

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number ECON 261-Principles of Microeconomics or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

The department of Management Sciences is proposing ECON 261 - Principles of Microeconomics for inclusion in the University's general education Social and Behavioral Sciences menu. Please see the formal proposal, attached hereto.

Indicate the requested change.

	Change to a Course	Dept /Sc hool 1	Coll ege	Dea n	TE C	UG EC	AU AC/ Grad	Prov ost	Pres iden t
1.	Title (description unchanged)	A	A	A	I	—	I	I	I
2.	Description (not affecting content)	A	A	A	I	—	I	I	I
3.	Course term(s)	A	I	A	I	—	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	—	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	—	A	A	I
6.	Course number within the hundred	A	A	I	I	—	I	I	I
7.	Course number beyond the hundred	A	A	A	A	—	A	A	I
8.	Prerequisites	A	A	A	I	—	I	I	I
9.	Course fee(s)	A	—	A	—	—	—	A	I
10.	From U to G or G to U	A	A	A	A	—	A	A	I
11.	Cross-list course	A	A	A	A	—	A	A	I
12.	Department of record	A	A	A	A	—	A	A	I
13.	Close a course	A	A	A	A	—	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	—	A	A	I

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	Change to the University Requirements (All Campuses)	D e p t . / S c h o o l	C o l l e g e	D e a n	T E C	U G E C	A U A C / G r a d	P r o v o s t	F a c u l t y	P r e s i d e n t	T r u s t e e s
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ 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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² Courses that satisfy ACU's University Requirements 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.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
 Signature	9/14/22 Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

University General Education Council	
Chair's signature	Approval date

Abilene Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of Faculty Senate	Approval date

President	
Signature	Approval date

Principles of Microeconomics (ECON 261)

Syllabus – Fall 2022

Instructor: Dr. Trent McNamara

Lecture Times: MWF 1:00pm – 1:50pm & 2:00pm – 2:50pm @ MBB 218

Office Hours: TR 3:00pm - 4:30pm, or by appointment

Office: MBB 252

Email: tgm21a@acu.edu

Course Description

In this course, we study the behaviors of consumers, households, and firms. Our analysis of these individual decision-makers focuses on identifying how they make decisions, how decisions between these entities relate to each other, determining relative prices of goods and factors of production, and understanding quantities of goods and services that are bought and sold in an economic environment. In a world of scarce resources, these concepts help us determine the primary mechanism through which these scarce resources are allocated.

Prerequisites None

Student Learning Outcomes

In *Principles of Microeconomics*, you will learn many of the basic models used to study the behaviors of decision-makers and the application of these models to real-world principles. In total, you will be able to investigate behavior and interactions among individuals, groups, institutions, events, and social systems; compare and contrast multiple viewpoints for different government policies and interventions, and predict likely outcomes; evaluate real-world economic questions within a rhetorical context; and read and interpret quantitative data common to economists.

The table below describes some specific examples of these primary outcomes as well as how they will be assessed.

Outcomes	Related Assignments
Investigate behaviors and interactions to understand the incentives that underlie basic models of supply, demand, and their equilibrium	Exams, Homeworks
Learn about elasticity and its relation to the real-world	Exams, Homeworks
Compare and contrast different government policies, analytically determine and predict how government interventions impact the allocation of limited resources	Exams, Homeworks, Current Event Assignment
Read and interpret quantitative data to learn how firms react in different types of market environments and how this leads to potentially very different prices and suggest business strategy	Exams, Homeworks, Debate Assignment

Course Contribution to Overall Business Perspective

Microeconomics at its core is the study of how the most granular entity – a person – makes decisions. As such, we focus on learning and understanding what incentivizes people to make the decisions they do. From a business perspective, this framework allows us to think of business problems from the perspective of consumers giving us greater insight and predictive power about how they might respond to business decisions (price changes, promotions, product bundling, etc). From a government perspective, we can predict the impact of various policies allowing us to make informed decisions before implementing nation-wide changes leading to a more efficient allocation of resources.

Course Contribution to Christian Service and Leadership

As we build on our primary models, we learn how decisions of individuals, businesses, and governments positively and negatively impact each other. Individual choices have impacts on others. Looking at these tradeoffs with a focus on biblical principles and ethics allows us to think about the many difficult economic problems with an eye towards serving God.

The COBA Mission

"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

We educate business and technology professionals for Christian service and leadership throughout the world. This mission is accomplished through:

- **Holistic student learning and development** – We seek spiritual, academic, and professional growth over the life of each student through exemplary teaching, experiential learning, and relationships with Christian faculty, professional staff, and engaged alumni.
- **Research and innovation** – We engage faculty, staff, and students in scholarly and practitioner research as well as innovation and entrepreneurship that impacts the university, academy, church, industry, and society.
- **Service and leadership** – We marshal the resources, gifts, and diversity of this Christian community to meaningfully serve and lead in the university, academy, church, industry, and society.

Text and Supplements

The following texts and classroom resources will be used in the course:

Text: Modern Principles: Microeconomics 5th Edition by Cowen and Tabarrok (Macmillan)
ISBN: 9781319329785

You need the Achieve access code! For reference, please follow this [link](#) to register for access to Achieve. A direct link to our Achieve course can be found [here](#). Homework will be assigned through Achieve so it is necessary for course completion.

Grade Determination

Grades are determined by homework, three midterm exams, and a final exam. Final grades will be assigned A=[90-100], B=[80-90), C=[70-80), D=[60-70), F=[0-60). Homework is worth 20% of your grade, and I will drop your two lowest scores automatically. It will be an online Achieve assignment and you will have unlimited attempts. The goal is for you to learn the material and make a good grade. You may work on the homework by yourself or within a group.

The remaining 80% of your grade will be determined by four exams. Three of these are midterms while the remaining one is a final. The single lowest score across these four exams will be dropped and the remaining three will be averaged to determine 80% of your course grade. If you miss an exam due to a university-excused absence, then you must notify me within 24 hours of the exam time and present written documentation to schedule a makeup. No makeups will be scheduled for unexcused absences.

Hence, grades are determined using the following formula for student i :

$$CourseGrade_i = 0.8 * ExamAvg_i + 0.2 * HWAvg_i,$$

where $ExamAvg_i$ is the average score across the student's $N-1$ highest exam scores, for N exams given in a semester, and $HWAvg_i$ is the average score across the student's $M-2$ highest homework scores, for M homeworks given in a semester.

Midterms are comprehensive and will take place in class. However, midterms will focus more heavily on current lecture material whereas the final exam will test over the entire course material. Unless otherwise indicated, no outside material will be allowed during exams. Exams and homeworks are designed to use qualitative and quantitative questions to evaluate your ability to process rhetorical claims and evaluate them through the lens of economics models. Students will be expected to synthesize information that comes from multiple sources, draw conclusions, and identify potential

remedies to economic issues. Beyond this, students will be expected to analyze tabular and graphical data, asked to identify their underlying economic concepts, and predict likely outcomes using economic models.

There may be an additional current event assignment or public policy debate essay required. These will count as an additional homework assignment if assigned. Respectively, for the current event assignment, students will find a recent news article that discusses a current event about a microeconomics topic that requires the use of the Supply and Demand graph. Then, students will explain the economics found in the newspaper article to a college educated colleague who has not necessarily taken a microeconomics class. Importantly, students will be expected to summarize the article using economic models then be able to make predictions about what is likely or not likely to happen based on their understanding of core concepts illustrated both verbally and graphically. For the policy debate, in groups, students will work on a series of short essays that focuses on debating economic aspects of public policy. Within each group, some students will be assigned to arguing in favor of the policy, and others assigned to arguing against the policy. Student will weigh the tradeoffs and potential consequences associated for both and illustrate these using economic models and concepts. Use of outside references can aide an argument.

This course serves as a prerequisite for other courses in ACU's College of Business. If you are pursuing a degree in the College of Business, you must earn a grade of C or better for the course to satisfy the prerequisite requirement.

Attendance/ Late Assignments/Missed Exams:

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online. If a student accrues more than nine absences, the student will receive an "F" as a final grade. Attendance will be tracked using a daily in-class sign in sheet.

If for an extended period a student becomes too ill to engage the course material, the student and professor will work with SOAR to develop and plan that ensures the student's academic and physical well-being.

No late assignments will be accepted under any circumstances since they will be available online and can be completed at any time. If you miss an exam due to a university-excused absence, then you must notify me within 24 hours of the exam time and present written documentation to schedule a makeup. No makeups will be scheduled for unexcused absences.

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. 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. Alpha also houses tutors for this class. If you are struggling, get help early.

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.

Academic Integrity

COBA Honor Code

Objective: COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

Competence: To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

Character: A reputation of good character is built slowly through testing yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

Community: A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

COBA supports ACU's Academic Integrity Policy (www.acu.edu/campusoffices/campuslife/acad_integrity.html). This important policy offers examples of academic infractions and a process for assigning consequences and voicing appeals. Ignorance of this policy is never an excuse. Individual instructors will define course specific definitions, however, in general you should avoid:

- 1) **Plagiarism** - Copying or even paraphrasing words or ideas from another source (including current or past students) without giving adequate credit.
- 2) **Lying** - Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
- 3) **Cheating** - Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity: 1) A zero for the assigned work, 2) A failing grade for the course, 3) Dismissal from the university.

Tentative Class Schedule

Date	Topics and Due Dates*
M Aug 29 W Aug 31 F Sep 2	Syllabus and Introduction Chapter 1 – The Big Ideas Chapter 1 – The Big Ideas: Class Exercise
M Sep 5 W Sep 7 F Sep 9	Labor Day - No Lecture (Achieve Survey Due) Chapter 3 – Supply and Demand Chapter 3 – Supply and Demand (HW1 Due)
M Sep 12 W Sep 14 F Sep 16	Chapter 3 – Supply and Demand Chapter 4 – Equilibrium Chapter 4 – Equilibrium (HW2 Due)
M Sep 19 W Sep 21 F Sep 23	Chapter 4 – Equilibrium: Class Exercise Chapter 5 – Elasticity Chapter 5 – Elasticity (HW3 Due)
M Sep 26 W Sep 28 F Sep 30	Chapter 5 – Elasticity Chapter 8 – Price Ceilings and Price Floors Chapter 8 – Price Ceilings and Price Floors: Class Exercise
M Oct 3 W Oct 5 F Oct 7	Midterm #1 Review (HW4 Due) Independent Study - No Lecture Midterm #1 (covers chapters 1, 3-5)
M Oct 10 W Oct 12 F Oct 14	Chapter 6 – Taxes and Subsidies (HW5 Due) Chapter 6 – Taxes and Subsidies Chapter 6 – Taxes and Subsidies
M Oct 17	Chapter 10 – Externalities (HW6 Due)

W Oct 19	Chapter 10 – Externalities
F Oct 21	Fall Break
M Oct 24	Chapter 19 – Public Goods
W Oct 26	Chapter 19 – Public Goods: Class Exercise
F Oct 28	Chapter 11 – Costs, Profits, and Competition (HW7 Due)
M Oct 31	Chapter 11 – Costs, Profits, and Competition
W Nov 2	Midterm #2 Review
F Nov 4	Midterm #2 (covers chapters 6, 8, 10, 19)
M Nov 7	Chapter 11 – Costs, Profits, and Competition
W Nov 9	Chapter 11 – Costs, Profits, and Competition
F Nov 11	Chapter 13 – Monopoly (HW8 Due)
M Nov 14	Chapter 13 – Monopoly
W Nov 16	Independent Study - No Lecture
F Nov 18	Independent Study - No Lecture (HW8.5 Due - Current Event Study)
M Nov 21	Chapter 13 – Monopoly
W Nov 23	Thanksgiving
F Nov 25	Thanksgiving
M Nov 28	Chapter 15 – Oligopoly (HW9 Due)
W Nov 30	Chapter 15 – Oligopoly
F Dec 2	Chapter 15 – Oligopoly
M Dec 5	Chapter 15 – Oligopoly
W Dec 7	Midterm #3 Review (HW10 Due)
F Dec 9	Midterm #3 (covers chapters 11, 13, 15)
R Dec 15 8:00 – 9:45am	ECON 261.01 Final Exam (covers all course material)
F Dec 16 12:00 – 1:45pm	ECON 261.02 Final Exam (covers all course material)

*Due dates for homework are at 11:59pm on their listed day. Due dates for any paper items are for the scheduled lecture meeting time.

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	ECON 261 – Principles of Microeconomics
Terms offered:	Fall, Spring
Catalog description:	Economics of the firm and industry; supply and demand; revenue and costs; profits; consumer behavior; markets; the price system; the role of government; inequality; d comparative economic systems. Prerequisite: 24 earned hours. May be used to satisfy University Requirements.
Course prerequisites:	24 earned hours
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course focuses on the behaviors and institutions that shape free market economies, with a particular emphasis on the way individual and group behavior affects the economy and reflects the complexity of the larger system. Students are expected to be able to use the language of economics to discuss microeconomic issues, such as the price mechanism and factors affecting inequality.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

Economics is fundamentally a social science, and the course is based on social scientific analysis and reasoning.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

ECON 261 does not have course prerequisites. There is a requirement that students have at least 24 credit hours, but this is merely to indicate that the course requires sophomore-level work.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Exams, Homework – all exams focus on investigating behaviors and interactions of buyers and sellers in markets at many different levels. From this investigation, we develop models of supply, demand, and their equilibrium. This identifies the following outcome: - Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems
Outcome A2	Exams, Homework – students will be tested using qualitative and quantitative questions about public policy coming from various sources that rely on a student to process these rhetorical claims and evaluate them through the lens of economics models. This identifies the following outcome: - Interpret source within rhetorical context
Outcome C1	Public Policy Debate Assignment – in groups, students will work on a series of short essays that focuses on debating economic aspects of public policy. Student will compare and contrast multiple viewpoints of a policy, their tradeoffs, potential consequences, and illustrate these using economic models and concepts. This identifies the following outcome: - Compare and contrast multiple viewpoints on a topic Exams, Homework – students will be expected to synthesize information that comes from multiple sources, draw conclusions, and identify potential remedies to economic issues. This identifies the following outcome: - Synthesize information from multiple sources
Outcome C2	Current Event Assignment – students will find a recent news article that discusses a current event about a microeconomics topic that requires the use of the Supply and Demand graph. Students will be expected to summarize the article using economic models and be able to make predictions about what is likely or not likely to happen based on their understanding of core concepts illustrated both verbally and graphically. This identifies the following outcome: - Read and interpret data in a form that is appropriate for the discipline Exams, Homework – students will be expected to read and interpret tabular and graphical data, identify their underlying economic concepts, and predict likely outcomes using economic models. This identifies the following outcome:

	- Read and interpret data in a form that is appropriate for the discipline
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Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions across all exams.	Students correctly answer 75% or more of SBS test questions across all exams.	Students correctly answer 90% or more of SBS test questions across all exams.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source			
Interpret source within rhetorical context	Students correctly answer fewer than 75% of test questions across all exams.	Students correctly answer 75% or more of test questions across all exams.	Students correctly answer 90% or more of test questions across all exams.
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic	Student are unable to recognize policy tradeoffs or describe them using economic models.	Student are able to recognize policy tradeoffs and describe them using economic models.	Student are able to recognize policy tradeoffs and describe them using economic models. Students are also able to recognize the conflict between multiple viewpoints and suggest a position that solves that conflict.
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources	Exams scores for C1 questions <75%.	Exams scores for C1 questions $\geq$ 75%.	Exams scores for C1 questions $\geq$ 90%.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students incorrectly identify a current event, are unable to identify economic connections, and	Students correctly identify a current event, its economic connection, and are generally able to draw conclusions and	Students correctly identify a current event, its economic connection, are able to draw complex conclusions, can suggest

	are unable to draw conclusions or describe them in writing or graphically. Exams scores for C2 questions < 75%.	describe them in writing and graphically. Exams scores for C2 questions $\geq 75\%$.	potential solutions, and describe them clearly in writing and graphically. Exams scores for C2 questions $\geq 90\%$.
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Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.