

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ECON 312 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Add ECON 312 as a new course to the catalog

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

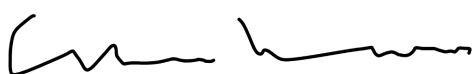
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	11/2/2020
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
	11/10/2020
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
	11/12/2020
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	ECON 312
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Katie Wick
2	Course Instructor	Dr. Katie Wick
3	Course Title	Game Theory
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	College of Business Administration
6	Department or School	Management Sciences
7	Number of Credit Hours	3 credit hours
8a.	Number of contact hours – lecture	28
8b.	Number of contact hours – lab/activity	12
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3 credit hours
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☒ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	Within workload

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	40
17	Catalog Description (50 words or less)	Wouldn't life be simple if we could ignore the interests and actions of others when making decisions? Most real-world decisions are not made in isolation but involve interaction with others. This course studies the competitive and cooperative behavior that results when several parties with conflicting interests must interact.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	ITC 312 – see Dr. Homer's letter MGMT 312
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2022
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: MGMT/ITC 340 Spring 2018 - 14 Spring 2019 - 21 Spring 2020 - 25
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	NA

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course will be offered as an upper level elective that all business and computing majors are able to take. It is also open to majors from other disciplines as an elective.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Strategic thinking is at the core of decision making with applications in economics, game design, marketing, law, political science, and business. This course combines information and skills from classes across campus from the lens of strategic choice.

III. Course Design

- A. Audience and Course Goal
1. Describe the intended audience, including prerequisite skills.

The intended audience is business and technology sophomores and juniors. Students should be at least sophomores in standing and curious thinkers. The class is open to all majors across campus.

2. State the overarching course goal(s) in performance terms.

The overall goal is to educate students on strategic thinking and interdependence of decisions.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	To understand the importance of competitive and cooperative factors in a variety of decision problems.	Participation in weekly experiments and discussions 8 problem sets
2	To learn how to structure and analyze these problems from a quantitative perspective.	Practice problems in class 8 problem sets 3 exams (2 midterms and a final)
3	To apply strategic decision making and modeling to a real-world economic problem	Final project
4		
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

Undergraduate. Dixit, Skeath, and Reiley. Games of Strategy. W.W. Norton & Co, 4th edition

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable - NONE	
5	Content Overlap — Include one document for each course you listed in Section I-27.

	Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

ACU COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
GAME THEORY (ECON/MGMT/ITC 312)
SPRING 2022



Instructor: Dr. Katie Wick
College of Business Administration
Office: Mabee Business (COBA) 241
Email: katie.wick@acu.edu

Office Hours: MWF 2-4 pm

Office Phone: 674-3790

"To educate students for Christian service and leadership throughout the world." – ACU Mission

"To educate business and technology professionals for Christian service and leadership throughout the world."

The COBA Mission Statement

Welcome to Game Theory! By signing up for this course you have accepted the responsibility of being an active learner and of participating in the classroom. More importantly, you need to be committed to learning the subject matter. If you are not open to new ideas, or are not committed, expect your grade to reflect this. Moreover, your continued enrollment in this course means that you accept these responsibilities and are aware of the guidelines set forth in the syllabus. THIS IS A VERY FUN CLASS, but that does not mean it will be an easy A.

Note: I want everyone to do well. Anyone *can* get an A in this course – apply yourself and take advantage of the opportunities to improve your grade. It is my goal to help you understand the topics and to do well on the exams. I realize that you have a busy schedule and often face difficulty in getting enough time to study. This makes it all the more important to get involved while you are here. We are going to have fun but expect to work. In the past I have found that some students in my courses experience difficulty on exams because they mistake my easy-going personality for an easy-going examiner. I don't want this to happen to you, so for your sake put in the time that you need to really know the material.

SECTION ONE: INTRODUCTORY MATERIAL

Course Description:

Game theory is the study of strategic behavior among parties having opposed, mixed or similar interests. The course will sharpen your understanding of strategic behavior in encounters with other individuals--modeled as *games*--and as a participant in broader *markets* involving many individuals. You will learn how to recognize and model strategic situations, to predict when and how your actions will influence the decisions of others and to exploit strategic situations for your own benefit.

Wouldn't life be simple if, in making decisions, we could ignore the interests and actions of others? Simple yes--but boring too. The fact remains that most real-world decisions are not made in isolation, but involve interaction with others. This course studies the competitive and cooperative behavior that results when several parties with conflicting interests must work together. We will learn how to use game theory to formally study situations of potential conflict: situations where the eventual outcome depends not just on your decision and chance, but the actions of others as well. Applications are drawn from economics, business, and political science. Typically, there will be no clear cut "answers" to these problems (unlike most single-person decisions). Our analysis can only suggest what issues are important and provide guidelines for appropriate behavior in certain situations.

On the one hand, competitive analysis is subtle, ambiguous, and often counter-intuitive; but on the other hand, it is fascinating, challenging, and a good deal of fun. I hope to broaden your exposure to and improve your understanding of competitive situations.

****This class *may* help with your gaming strategy, but we WILL NOT be studying video or board games in this class. We will break down payoffs of strategies and choices.****

Prerequisite. A vivid imagination & a tolerance for abstraction are essential prerequisites for this course.

Contribution of Course to Overall Business Perspective

In the modern world, it is a bad assumption to believe that one person's choices do not affect another's. If we think about and study decisions only as they affect a single individual, then we would miss out on so much of reality. Does Walmart's pricing affect Amazon's pricing on the same item? When Alabama's offense chooses a running play, does that affect the choices that Georgia's defense makes? When a plaintiff lawyer picks jurors for a trial, does it affect the choices that the defendants team makes? Our aim in this class is to improve your strategy IQ.

Contribution of Course to Christian Service and Leadership

This course will allow the student to view strategic thinking from the Christian perspective. These strategy choices often have implications about ethics and giving.

Student Learning Outcomes:

This course is designed to help you develop the following skills, areas of knowledge, and attitudes. The homework, exams and class assignments used during the course are designed to assess how well you have mastered these skills, areas of knowledge, and attitudes. Additionally, at the conclusion of the course, you will be asked to assess the extent to which you believe these objectives were achieved.

- 1) To understand the importance of competitive and cooperative factors in a variety of decision problems. [measured in 1) participation of weekly experiments & discussions, 2) 8 problem sets]
- 2) To learn how to structure and analyze these problems from a quantitative perspective. [measured in participation in practice problems in class, 8 problem sets, and 3 exams (2 midterms & a final)]
- 3) To apply strategic decision making and modeling to a real-world economic problem [measured in performance in final project]

To be well-prepared for management, policy and analysis in almost any profession you need to first have a solid grounding in strategy and its applications to problem solving. Thus, the primary objective is to teach you a set of useful theories and how to apply them to solve problems. The emphasis is on method and application. You will, consequently, be expected to do a lot of problem-solving homework. It is essential to practice the skills if you want to learn how to use them (and to succeed in the course).

Intended audience: Business and technology sophomores to seniors who want to understand and apply strategic decision making

SECTION TWO: TEXT AND MATERIALS

Text (Highly Recommended but not required): Feel free to get an international student edition too.

Dixit, Skeath, and Reiley. Games of Strategy. W.W. Norton & Co, 4th edition

You can purchase access to the eBook of the 4th edition at <https://digital.wwnorton.com/gamesofstrategy4> for \$55 (less expensive than bookstore).

Open Access (FREE) Textbook by Bonanno – link on Canvas

(http://faculty.econ.ucdavis.edu/faculty/bonanno/PDF/GT_book.pdf)

SECTION THREE: GRADING AND ASSIGNMENTS

Assignment	Points (% Weight)	Dates and Information
Exam 1	15%	Wednesday February 23
Exam 2	15%	Wednesday April 13
Final Exam	25%	Thursday May 12th 8-9:45 am
Problem Sets	15%	Must be submitted INDIVIDUALLY, follow due dates in Canvas. Must be stapled. Late assignments not accepted (even after the start of class).
Class Citizenship	10%	Please see below. Attendance and Participation component.
Solo or Duo Project	20%	DUE Monday April 25. Presentations of these in the last week of class, April 25 & 27

Exams:

- There will be three scheduled semester exams: two midterms and a cumulative final. See below for exam dates. Please make note the dates of these exams and schedule travel accordingly. Make-up exams and quizzes *will not* be given to accommodate travel plans.
- You will **NOT** be allowed to use a cell phone calculator for any exams.
- **No make-up exam will be given after the exam has been administered to the entire class. For students who miss an exam, the final exam grade will count for that test grade.** Students who are excused from class on a test day may take the exam *early*. No make-up exam will be given after the exam has been administered to the entire class.
- Hats, caps, phones, headphones, etc. cannot be on your person or desk during an exam.

Homework:

- I strongly encourage you to form "partnerships" to work on your homework problems. These fellow students will be very valuable to as you can aid each other in assignments as well as exam preparation. **Each student must turn in their own written homework.** Assignments are due at the beginning of the class the day it is due with neat handwriting and a staple. Assignments should be submitted in hard copy. Written homework is graded on a 1-4 scale.
 - Scale: 4 - mostly correct, all attempted, very few small errors
3 - more than a few small errors, all attempted
2 - errors are larger and more prevalent, might be missing parts of problems
1 - significant large errors pervasive in submission, missing problems or parts of problems
- Homework should not be bringing down your grade. Do not fall behind on your assignments.

Solo or Duo Project: DUE BY THE START OF CLASS on APRIL 25th. Please see description of project on Canvas.

Presentations and “play” of these projects will be on the final week of class April 25 & 27. Attendance will count double this day in appreciation of the work of your classmates.

Citizenship/Attendance: PLEASE READ THIS!

There is a “citizenship,” attendance and participation component to your grade. You can easily earn all 10% of this portion of your grade. You can also easily lose all of it. My attendance policy mirrors the workplace. If you keep coming late, leaving early, or not showing up for your job, you will probably not have that job for long. You are entitled to **THREE** free absences. An “absence” can be considered missing *any part* on any given class day. If you miss, you are still responsible for any information or work on that day. If you miss a long Wednesday class, it will count as two absences.

You start losing points off your citizenship/attendance portion of your grade after your three allowed absences. There are no “approved” or “unapproved” absences; all absences are counted equally. They are

just all absences. Please do not send me emails about your absences unless absolutely necessary. Except in rare cases at the discretion of the instructor, the only *excused* absences are for University-approved absences for which “Advance Approval for Absence” documentation is provided in advance as required (preferably via email). All students must keep track of their own absences.

Each student has three (3) “free” unexcused absences to use for illness, doctor visits, family trips, work, job or graduate school interviews, emergencies, etc. For each unexcused absence beyond three, the student will lose 1% of the Citizenship portion of their grade. For example, a student with a total of five unexcused absences would earn a *maximum* 8% out of the possible 10% for their Citizenship/Attendance grade. I say maximum here since there are other factors at play in your citizenship grade which include whether you participate during in-class work, games, and discussions, how you treat others in the class, and whether you abide by the electronics policy. Depending on the situation, after a total of seven (7) unexcused absences I may also initiate the student’s withdrawal from the course.

If a student is having an unusually difficult semester with regard to attendance for some reason, they should speak with me about it as soon as they are aware of the challenge they are facing. I may make exceptions to this policy depending on the circumstances. However, the longer you wait to discuss the issue, the less inclined I will be inclined to make any exceptions.

A pattern of *tardiness* is not acceptable. If a student is late, they may miss important information at the beginning of class and their homework for the day will be counted late.

There is the opportunity to earn additional “extra credit” points or gain back part of your attendance/participation points by exhibiting extraordinary organizational citizenship behavior. This behavior will most commonly manifest itself in the form of students making an extra effort to help their fellow classmates understand the material in the classroom setting. Points can also be lost on the basis of poor citizenship behaviors. Some behaviors from previous semesters that fall into this category include disruptive behavior, wearing headphones in class, using technology without permission, signing an absent classmate in on the attendance sheet, being rude to TA’s or classmates, etc.

SECTION FOUR: MISCELLANEOUS COURSE POLICIES

Cellphones/Computers: DO NOT LET THIS BE A HINDERANCE TO YOUR LEARNING!

For some students, using a laptop or cell phone is beneficial for taking notes, referencing earlier course materials, or looking up definitions. For other students, laptops and cellphones are detrimental distractions -- for instance, email, text messages, Facebook, Twitter, Snapchat, dating apps, news services, or other internet sites. You may also be **distracted** by those around you who are using these apps on their own laptops or cell phones. You have been in classes before and you probably have a good idea whether the presence of laptops and cellphones is a net help to your learning or a net detriment that makes it harder to focus on the lecture. Only you can know whether or not you’re doing yourself a favor by using a laptop in class. **We will be using computers or iPads for games.**

Texting, social media, or surfing the web during class will not be tolerated and will negatively affect your citizenship grade.

Headphones are not allowed in the classroom. On test day, hats/caps, phones, music devices, calculators and any other electronic device or auxiliary devices (ex: headphones, Bluetooth headsets, calculator/smart watches, cameras, etc.) are not allowed at your desk or within your clothing. I prefer you leave these at home or in your backpack which must be left at the front of the classroom. Failure to follow this test day procedure will result in action in accordance with the academic dishonesty policy stated below.

Format: Course material will be delivered inside and outside of class through lectures/powerpoints, group work on problems, LOTS of games and discussions. Students will be allowed to pick their own groups for group activities.

GAMES: All decision games will be run through Charles Holt's [veconlab](http://veconlab.econ.virginia.edu/login.htm) site. Go ahead and bookmark it... we will use it almost every class day. <http://veconlab.econ.virginia.edu/login.htm>

Class Participation: You should be prepared at all times to participate in classroom discussion. From time to time you may be called upon to work problems or answer questions. This should not stress you out; we're all trying to get through this class successfully together! Participation also factors into your citizenship grade for the class.

*****Strategy for Success*****

GAMING and strategy are not spectator sports! You should expect this class to be fun, challenging and interesting. A lot of material will be covered in a short period. To do well in this class, you must budget sufficient time to read, study, and practice. **You will benefit by becoming familiar with the course material before you come to class!** Do not be afraid to seek help if you need it. Good sources of help are friends and other students, paid tutors, and your instructor. The students who are most successful in this course are those who:

- are self-motivated and maintain a positive, success-driven attitude;
- do not miss class or sleep in class;
- are knowledgeable of the syllabus, course requirements, and instructor's expectations;
- are well organized and take good notes;
- communicate with their instructor and seek help on a regular basis;
- attempt each type of practice problem;
- actively participate in the class discussion; and,
- commit sufficient study resources to the course and **do not fall behind**.

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this [link](#).

Anti-Harrassmennt Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the [link](#) to ACU's policy.

APPENDIX: CLASS SCHEDULE

DATE	Material	Chapter
Week 1	What is a game? Examples and stories	1
Week 2	Classifying games	2
Week 3	Sequential move games	3
Week 4	Discrete move simultaneous games	4
Week 5	Discrete move simultaneous games	4
Week 6	Review, Exam #1	
Week 7	Mixed strategy simultaneous games	7
Week 8	Mixed strategy simultaneous games	7
Week 9	Uncertainty and information	8
Week 10	Signaling	8
Week 11	Repeated games	10
Week 12	Penalties and Rewards	10
Week 13	Review, Exam #2	
Week 14	Collective action games	11
Week 15	Presentation of final projects	
EXAM WEEK	Final Exam	Thursday May 12th 8-9:45 am

Abilene Christian University Library

M E M O R A N D U M

Date: October 29, 2020
To: Dr. Katie Wick
From: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application ECON 312 – Game Theory

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mark McCallon, Librarian Liaison for the College of Business Administration, if additional resources are needed for the course. Thank you for letting us examine the course application and syllabus.

Dr. Katie Wick
MBB 241,
(325) 674-3790
katie.wick@acu.edu

November 2, 2020

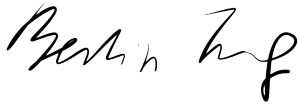
Re: Review of ECON312

Dear Dr. Wick,

Thank you for submitting the application for course ECON312: Game Theory. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements. Thank you for taking my suggestions to revise the syllabus.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Ben H. Huff". The signature is fluid and cursive, with the first name "Ben" and last name "Huff" clearly distinguishable.

Director of Instructional Design
Adams Center

SCHOOL OF INFORMATION TECHNOLOGY AND COMPUTING

M E M O R A N D U M

DATE: October 14, 2020
TO: Katie Wick
FROM: John Homer, Director for SITC
RE: New Course Proposal for ECON 312 / ITC 312

After reviewing the course proposal and justification for ECON 312 "Game Theory" and with experience of this course taught as a special topics offering in past semesters, the School of Information Technology and Computing supports the proposal to add this 3-hour ECON course to the 2021-22 catalog with a cross-listing as ITC 312.