Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See *http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/* for a
complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	**Economics**	College/School	**School of Management**
Prepared by	**Doug Reynolds**	Phone	**6531**
Email Contact	**DBReynolds@Alaska.edu**	Faculty Contact	**Doug Reynolds**

1. ACTION DESIRED

  (CHECK ONE):   Trial Course [   ]   New Course [X]

2. COURSE IDENTIFICATION: Dept **ECON**   Course # **327**   No. of Credits **3**

Justify upper/lower division status & number of credits:	This is an advanced economic statistics class that would be taken by some economics majors. This is a 300 level course because the course matches SOM's peer institutions numbering of similar econometrics classes, which are always in the 300 level

3. PROPOSED COURSE TITLE: Intermediate Econometrics for Forecasting and Business

4. To be CROSS LISTED? **no**   If yes, Dept: [   ]   Course # [   ]
  YES/NO

  (Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? **no**   If yes, Dept. [   ]   Course # [   ]
  YES/NO

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: Offered as demand warrants

  Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) ─ or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING
(AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)   **Fall 2014**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	[ ]1	[ ]2	[ ]3	[ ]4	[ ]5	[x] 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	**Lecture**					

9. CONTACT HOURS PER WEEK:	3	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/ for more information on number of credits.

OTHER HOURS (specify type)	

10. **COMPLETE** CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O   Fisheries Management
   3 Credits   Offered Spring
   Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

> ECON F327 Intermediate Econometrics for Forecasting and Business
> 3 credits   Offered as demand warrants
>
> Extension of topics developed in ECON 227 including methods of empirical analysis in the context of economic analysis and forecasting problems. Development of the science and art of building and using models in the context of economic analysis and forecasting. Understanding the fundamental theory underlying regression methods (including estimation, hypothesis testing, and prediction) and learning how to appropriately apply these techniques in the analysis of economic and business problems. Simple and multiple regression and correlation, analysis of variance, forecasting techniques, quality control, nonparametric methods and decision theory. Prerequisites: AIS F101 or equivalent; STAT F200X or ECON 227 or permission of instructor. (3+0)

11.   COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**	YES:		NO:	x

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		Natural Science, Format 8	

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES		NO	X

12.   COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	x

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	

How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

If the course can be repeated with _variable_ credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

13. GRADING SYSTEM: _Specify only one._ _Note: Later changing the grading system for a course constitutes a Major Course Change._

LETTER: [X]   PASS/FAIL: [ ]

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	AIS F101 or equivalent; STAT F200X or ECON 227 or permission of instructor (3+0)

These will be _required_ before the student is allowed to enroll in the course.

Reference the registration implications below due to Banner coding of these terms:
Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.
Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).
Co-requisite: Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES $50

Has a memo been submitted through your dean to the Provost for fee approval?
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No   No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None at this time

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ ]   Yes [X]

20. IMPACTS ON PROGRAMS/DEPTS
What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None at this time

21. POSITIVE AND NEGATIVE IMPACTS
Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

None at this time as the course will be offered as demand warrants.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

It is important for students majoring in economics to have a more thorough understanding of economic statistics. This course will help students gain a better understanding of statistics from economics and business points of view. Many peer institutions such as Washington State, Oregon State, Gonzaga, and University of Oregon have a similar econometrics course at the 300 level.

APPROVALS: Add additional signature lines as needed.

Douglas B. Reynolds	*Douglas B. Reynolds*	Date	2/12/13
Signature, Chair, Program/Department of:	ECONOMICS		

		Date	2/14/13
Signature, Chair, College/School Curriculum Council for:	SOM		

Mark Herrmann		Date	10/24/13
Signature, Dean, College/School of:			

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	

Signature, Chair
Faculty Senate Review Committee: ___Curriculum Review   ___GAAC

___Core Review   ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	

Signature, Chair, College/School
Curriculum Council for:

Date

Signature, Dean, College/School
of:

ECONOMICS 327 SYLLABUS

INTERMEDIATE ECONOMETRICS FOR FORECASTING AND BUSINESS
FALL 2014, 3 credits

Instructor: Greg Goering   Class Time: MWF 11:30-12:30 p.m.

Office: 109-I Bunnell   Class Location: Gruening 206

Phone: 474-5572   Office Hours: MW 8:00-10:00 a.m. or by appointment

Textbook: Siegal, Andrew F.; *Practical Business Statistics, 6th edition, With Student CD ROM*, Academic Press, 2011.

Course Description:

Extension of topics developed in ECON 227 including methods of empirical analysis in the context of economic analysis and forecasting problems. Development of the science and art of building and using models in the context of economic analysis and forecasting. Understanding the fundamental theory underlying regression methods (including estimation, hypothesis testing, and prediction) and learning how to appropriately apply these techniques in the analysis of economic and business problems. Simple and multiple regression and correlation, analysis of variance, forecasting techniques, quality control, nonparametric methods and decision theory. Prerequisites: AIS F101 or equivalent; STAT F200X or ECON 227 or permission of instructor. (3+0)

This is not a difficult course if you keep up with the material. Instead of stressing formulae and proofs, the course will emphasize the application and intuition of the statistical techniques covered.   However, it is your responsibility to cover the assigned material and work enough problems to ensure you understand this material thoroughly.

Grading Policy:

Given the course will stress the intuition and applicability of the basic statistical techniques, the exams and quizzes will be open-book. There will be three exams given during the semester as well as a comprehensive final. You will not be allowed to make up an exam unless you have an excused (prearranged) absence. There also will be quizzes and homeworks assigned on a regular basis. The final grade will be determined by the following schedule:

Best two of three exams	40%
Final exam	25%
Homework	15%
Quizzes	10%
Classroom participation	5%

Attendance:
Class attendance is strongly encouraged since it directly effects your grade through classroom participation. Additionally, students who miss several classes tend to find the material considerably more difficult and as a consequence do rather poorly.

Course Goals:
The goal of this course is to develop an understanding of econometrics and how it applies to business, economic and government policy.

Student Learning Outcomes:
We will develop the basic tool kit necessary to describe and analyze data intelligently. The material covered will provide a

solid background for later courses in business and economics.

Instructional Methods:
We will use class lectures with homework assignments and hands on computer modeling to teach this course.

Support services:
Some of the economics TAs will be available for help. Students are also strongly recommended to use office hours

Disability statement:
UAF makes reasonable accommodations for persons with documented
disabilities. Students should notify the Disability Services Coordinator
located in the Center for Health and Counseling, and their instructors
of any special needs. Instructors should be notified within the first
days of classes.

Course Policies:
Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity, also see http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct :

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Tentative Course Outline:

		Homework
I.	Mathematical Review, Introduction	
	1/25 Introduction - Ch. 1	#4, 5, 10
	2/1 Ch. 2 Competitiveness	#6, 7, 11 Quiz #1 ch 2
II.	Data Structure, Types of Data	
	2/8 Ch 3 Data, Histograms	#1, 2, 7
III.	Measures of Location, Typical Values	
	2/15 Ch. 4 Measures of Variability	#2, 6 Quiz #2 ch 4
	Sup: Reliability	
	2/24 FIRST EXAMINATION (Chapters 1 – 4)	
IV.	Quality and Variables	
	2/29 Ch. 6 Probability	#4, 6, 8
	3/1 Random variables	
	3/15 Ch. 7 Random Sampling, Point Estimates	#3, 6 quiz #3 ch 7
	Sup: Learning curves	
	3/22 Ch 8 Confidence Intervals, Interval Estimates	#5, 8
	Sup: Transport model	
	3/31 SECOND EXAMINATION (Chapters 6 to 8)	
IV.	Hypotheses	
	4/5 Ch. 9 Hypothesis Testing	#1, 13 15 quiz #4 ch 9
	Ch. 10 Analysis of Variance (ANOVA)	#1, 3, 11
V.	Nonparametrics	
	4/12 Ch. 11 Nonparametrics	#2, 5 quiz #5 ch 11
	4/19 THIRD EXAMINATION (Chapters 9 to 11)	
	4/26 Project Presentations	
	5/3 Project presentations, review	

Comprehensive Final Exam - 10:15 a.m. - 12:15 p.m. Wednesday, May 12
The above schedule and procedures are subject to change.