

ECON - 105 - Principles of Microeconomics

2025-2026 Course Proposal Form

Course Information

- Please select which best fits this course proposal:*
- Course New/Reactivation Proposal
 - Course Revision Proposal
 - Course Retirement Proposal
 - Course Outcomes Revision Proposal

Department*

Business Administration

IF proposing a new course type or prefix, please select "NEW Course Type or NEW Prefix" from the dropdown and input the requested data in the new text field that follows.

Course Type:*

Economics

NEW Course Type:

NEW Prefix:

Prefix:*

ECON

Course Number:* 105

Course Title:* Principles of Microeconomics

Credit(s):* 3

Course Description:*

This course covers the major areas of modern economic theory and governmental policies. It also covers laws of supply and demand, product pricing, monopolistic competition, and extensive use of graphs to include creation and interpretations of data points.

Lecture Hours:* 3

Laboratory Hours:* 0

Clinical Hours:* 0

Internship Hours:* 0

Prerequisite(s): Satisfactory reading and writing placement test scores or ENG 097.

Corequisite(s): None

Pre / Corequisite(s): ENG 101 and satisfactory numerical placement test scores or any college level math.

Required Materials* Textbook; Contact the bookstore for the latest information.

Course Learning Outcomes:* Upon successful completion of the course, students will be able to:

1. Examine supply and demand relationships.
2. Examine price elasticity of demand.
3. Examine price elasticity of supply.
4. Interpret the impact of economics on society.
5. Examine resource allocation in perfectly competitive markets.

**Student Learning
Outcomes:***

Student Learning Outcomes:

Upon satisfactory completion of the course students should be able to:

1. Explain economics.
2. Define opportunity cost.
3. Interpret the impact of economics on society.
4. Graph the production possibility curve.
5. Define scarcity.
6. Differentiate consumers and firms.
7. Define surplus.
8. Define markets.
9. Analyze the price system.
10. Define and graph equilibrium.
11. Define proprietorship.
12. Define partnerships.
13. Define corporations.
14. Illustrate the law of diminishing marginal returns.
15. Define types of inputs.
16. Graph a demand curve.
17. Graph a supply curve.
18. Illustrate marginal costs in the short run.
19. Examine price elasticity of demand.
20. Examine price elasticity of supply.
21. Examine income elasticity.
22. Define short run marginal cost.
23. Define perfect competition.
24. Examine resource allocation in perfectly competitive markets.
25. Examine firm output.
26. Illustrate market supply curves under perfect competition.

27. Define monopoly.
28. Graph a market demand curve in monopoly.
29. Examine supply curve.
30. Compare perfect competition and monopoly.
31. Understand oligopoly.
32. Discuss monopolistic competition.
33. Examine price and output in the short run.
34. Define non-price competition.
35. Examine competition.
36. Define poverty.
37. Define pollution.
38. Examine external diseconomies.
39. Examine supply and demand for labor.
40. Recognize equilibrium wage and employment.
41. Discuss market demand and supply for labor.
42. Examine labor unions.
43. Define interest.
44. Define rent.
45. Define profit.
46. Examine income inequality.

General Education Outcomes:

Please select **up to 2** from the list of the general education outcomes taught in this course.

- Select up to 2 of the following:*
- Communicate effectively in oral and written formats
 - Employ or utilize information access and literacy skills
 - Demonstrate problem-solving and critical thinking skills
 - Employ mathematical and science literacy skills
 - Acquire a cultural, artistic and global perspective
 - Demonstrate professional and human relations skills

Types of Formative Assessment:

Please select **at least 3** formative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Formative assessment tools are learning activities or assessments that monitor

and provide ongoing feedback on student learning. Formative assessments allow students to identify their strengths and weaknesses and for instructors to address student questions and misunderstandings

- Select at least 3 of the following:***
- Practice Quizzes
 - Paper Drafts
 - Class Discussions/Q&A
 - Low-stakes Group Work
 - Homework Assignment
 - Surveys/Polls
 - Laboratory/Instrument Practice
 - Written Reflections
 - Self-appraisal using study guides, quiz software, interactive textbook
 - Other

Types of Summative Assessment:

Please select **at least 2** summative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Summative assessment tools are learning activities or assessments that evaluate student learning at the end of an instructional period, like a module, unit, or course. Summative assessments are formally graded and allow instructors to determine whether and to what extent students have met the course learning outcomes.

- Select at least 2 of the following:***
- Instructor-Created Exams/High-Stakes Quizzes
 - Standardized Tests
 - Laboratory Reports
 - Final Projects
 - Final Essays/Research Papers
 - Final Presentations
 - Final Reports
 - Internships/ Clinical Site Evaluations
 - Other

Minimum Acceptable Standards*

***Minimum acceptable standards:**

For assignments the student must meet the set deadlines, use correct grammar and spelling, and demonstrate the application of concepts expected in the “real world.” Graded tests [quizzes] must be 70% (C) or above, to demonstrate satisfactorily an acceptable understanding, and basic competencies, of the outcomes.

['C' or Higher Grade Repeat Provision]:

A student may repeat a course in which a grade of “C” or higher was earned. All grades will be calculated in the grade point average. The original grade will not be deleted from the grade point average. Credit hours from repeated courses can only be applied once toward completion of degree requirements. Financial aid will pay for only one repeat of a previously passed course. See financial aid SAP policy for more details.


Please answer the following questions related to your curriculum proposal:

Why are you recommending these changes? (courses outdated, recommendation of advisory committee, results of assessment activities and data, better attainment of program/course outcomes)

Justification:* Nothing is changing beyond the pre/co-requisites changes. Students are currently facing difficulties registering for this class without specific instruction from the program director as well as overrides from the ACTion Center. All English utilized in this course is at an introductory level, and does not require additional courses to understand the materials.

Last Semester Needed: NA

Impact Report Statement

List all program(s) or course(s) affected by these changes. If no program(s) or course(s) are affected, please state "NA" below. Run an Impact Report by clicking  in the top left corner and answer below according to the results.

Impact Report: NA

What impact will these changes have on other courses or programs? (List impacted programs and comments or input you have gathered from other faculty, program directors, or Division Chairs)

Other Courses or Programs: NA

What impact will these changes have on institutional resources? (Budget, faculty, equipment, labs, instructional design, etc.) Have you already discussed this impact with appropriate personnel (financial aid, administration, division chair, other faculty)?

Institutional Resources: Faculty will no longer have to approve overrides, ACTion Center employees will no longer have to provide overrides.

What impact will these changes have on current students? How will you ensure that current students are not penalized by these changes?

Current Students: NA

What impact will these changes have on transferability, national/regional association standards, etc.?

Transferability, National / Regional Association Standards, Etc.: NA

What impact will these changes have on the institution's mission and student's achievement of general education

outcomes/requirements?

**Mission; General
Education Outcomes
/ Requirements:** NA

Administrative Use Only

Please do **not** alter the information within this section.

Course OID:

**Information or Voting
Item:** Information Item (If the proposal does not impact other courses, select this
option)
 Voting Item

**Implementation
Semester and Year***

