**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 4/11/2016

**REVIEWER:** Sean P. MacDonald

**COURSE TITLE & NUMBER:** Behavioral Economics, ECON 2820

**PROPOSED BY:** Gulgun Bayaz-Ozturk

**CREDIT HOURS:** 3

**PREREQUISITES:** CUNY proficiency in reading and writing; Econ1101 or 1401, Mat 1275, Psy 1101

**COURSE IS:**  Existing √New In development

**PROPOSED COURSE DESIGNATION**: College Option elective Capstone √ other:

**DEPARTMENT HOUSED IN:** Social Science

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Guest lecturers

**CREDIT DISTRIBUTION** (if co-taught): N/A

**CATALOG DESCRIPTION:** The goal of this interdisciplinary course is to understand the factors that underlie the judgment/decision making processes of economic agents. Behavioral economics challenges the rationality assumption of standard economic theory and provides a comprehensive framework to understand human choice by incorporating insights from the discipline of psychology.

**This course was previously evaluated and it was recommended by the ID committee.**

**What is proposed here is a minor change: changing the teaching format co-teaching to a guest lecturer format.**

**On the revised syllabus, Prof. Ozturk has indicated the three class sessions that would be taught by guest lecturers. She has received email responses from others in Psychology indicating their willingness to guest lecture in her class which will be offered in fall 2016. These would meet the 20 percent of class time required for an ID course taught with guest lecturers.**

**There are no proposed changes to the content and interdisciplinary theme of the course; therefore, it seems fine with this minor change in teaching format.**

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

**<Consider:** Our interdisciplinary definition: focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Also, evaluate Learning Outcomes: Purposefully connect and integrate across discipline knowledge and skills to solve problems; Synthesize and transfer knowledge across disciplinary boundaries; Comprehend factors inherent in complex problems; Apply integrative thinking to problem-solving in ethically and socially responsible ways; Recognize varied perspectives; Gain comfort with complexity and uncertainty; Think critically, communicate effectively, and work collaboratively; become flexible thinkers. Lastly, How is this Section/Learning Community/Other different from other sections/Learning Communities/Other?>

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer’s rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?>

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

**STRENGTHS:** <describe strengths of course as an interdisciplinary course>

**WEAKNESSES:** <describe weaknesses of course as interdisciplinary course>