

Abilene Approval Chart for Curriculum Changes

A = Approve

I = Information Item

R = Respond In Writing

Course Number: **AGRB 261**

or Degree Plan(s):

Add AGRB 261 - Principles of Agricultural and Applied Economics to the Social and Behavioral Sciences General Education Menu. See attached application.

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

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. Master's programs

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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

	Department/School(s)
Chair Signature	Date 01/26/2024

Chair/Program Director Signature	Date
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College Academic Council(s)

Chair Signature	Date
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Chair Signature	Date
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Dean(s)

	Date Feb 7, 2024
Signature	Date

Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost



Mar 3, 2024

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

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:	AGRB 261 - Principles of Agricultural and Applied Economics
Terms offered:	Spring
Catalog description:	A study of microeconomics principles and their application to food, fiber and natural resource issues.
Course prerequisites:	24 earned hours.
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
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). AGRB 261: Principles of Agricultural and Applied Economics is a sophomore level class that teaches microeconomic principles. These principles are widely applicable, though the course focuses on examples from agriculture. The only prerequisite is 24 earned hours. Microeconomics examines how individuals and businesses make decisions to allocate resources of production, exchange, and consumption.

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).

As expressed in competency 2, students are expected to learn to anticipate adjustments in consumption patterns using information on opportunity cost, consumer behavior, demand, and elasticity. In competency 3 students incorporate concepts of marginality, costs, and supply to predict production patterns. Competency 4 evaluates how market structures impact price formation and decision making. All of these concepts are assessed through weekly assignments and test questions.

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).

Although the application of the principles taught in this course is focused on agribusiness, the concepts themselves (e.g. opportunity cost, consumer behavior, marginality) are widely applicable.

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	Questions on first exam
Outcome A2	February commodity report
Outcome C1	Semester long commodity project
Outcome C2	Problems on first exam

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 answer <70% of the test questions correctly	Students answer 70% or more of the test questions correctly	Students answer 90% or more of the test questions correctly

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fails to show understanding of commodities reports	Demonstrates basic understanding of commodities reports	Demonstrates superior understanding of commodities reports
Interpret source within rhetorical context	Unable to use commodities reports to predict returns	Able to use commodities reports to predict returns	Able to use commodities reports to maintain profitable returns
Evaluate relevance of source within multiple contexts	Fails to use commodities reports to predict returns for multiple commodities	Able to use commodities reports to predict returns for multiple commodities	Able to use commodities reports to predict profitable returns for multiple commodities

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	Fails to effectively use commodities reports from both perspectives	Able to use commodities reports from producer and purchaser perspectives	Able to use commodities reports profitably from producer and purchaser perspectives
Develop and express an evidence-based viewpoint on a topic	Inadequately uses commodities reports to minimize risk	Can use commodities reports to minimize risk in sales or purchases	Uses commodities reports to minimize risk and maximize profit in sales or purchases
Synthesize information from multiple sources	Does not effectively incorporate reports on commodities from other students	Able to incorporate reports from other students on multiple commodities in final report	Clearly incorporates reports from other students on multiple commodities in final report

Student Learning Outcome C2

Students will be able to:	Shortcomings	Points of Excellence
Read and interpret data in for the discipline	Students complete <70% of the test problems correctly	Students complete >90% or more of the test problems correctly

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.

ABILENE CHRISTIAN UNIVERSITY

DEPT OF AGRICULTURAL & ENVIRONMENTAL SCIENCES

COURSE INFORMATION:

Course ID: AGRB 261.01
Course Title: Principles of Agricultural and Applied Economics
Semester/Year: Spring, 2024
Credit Hours: 3 hour lower-division course
Location/Time: OSC 265, TR 8:00 – 9:20 a.m.

PROFESSOR INFORMATION:

Instructor: Jim Judah
Adjunct
Associate Professor of Agriculture
Office: OSC 145-E
Office Hours: T-Th7:30 – 8:00 a.m.
Phone: 674-2401
E-mail: jxj05H@acu.edu
P.O. Box: ACU 27986

ACU MISSION:

To educate students for Christian service and leadership throughout the world.

A&E MISSION:

To educate students for Christian stewardship of sustainable agricultural and environmental systems throughout the world.

PRIMARY AUDIENCE:

This course is required for students pursuing any degree program in agricultural and environmental sciences. Students must have completed 24 semester hours before enrolling

COURSE DESCRIPTION:

A study of microeconomics principles and their application to food, fiber and natural resource issues. Prerequisite: 24 earned hours

COURSE GOAL:

Students will identify the personal values shaping their perception of the world around them. These values will be juxtaposed against the basic microeconomic principles introduced during the semester. Students are expected to incorporate these principles in developing approaches/solutions to recurring economic issues. It is imperative students understand that the interpretation of economic events is affected by the values they hold as individuals, particularly those forming the basis of Christian convictions.

COURSE COMPETENCIES AND EVALUATION METHODS:

- Effectively communicate the basic knowledge about the agribusiness environment in writing. This is accomplished through writing abstracts on selected articles.
- Integrate the economic concepts of opportunity cost, consumer behavior, demand and elasticity to anticipate adjustments in consumption patterns. Competency is demonstrated by satisfactorily completing in-class assignments and Exam 1 & 2.
- Incorporate the economic concepts of marginality, costs and supply to predict production patterns. Competency is demonstrated by satisfactorily completing in-class assignments and Exam 3 & 4.
- Evaluate various market structures and the impact on price formation and decision making. Competency is demonstrated by satisfactorily completing in-class assignments and Exam 5 & 6.
- A comprehensive final examination is administered to emphasize the relationships among these various microeconomic concepts.

CLASS FORMAT:

The course meets two days per week (one hour and twenty minutes each period) for a total of three hours of classroom instruction. Though students must prepare and complete work as individuals, team-based learning is also used in this class.

ATTENDANCE:

Be here and on time! This is particularly important when hosting guests or we are on educational trips. I will check roll. University policy states that you may be dismissed from class if your absences exceed 20 percent of the scheduled class meetings. This translates to a maximum of six TR meetings.

UNIVERSITY POLICIES

ADA COMPLIANCE:

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 325-674-2667.

ACADEMIC INTEGRITY:

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Campus Life web site [Academic Integrity](#) and the following offices:

provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

HARRASSMENT POLICY: As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

FERPA: "The Family Educational Rights and Privacy Act" affords the student certain rights with respect to student records." _Refer to the ACU course [catalog](#) for a more thorough discussion.

GRADING CRITERIA AND COURSE GRADE:

Exams

Six major exams will be given during the semester, worth 100 points each.

Assignments

Work will **NOT** be accepted late for any reason other than approved sick leave or absence due to approved school activities. In either of these instances, work must be turned in before the anticipated absence or before returning to class. Assignments will consist of:

- Problems – 300 points
- Library Research/Team Projects – 100 points

Determination of the Final Grade

A = 90 – 100 (900+ points)

B = 80 – 89 (800+ points)

C = 70 – 79 (700+ points)

D = 60 – 69 (600+ points)

F = ≤ 59 (<600 points)

TEXT (REQUIRED):

Penson, Capps, and Rosson, Introduction to Agriculture Economics, Second Ed.

ADDITIONAL COURSE POLICIES:

- To reiterate, WORK IS NOT ACCEPTED LATE. IF YOUR WORK IS NOT AVAILABLE AT THE BEGINNING OF THE CLASS PERIOD FOR WHICH IT IS ASSIGNED, IT IS LATE AND IS NOT ACCEPTED!

- NO EXTRA CREDIT ASSIGNMENTS ARE GIVEN.
- All work is word-processed in font **Times New Roman**, font size 12, one inch margins top-bottom-sides, unless it is done in class.
- Headgear (e.g., caps or hats) is to be removed by men and women upon entering class.
- I expect the highest standards of integrity, honesty, and a diligent work ethic in this class.
- In the case of class converting to online only, all information and assignments will be through my ACU email.

COURSE SCHEDULE:

	Tuesday			Thursday	
January	16	Introduction, Ag Commodities		18	Ag Industry, Jobs
	23	Economic Impact Agriculture		25	Decision Making
	30	Consumer Behavior	February	1	Exam 1, Jan Commodity Due
	6	Opportunity Cost, Marginal Thinking		8	Consumer Utility
	13	Consumer Demand		15	Exam 2
	20	Expanding Marginal Concepts		22	Marginal Cost
27	Marginal Cost Problems	29		Exam 3	
March	5	February Commodity Due, Supply Concept			7
	12	Spring		14	Break
	19	Supply Elasticity		21	Exam 4
	26	Marketing, Farm to Fork		28	Library Research
April	2	March Commodity Due, Market Structures		4	Price Formulations
	9	Production Possibilities		11	Exam 5
	16	Commodity Markets		18	Futures Markets
	23	Option Markets		25	Exam 6
	30	Life skills (Insurance Budgeting)	May	2	Review

Final Exams: May 7th-10th