student demand for courses related to barriers facing health services will likely increase.</p>				
<p>(R) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>				
<p>(S) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>No courses combine the use of economic theory to identify barriers to health provision with a focus on impoverished areas and methods to evaluate the effectiveness of health programs.</p>				
<p>(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>It can potentially serve as an elective for the Global Health Minor and the Public Health Major.</p>				
<p>(U) Who is the Target Audience for the Course?*</p>	<p>Department Elective Other</p> <p>If Other, please explain:</p> <p>It will also be targeted as an elective for students in the future Global Health Minor and Public Health Major.</p>				
<p>(V) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>Due to its focus on economic theory and methods, this course is a strong compliment to courses in anthropology, sociology, epidemiology, public health research design, and health policy. Public health is a multidisciplinary field, and students must be able to understand and utilize a number of theories and methods.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>I have described this course proposal to faculty involved in proposing both the Global Health Minor and the Public Health Major (from the Departments of Anthropology, Sociology, Nursing, and Philosophy). I have been encouraged by theses contacts to move forward with this proposal.</p>				
<p>(W) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="282 1675 1247 1730">File</th> <th data-bbox="1247 1675 1485 1730">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="282 1730 1247 1793">Microsoft Word Document ECON362GlobalPoverty&Health SyllabusofRecord.docx Proposal for Syllabus of Record for ECON 362</td> <td data-bbox="1247 1730 1485 1793">Feb 03, 2016 by Brandon C. Vick</td> </tr> </tbody> </table>	File	Modified	Microsoft Word Document ECON362GlobalPoverty&Health SyllabusofRecord.docx Proposal for Syllabus of Record for ECON 362	Feb 03, 2016 by Brandon C. Vick
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(X) Are the Resources Adequate?*	<i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i>
	YES
	Please Provide Comment:
	Yes, resources are available. ECON 362 will become part of my regular rotation.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	

<p>How will academic honesty for tests and assignments be addressed?</p>	
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Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.</p>	
<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	

<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>					
<p>Course Designations:</p>					
<p>Key Assessments</p>					
<p>Narrative Description of the Required Content</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Microsoft Word Document ECON362GlobalPoverty&Health SyllabusofRecord.docx Proposal for Syllabus of Record for ECON 362</td> <td style="padding: 5px;">Feb 03, 2016 by Brandon C. Vick</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 	File	Modified	Microsoft Word Document ECON362GlobalPoverty&Health SyllabusofRecord.docx Proposal for Syllabus of Record for ECON 362	Feb 03, 2016 by Brandon C. Vick
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<p>For Deans Review</p>
<p>Are Resources Available/Sufficient for this Course?</p> <p>Is the Proposal Congruent with the College Mission?</p> <p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p> <p>Comments:</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>