Bachelor of Science in Economics (new degree)

Summary
The Department of Economics proposes to offer a Bachelor of Science in Economics in addition to a Bachelor of Arts in Economics. The degree requirements for the BS in Economics will be

- Introductory Microeconomics (ECO 304K) and Introductory Macroeconomics (ECO 304L)
- Two semesters of calculus (M 408K and L, or the equivalent)
- Economic Statistics (ECO 329)
- Introduction to Econometrics (ECO 441K)
- Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S). ECO 420S is a new course (its title is tentative).
- Macroeconomic Theory (ECO 320L)
- At least 4 upper-division Economics electives. At least 3 must have ECO 420K/420S in the prerequisite, and at least 2 must be from a list of advanced Economics electives. The department will maintain a list of advanced Economics electives for students and advisers.
- Economics to Career (ECO 101S). This is a new course based on LA 101M.
- From 5 to 7 courses (16 to 21 credit-hours) in Mathematics, Computer Science, and/or Statistics, chosen from a specified list
- University core requirements
  - 1 Quantitative Reasoning Flag, 1 Cultural Diversity in the US Flag, 1 Global Cultures Flag, 1 Ethics Flag, and 2 Writing Flags (one of which must be upper-division)
- Beginning proficiency in a foreign language
- No minor or certificate will be required, but we would like BS in Economics students to be allowed to complete (and have on their transcript) a minor or certificate, if that is institutionally possible
- All other Liberal Arts requirements of the BA (Plan I)

The comparison with the BA in Economics is as follows:

- The BS requires a 2-semester eligible calculus sequence. The BA will now allow M 408Q as an alternative to M 408K and L. M 408Q is a custom one-semester calculus course developed by the UT-Austin Mathematics department that covers material from M 408K and L.
- The BS requires Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S). The BA requires Microeconomic Theory (ECO 420K).
- Some upper-division Economics electives currently have ECO 420K in the prerequisite. These prerequisites will be expanded to say “ECO 420K or ECO 420S”. The BA requires at least 2 of these courses; the BS requires at least 3.
- A subset of upper-division Economics electives will be designated as “advanced”. A BS student must take at least 2 of these. BA students also may take advanced electives.
- The BS requires 16 to 21 hours of Mathematics, Computer Science, and/or Statistics courses, but does not requires a minor or certificate. The BA requires a minor or certificate.
- The BS requires 2 Writing Flag courses. The BA requires three.
- The BS requires beginning proficiency in a foreign language. The BA requires intermediate proficiency.
We have defined a path for a student who is a BA in Economics major to move to the BS in Economics major. (The path in the other direction is defined by the requirements of the BA in Economics.)

Below, we explain why we believe the BS in Economics degree will be very valuable for UT-Austin students, and the reasons for offering this degree. The logic behind the degree requirements is explained. We compare UT Austin’s BS in Economics to degrees offered by other institutions. We discuss anticipated demand for the BS in Economics at UT-Austin, and anticipated impacts on the numbers of Economics majors and minors, and on the numbers of majors and minors in other Liberal Arts departments and in the College of Natural Sciences. We estimate impacts on enrollments in Liberal Arts courses and in Mathematics, Statistics, and Computer Science courses. We explain why we do not anticipate needing any additional funds for space or equipment, faculty, or advising for the indefinite future. Votes in support of the change are documented.

Several appendices are mentioned in the text. These are listed at the end, but are separate files.

**Reasons for offering a Bachelor of Science in Economics**

The BS in Economics that we are proposing is designed for a technologically modern world, in which statistics, data science, computation, and mathematical modeling can increase the power of economics concepts and models to contribute to business strategy and policy formation. Students in the BS in Economics choose from 5 to 7 courses (16 to 21 credit-hours) in Statistics, Computer Science, and Mathematics from a specified set, and their upper-division courses in Economics are weighted toward those that utilize more mathematics and statistics in order to teach advanced economics concepts and models.

The desirability of “tooling up” and bringing both a strong Economics degree and complementary skills in statistics, data science, computation, and mathematical modeling to the job market has not escaped students’ attention at UT-Austin. We observe the following: a significant number of Economics majors completing an Applied Statistical Modeling, Elements of Computing Program, or Scientific Computing and Data Science certificate as their required minor; Economics majors applying to Master programs in data science and business analytics (directly from undergraduate studies, and after a short time in the work world); substantial demand for Advanced Econometrics, Game Theory, Business Strategy, and other highly analytical Economics electives; and a large number of Minors in Economics coming from Computer Science and Mathematics.¹

While these are all valid plans for acquiring useful and marketable skills, none of them is a substitute for the BS in Economics that we propose to offer. Here we briefly explain why.

The discipline of Economics contains concepts for analyzing a wide range of decisions made by individuals, businesses, and governments, and how these decisions respond to prices, costs, and other incentives, and to changes in information, technology, the law, and the overall environment. The world is increasingly awash in data generated by these decisions. Businesses and governments are in a position

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¹ UT-Austin initiated transcript-recognized minors and certificates in the 2016-17 academic year. The data are incomplete. Students do not always officially declare they are working toward a minor or certificate. Some students work toward a minor or certificate but then graduate while one or two courses short of completing it. Some students do not declare the major they have at graduation until fairly late during their time at UT-Austin. With those caveats, as of Nov. 2020, available data show that from 110 to 200 Economics majors are working toward the Elements of Computing Program certificate, from 69 to 105 Economics majors are working toward the Applied Statistical Modeling certificate, and from 9 to 29 Economics majors are working toward the Scientific Computing and Data Sciences certificate. In UT-Austin’s numbers on minors and certificates, more Natural Science students have completed the Minor in Economics than students from any other college. Anecdotally (based on Economics instructors and advisers interactions with Economics students), this number is increasing. Information on Economics majors’ applications to graduate programs comes from requests for letters of recommendation and interactions with students; while informal, we are confident about this observation.
to gather additional data, and they must decide what data to gather, as well as how to analyze it and enact decisions based on it. Economics majors are trained to think about complex causal relationships in data. They are trained to be aware of biases that can arise due to the non-experimental nature of most data on the economy (selection bias, survivorship bias, measurement error, reverse causality, etc.). Economics majors can be very good data scientists as a result.

For many employers, a job candidate who has both economics training and complementary skills in statistics, data science, computation, and mathematical modeling is particularly attractive. A substantial fraction of data scientists have a degree in Economics. See “Economics and Data Science (including employment and salary forecasts)” (appendix). The combination of skills and knowledge required to model and interpret data based on economic models of behavior and decisions is sought-after by employers for a range of jobs. Certain areas of mathematics, scientific computing, and statistics are especially useful for this. These include areas of these disciplines related to optimization and dynamical systems, probability theory, and techniques for modeling large data sets efficiently and flexibly.

The BS in Economics allows students to choose courses from a specified set of Mathematics, Statistics, and Computer Science courses in these areas. It is designed to leverage complementarities between Economics and these areas in the natural sciences in order to allow students to acquire a powerful and marketable combination of skills. No existing certificate or minor available to Economics majors does this. From a student’s point of view, a dual degree (where available) is narrower in scope and more difficult to complete in four years. Some graduates no doubt will continue to get Master degrees in data science and business analytics (and the BS in Economics will be excellent preparation for those Master degrees). However, for many, the natural science courses in the BS in Economics will be sufficient to open up important professional opportunities upon graduation.

Furthermore, because of the nature of the discipline, the same areas of mathematics, scientific computing, and statistics are also especially valuable preparation for graduate work in Economics and for technical, research-oriented economist jobs. Economics students aiming for a PhD in Economics will be well-served by the BS in Economics.

We expect a significant majority of Economics majors to choose the BA in Economics, although we anticipate substantial demand for the BS in Economics. For Economics students who would like to go into many areas of business, law, teaching, public policy, government, and the non-profit sector, the BA is better preparation. The BA provides rigorous training and exposure to Economics as a social science and its applications to various policies and problems, within a Liberal Arts curriculum. The purpose of creating the BS in Economics is to offer differentiated Bachelor degrees that, together, better serve our students. This is discussed more below.

**Bachelor of Science in Economics degree requirements**

Eligible mathematics, computer science, and statistics courses cover three areas: scientific computing, mathematical modeling, and statistical modeling. We’ll refer to the 5 to 7 courses (16 to 21 hours) a BS in Economics student will choose as “science requirements” of the degree. Two required calculus courses in the “science requirements” are in addition to these. An appendix lists eligible courses in each area (List of eligible courses in CS, Math, SDS, & EE (Economics BS), Excel spreadsheet). Another appendix provides a draft of the degree plan of the BS in Economics (2022-24 Economics BS Degree Plan DRAFT, Excel spreadsheet).

A student’s choices of 5 to 7 “science” courses are unrestricted. The purpose of defining areas is to show the different directions in which this coursework leverages economics knowledge and skills, which will help students and advisers. We want to allow students to choose all of their “science” courses within one area, or in a mixture of areas.
The “science requirements” of the BS in Economics are compatible with graduating in four years. There are very few implied prerequisites beyond calculus, and many eligible courses appear in the prerequisites of others. An example of a 4-year semester plan is provided as an appendix (“2022-24 Economics BS 4-year semester plan”). The number of required hours for the degree is 120, which is typical at the University.

The BS in Economics does not require a minor or certificate, because the “science requirements” of the degree are comparable to a minor or certificate, even excluding the required 2 semesters of calculus. However, we would like BS in Economics students to be able complete (and have on their transcript) a certificate or minor. We expect many BS in Economics students will complete the Applied Statistical Modeling Certificate, Scientific Computing and Data Sciences Certificate, or Elements of Computing Program Certificate. Most of the courses on the sciences requirements list for the BS in Economics count toward one of these certificates. Many students will have room in their 4-year semester plan for a minor or certificate, whether it is one of these or a minor in Liberal Arts or the McCombs School of Business.

In not requiring a minor or certificate, the BS in Economics is similar to the Bachelor of Science in Environmental Science offered in Liberal Arts. The College of Natural requires a minor, but allows 15 hours in a single field outside of the college to substitute for a minor; the 16 to 21 hours of “science requirements” in the Bachelor of Science in Economics are roughly equivalent to this.

Because of its greater emphasis on mathematics and science, the Bachelor of Science in Economics degree requires only 2 courses with a Writing Flag, and beginning proficiency in a foreign language. In requiring 2 Writing Flags, the BS in Economics is similar to the Bachelor of Science in the College of Natural Sciences, and the Bachelor of Business Administration in the McCombs School of Business. In requiring beginning proficiency in a foreign language, the BS in Economics is similar to the Bachelor of Science degrees in Psychology and in Environmental Science offered in the College of Liberal Arts.

Other Liberal Arts requirements for the Bachelor of Arts (Plan I) are kept for the BS in Economics. We believe the degree requirements for the BS in Economics find an appropriate balance between a rigorous curriculum in the Liberal Arts and the more technical focus of a Bachelor of Science degree.

Earlier, we noted that BA in Economics students now can satisfy their calculus requirement by taking M 408Q, the custom one-semester calculus course created at UT-Austin that combines material from M 408K and L. M 408Q is an excellent course that covers the necessary calculus material for the BA in Economics, and does so using a novel expositonal strategy that develops intuition together with classical calculus results. The BS in Economics requires 2 semesters of calculus. Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S) and many courses that satisfy the “science requirement” have 2 semesters of calculus in the prerequisite. This raises the question of whether there is a path from the BA to the BS in Economics, for a student who starts in the BA but who wants to move to the BS. The Department of Mathematics allows students from M 408Q to proceed to M 408L provided their grade in M 408Q is at least a B. Additionally, we will allow a student who switches from the BA to the BS after having taken Microeconomic Theory (ECO 420K) to substitute an additional upper-division elective from the list of “advanced” electives for ECO 420S.

The level of rigor of the BA in Economics will not change. The Department of Economics remains committed to the needs of Liberal Arts students who are studying Economics with the objective of going into many areas of business, law, teaching, public policy, government, and the non-profit sector. We also remain committed to teaching courses useful to all UT-Austin students. We are adding a second transcript-recognized minor, the Minor in Applied Economics, to serve students who want the

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2 M 408Q is offered only at UT-Austin and it is not in the common numbering system. Many Economics students bring one semester of calculus into UT-Austin from a community college or in some other way, and those students will complete their calculus requirement with M 408L or D, as they have done in the past.
opportunity to explore Economics as a social science but who do not want to take calculus and Macroeconomic Theory. The Minor in Applied Economics will require Introduction to Microeconomics (ECO 304K), Introduction to Macroeconomics (ECO 304L), and three upper-division Economics courses, which could be three “applied” courses. We anticipate that the Minor in Economics, which requires Microeconomic Theory (ECO 420K) or Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S), will continue to be in demand by students from the College of Natural Sciences and others who want to document proficiency in microeconomic analysis and who want to take electives with ECO 420K or ECO 420S in the prerequisite.

**Comparisons with degrees offered by peer institutions**

The number of degree programs that resemble UT-Austin’s proposed Bachelor of Science in Economics is small. An appendix (“Bachelor of Science in Economics degrees and other similar degrees”) lists and discusses degree programs offered by 25 universities. These include BS in Economics degrees or other degrees at peer institutions that have significant commonality with UT-Austin’s BS in Economics (6), BS degrees at peer institutions that are lighter, narrower, or more like UT-Austin’s BA (7), other BS in Economics degrees not in Texas (5), other BS in Economics programs in Texas (5), and interesting degrees that are not comparable to UT-Austin’s Economics BS or BA in Economics (2). We believe this list is close to complete; we made a big effort to track down all relevant degrees for the purpose of comparison. We’ll begin by briefly discussing these degrees (grouped differently than in the appendix).

Four universities offer BS in Economics degrees with significant similarity to UT-Austin’s proposed BS in Economics:

- **University of Illinois** – BS in Econometrics and Quantitative Economics (more Economics electives, less flexibility in “science requirements”, but comparable)
- **Carnegie Mellon University** (fewer “science” courses but the approximately the same number of courses in total)
- **Brown University** – BS in Computer Science and Economics (fewer Economics courses and more Computer Science courses than the number of “science requirements” in UT-Austin’s BS in Economics, narrower by design), and BS in Applied Mathematics and Economics, Advanced Economics track (fewer Economics courses, about the same number of Mathematics courses as the number of “science requirements” in UT-Austin’s BS in Economics, narrower by design)
- **University of North Carolina** (eligible science courses are fewer and more basic)

The **University of Chicago** offers a **Bachelor of Arts in Economics with Specialization in Data Science** that includes more Mathematics and less Statistics, and less total coursework. This degree, while excellent, is considerably **narrower** than UT-Austin’s BS in Economics. **Texas Tech’s BS** in Economics is also **narrower**; in form, it resembles UT-Austin’s BA in Economics plus a Minor in Mathematics.

The **University of Minnesota** offers a BS in Economics that is **lighter** than UT-Austin’s BA in Economics. The **University of Wisconsin at Madison** offers a BS in Economics that is both **lighter and narrower**.

A relatively larger set of peer institutions and other institutions offer a BS in Economics that is similar to UT Austin’s Bachelor of **Arts** in Economics. In these degrees, there is **nothing** corresponding to the “science requirements” of UT-Austin’s BS in Economics.

- **Massachusetts Institute of Technology**, **Duke University**, the **University of Washington**, the **University of Maryland**, and the **University of Iowa** offer BS in Economics degrees that are very similar in design to UT-Austin’s **BA** in Economics, in some cases with an additional Mathematics and/or Statistics course.
• BS in Economics degrees that are less calculus-based than UT-Austin’s BA in Economics are offered by Ohio State University, Washington University, Penn State University, and University of Alabama. These degrees require either no calculus or one semester of calculus.

• Among Texas public universities, BS in Economics degrees similar in form to UT-Austin’s BA in Economics are offered by Texas A&M University (business calculus is accepted), West Texas A&M University (one semester of calculus, no Econometrics, fewer Economics electives), the University of Texas – Dallas, and the University of Texas – Tyler.

Two peer institutions offer bachelor degrees that are dual degrees or that most closely resemble a dual degree. The University of California–San Diego offers a dual degree in Economics and Mathematics. Yale University offers a BS in Computer Science and Economics and a BA in Economics and Mathematics. The University of Illinois offers a BS called “Computer Science + Economics major”, which in UT-Austin terms resembles a BS in Computer Science plus a Minor in Economics. The Wharton School of Business at the University of Pennsylvania offers a BS in Economics that is not comparable to UT’s BS in Economics; it is a business degree.

If we restrict our attention to the subset of these degrees that are at a comparable level to UT-Austin’s BS in Economics, and that have commonality of objectives, we are left with a small number (University of Illinois, Carnegie Mellon, Brown University, University of Chicago, UC-San Diego, and Yale University). These degrees are designed for a technologically modern world and they share the goal of equipping students with a complementary set of knowledge and skills in Economics and Mathematics, Statistics, and/or Computer Science. The fact that these degree plans are strong should be interpreted as evidence that UT-Austin’s BS in Economics is of high quality. The fact that only a small number of similar degrees are at a comparable level to UT-Austin’s BS in Economics should be interpreted as evidence that ours is innovative and will serve an emerging need on the part of some Economics students for these skills sets.

As a final comment, we point out that on the THECB’s Long Form there are questions about the same degree as the proposed degree being offered by other institutions, including questions about unused capacity of other programs, etc. The sense of the questions is that the proposed degree is a standard degree that many other institutions offer. That is not an accurate picture in the case of UT-Austin’s proposed BS in Economics. Nationally, very few similar degree programs are at a comparable level, and the strength of the small number that exist shows that UT Austin’s BS in Economics will provide great value for UT-Austin Economics students.

**Demand for the degree**

Above, we mentioned that a substantial fraction of data scientists have a degree in Economics. We also mentioned that a significant number of UT's Economics graduates apply to Master programs in data science (directly from their undergraduate degree or after a short time working). (We are confident about the latter observation even though it is based on anecdotal evidence.) These students are delaying or interrupting their careers to take exactly the types of courses they would have found in the “science requirements” of UT's BS in Economics. For some, the 5-7 courses will be sufficient to open up high-quality professional opportunities, and then learning-on-the-job can take over. This is an unmet need.

We expect there to be significant demand for the BS in Economics. It will come from students who are interested in data science, as well as students applying to PhD programs in Economics, students who are interested in technical jobs and research jobs, and some students who plan to apply to a Master program in business analytics or quantitative finance. But we expect this demand to come mainly from students who otherwise would get a BA in Economics; we do not anticipate the total of BA in Economics majors and BS in Economics majors to be much different from what the number of BA in Economics majors would have been, in the absence of the BS degree.
In the past several years, the annual number of BA in Economics graduates has been about 500-550, according to the UT-Austin Statistical Handbook (https://reports.utexas.edu/statistical-handbook):

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We anticipate that approximately 20% of Economics majors will choose the BS degree. Of course, numbers cannot be perfectly forecasted. But we expect Economics majors to sort themselves between the BA and the BS quite straightforwardly, with the BA continuing to be chosen by students who would like to go into many areas of business, law, teaching, public policy, government, and the non-profit sector.

**Impact on the numbers of Economics majors and minors**

We anticipate either no impact or only a small positive impact on the number of students majoring in Economics, across the BA and BS, compared to what the trend number of Economics majors would have been without the addition of the BS.

It is possible that the BS in Economics will draw more applicants to the UT College of Liberal Arts than we anticipate. However, UT Admissions would determine how an increase in applications, if it were to occur, would translate into the number of Economics majors and college enrollment. It is possible that the BS in Economics will increase the number of McCombs students who choose to obtain a dual degree with Economics. We do not anticipate drawing students from the College of Natural Sciences into the BS in Economics, because we already offer the Minor in Economics, which is a good complement to many Natural Science majors. The Minor in Economics requires Microeconomic Theory (ECO 420K) or Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S), and provides the option to take Economic Statistics (ECO 329) and Introduction to Econometrics (ECO 441K). Thus it allows Natural Sciences students to get a solid set of skills in economics.

We do not anticipate the BS in Economics to have any impact on the number of Economics minors.

**Impact on the College of Liberal Arts and other units at UT-Austin**

We do not expect the BS in Economics to have much if any impact on the numbers of majors in other Liberal Arts departments. If a Liberal Arts student is attracted to the BS in Economics, they probably would major in Economics (BA) if the BS were not available. A small impact on enrollment in Liberal Arts courses may happen because the BS in Economics requires 2 Writing Flag courses (compared to 3 for the BA) and beginning proficiency in a foreign language (compared to intermediate proficiency for the BA). Most Economics majors get their Writing Flags within their major, and any impact on enrollment in Writing Flag courses probably will be limited to the mix of Economics courses they take. Intermediate proficiency in a foreign language involves one or two courses, compared to beginning proficiency. If 100 BS in Economics degrees were granted annually, this would imply at most 100 to 150 fewer seats per academic year in courses counting toward foreign language proficiency across all Liberal Arts departments. (Some students take courses outside of UT-Austin to count toward their foreign language requirement.)

There will be some impact on enrollments in Computer Science and Statistics courses. Magnitudes are difficult to forecast precisely but we do not think they will be large and they will be spread out over a number of courses. Some BS in Economics students would have obtained the Applied Statistical Modeling Certificate, Scientific Computing and Data Sciences Certificate, or Elements of Computing Program Certificate as their required minor if they had completed a BA in Economics. Each of these certificates requires 18 hours of course work, and the first two also require two semesters of calculus (as does the BS in Economics). The mix of courses would be somewhat different for a BS in Economics student (compared to a certificate student). However, the number of hours is comparable.
To provide a quantitative example of impact, suppose 100 BS in Economics degrees were granted annually. Suppose 40 of these students focused on Computer Science courses within their “science requirements”, and 40 focused on Statistics courses. Further suppose that in each group, 20 students would have completed a certificate if they had instead done a BA in Economics, leaving 20 “incremental” students per year. At the present time, a BS in Economics student could take at most 4 Computer Science courses toward their “science requirements”. This implies 80 additional seats per year, distributed over both semesters and all courses, for Computer Science. At the present time there are 5 Statistics courses that count toward the “science requirements”. This implies 100 additional seats per year, distributed over both semesters and all courses, for Statistics.

The Mathematics department will see some increases in enrollments, because Mathematics does not offer a minor or certificate. If our estimate of 100 BS in Economics students is accurate, with 40 focusing in each of Computer Science and Statistics, that would imply 20 with a focus on Mathematics. Students focusing on Computer Science and Statistics also would take some Mathematics courses (1 or 2, if we use 6 as the average number of “science requirements” courses). This implies 180 additional seats per year in Mathematics, distributed over both semesters and all courses. At present, there are 18 Mathematics courses that would count toward the “science requirements” of the BS in Economics degree. Additional demand for Mathematics courses might be greater if BS in Economics students reduce their focus on Computer Science or Statistics or if they choose Mathematics courses about computational methods and statistics. On the other hand, quite a few Economics majors already take more than the minimum number of Mathematics courses in preparation for a PhD in Economics or other graduate degree, and once a BS in Economics is offered, this demand for Mathematics will be folded into demand deriving from the BS in Economics.

In the preceding discussion, calculus was omitted because calculus is not an additional requirement for Economics majors.

We have discussed the degree plan for the BS in Economics with the Departments of Mathematics, Computer Science, and Statistics. We have the support of each of these departments.

**Resources**

The Department of Economics does not anticipate needing any additional funds in order to offer the BS in Economics.

We do not expect the total number of Economics majors across the BA and BS to increase much if at all, compared to what the number of BA in Economics students would have been, and therefore we expect the number of sections of Economics courses taught to remain approximately what it would have been without the BS. BS students will take Mathematical Foundations and Applications of Microeconomics Theory (ECO 420S) instead of Microeconomic Theory (ECO 420K). The two Economics degrees require the same number of Economics courses. The composition of Economics electives may evolve. However, the composition of Economics electives is always flexible and it constantly responds to shifts in demand from students who are majoring in Economics, minoring in Economics, or taking Economics courses as part of another degree or out of interest.

The Economics advisers will be able to handle BS in Economics student without much need for change. We do not anticipate needing additional advisers.

No additional space or equipment is involved in offering the BS in Economics degree.

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3 180 comes from (6)(20) + (1 for students with a statistics focus)(20) + (2 for students with a CS focus)(20)
Documentation of votes to approve the proposed change within the Department of Economics

On September 17, 2020, the Undergraduate Studies Committee met about the proposed BS in Economics degree, and unanimous support was the outcome of that meeting. On October 2, 2020, there was an Economics Department faculty meeting about the proposed BS in Economics. Many faculty members have expressed enthusiasm and no one has expressed reservations. This impact statement and the associated appendices have been circulated to the faculty. The Economics Department will hold formal votes during the Fall 2020 semester.

Undergraduate Studies Committee (Faculty Curriculum Committee for the Economics Major)

On December 7, 2020, the Undergraduate Studies Committee voted unanimously in favor of creating and offering a Bachelor of Science degree, as described in this impact statement. The Undergraduate Studies Committee consists of the following faculty members: Valerie R. Bencivenga (Director of Undergraduate Studies and chair of the committee), Stephen Donald, Caroline D. Thomas, Gerald S. Oettinger, Svetlana Boyarchenko, Thomas E. Wiseman, Stefano M. Eusepi, Daniel Slesnick, and Jason Abrevaya (Economics Department chair).

Department of Economics voting faculty

The Department of Economics voting faculty approved the proposal to create and offer a Bachelor of Science degree, as described in this impact statement, on December 21, 2020. The vote was unanimous. The voting faculty consists of Jason Abrevaya (Chair of the Department of Economics), Dan Ackerberg, V. Bhaskar, Olivier Coibion, Stephen Donald, Eugenio J. Miravete, Aysegul Sahin, David S. Sibley, Vasiliki Skreta, Daniel T. Slesnick, Maxwell B. Stinchcombe, Robert Town, Stephen J. Trejo, Thomas E. Wiseman, Manuela Angelucci, Svetlana Boyarchenko, Marika Cabral, Stefano Eusepi, Michael Geruso, Brendan Kline, Leigh Linden, Andreas I. Mueller, Gerald S. Oettinger, Caroline D. Thomas, Haiqing Xu, Jorge Balat, Saroj Bhattacharai, Christoph Boehm, Victoria Marone, Richard Murphy, Nitya Pandalai-Nayar, Dean Spears, and Cody Tuttle.

List of appendices

“Economics and Data Science (including employment and salary forecasts)”, Economics, data science & jobs forecasts (Economics BS).pdf

List of eligible courses in CS, Math, SDS, & EE (Economics BS).xlsx [Excel spreadsheet]

2022-24 Economics BS Degree Plan DRAFT.xlsx [Excel spreadsheet]

2022-24 Economics BS 4-year semester plan.pdf

“Bachelor of Science in Economics degrees and other similar degrees”

BS degrees at other universities (Economics BS).pdf

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