

## DEPARTMENT OF ECONOMICS

### Student Learning Outcomes – Bachelor of Science and Arts Degrees

CIP Code: 450601

*Approved: December 1, 2003*

#### Course Requirements

All students graduating with either a B.S. or a B.A. degree in economics at Kansas State University must take 10 courses in the Department of Economics as a part of their graduation requirements; the 5 specified courses are referred to as the “core courses”:

Econ. 110	Principles of Macroeconomics
Econ. 120	Principles of Microeconomics
Econ. 510	Intermediate Macroeconomics
Econ. 520	Intermediate Microeconomics
Econ. 580	Senior Seminar in Economics

*Plus*

5 economics courses at the 500, 600, or 700 levels

#### Grading and Assessment

- a) Students must receive a grade of C or better in both 510 and 520.
- b) Students must receive a grade of C or better in all courses at the 500 level or higher or earn a GPA of 2.5 in all economics courses used to satisfy the degree requirement.
- d) Courses taken A/pass/F may not be used to meet these requirements.

Meeting these criteria is taken as *prima facie* evidence that students have satisfactorily demonstrated their proficiency in the 6 learning outcomes envisioned by the University.

#### Learning Outcome

#### Core Course(s) Where Acquired and Measured

##### A. KNOWLEDGE

Undergraduate majors in Economics will acquire knowledge in the following areas and demonstrate their mastery of

1. opportunity costs, the need to make choices because of scarcity; the fact that “there’s no such thing as a free lunch”

110, 120, 510, 520, 580

Core Courses Where Acquired and Measured

2. the use of models, formulas, graphs, algebra, etc., to describe economic phenomena and generate predictions	110, 120, 510, 520, 580
3. competitive markets as a means to efficient allocation and how the presence of externalities, market power, and imperfect information impede this process	110, 120, 520
4. the distinction between real and nominal values, as well as costs, causes, and control of inflation	110, 120, 510, 520, 580
5. economic statistics (e.g., inflation, unemployment, GDP, economics growth, etc.)	110, 510, 580
6. government's involvement in the economy through taxes, transfer payments, provision of services, regulation, etc.	110, 120, 510, 520, 580
7. the use of marginal analysis and the principle of diminishing returns	110, 120, 510, 520, 580
8. the advantages of specialization and trade at both the personal and national levels	110, 120, 520
9. the use of fiscal and monetary policy – deficits, interest rates, changes in the money supply, etc. – to influence overall economic performance	110, 510, 580
10. the determinants of economic growth	110, 120, 510, 520, 580
11. the costs and causes of unemployment; public policies to ameliorate it	110, 120, 510, 520, 580
12. the costs and causes of discrimination; public policies to ameliorate it	120

Core Courses Where Acquired and Measured

**B. CRITICAL THINKING**

Our majors will enhance their ability to think critically and demonstrate their ability to do so in all economics classes; measuring and evaluating this outcome occurs in every economics course. 110, 120, 510, 520, 580

**C. COMMUNICATION SKILLS**

Speaking and writing skills are emphasized to some degree in most upper level economics courses, as well as in the specified core courses. Indeed, it would be impossible for a student to select 5 upper level economics classes and completely evade evaluation of his/her speaking and writing. (*Vide Appendix.*) 510, 520, 580

**D. DIVERSITY**

Within the economics curriculum, students come to appreciate how interrelated our lives are as individuals and as a nation and the costs of discrimination. (*Vide supra*: knowledge outcomes 8 and 12.) In addition, students come to appreciate the value of diversity by working with female and international faculty members in the Department. The Department recognizes and actively encourages a diversity of viewpoints among its students and faculty. 110, 120, 520, 580

**E. OWNERSHIP OF LEARNING**

Throughout their undergraduate careers, economics students routinely confront novel and alternative approaches to understanding and interpreting economic information. They acquire historical perspective on the ever changing nature of economics and a recognition of their own need to reevaluate and modify where necessary their understanding of economic phenomena. 110, 120, 510, 520, 580

## F. PERSONAL AND PROFESSIONAL DEVELOPMENT

### Ethics:

Students learn to apply accepted practices with respect to methodology, analysis, and reporting of results, culminating in conclusions that are transparent and well supported by the process. 110, 120, 510, 520, 580

### Core Courses Where Acquired and Measured

### Personal and Social Responsibility:

Economics students learn that individuals tend to act in ways that promote their self-interest. They learn that markets predicated on this principle sometimes fail to operate efficiently. In these instances, students learn that society may be made better off through collective action. Students' training in this area helps to foster a sense of social responsibility. 110, 120, 510, 520, 580

### Leadership and Teamwork:

Students acquire leadership and teamwork skills through group projects, class presentations, and individual research projects in many upper level courses outside the core, as well as in the indicated core courses. 510, 520, 580

APPENDIX

Upper Level Undergraduate Non-Core Courses

	527	530	540	555	620	627	630	631	633	640	681	682	690	710
Class Presentations	✓		✓		✓	✓						✓	✓	✓
Shorter Papers (2-5 pages)	✓	✓		✓	✓							✓		✓
Longer Papers (6 pages or more)	✓			✓		✓	✓		✓	✓		✓	✓	✓
Group Projects	✓					✓								
Graded Class Participation	✓		✓		✓	✓			✓			✓		✓
Small Group Work (in class)	✓				✓	✓			✓	✓				