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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| NA Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Donald Kennedy 10/9/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| J. Kim Pittcock 10/9/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Timothy Burcham 10/9/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Mark Jordan,** [**mjordan@astate.edu**](mailto:mjordan@astate.edu)**, (870) 972-3942**

2. Proposed Starting Term and Bulletin Year

**Spring 2018**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**AGEC 4113**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Livestock and Poultry Economics shortened title for transcripts: Livestock and Poultry Econ**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Production and marketing costs associated with raising livestock and poultry, providing value-added meat and protein products to consumers, with emphasis on market analysis of cattle, hog, broiler, turkey, and egg-laying sectors.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites? **Yes**
   1. If yes, which ones?

**ANSC 1613; AGEC 1003 or ECON 2313 or ECON 2323**

* 1. Why or why not? **Students need to have the basics of the both animal science production and then an understanding of economic theories.**

1. **Yes / No** Is this course restricted to a specific major? **No**
   1. If yes, which major?

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**Spring**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard Letter**

10. **Yes / No** Is this course dual listed (undergraduate/graduate)? **No**

11. **Yes / No** Is this course cross listed? **No**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain.

12. **Yes / No** Is this course in support of a new program? **No**

a. If yes, what program?

13. **Yes / No** Does this course replace a course being deleted? **No**

a. If yes, what course?

14. **Yes / No** Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. **Yes / No** Has it been confirmed that this course number is available for use? **Yes**

16. **Yes / No** Does this course affect another program? **No**

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) **The following outline was used during Spring 2017 when Livestock and Poultry Economics was offered as a special problems course.**

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| Date | Topics / Objectives / Highlights |
| Week 1 | Course Overview & Introductions |
| 1 | History and Overview of Livestock and Meat Production |
| 2 | Cattle/Beef: An Examination of the Cow-Calf Sector |
| 2 | Cattle/Beef: An Examination of the Cow-Calf Sector, Backgrounding Cattle |
| 3 | Cattle/Beef: The Feedlot and Finishing Cattle |
| 3 | Cattle/Beef: Slaughter and Meat Processing |
| 4 | Cattle/Beef: Beef Prices, Marketing Channels, and Consumer Demand |
| 4 | Cattle/Beef: Current Issues and Market Trends |
| 5 | Hogs/Pork: Market Structure, Vertical Integration, Etc. |
| 5 | Hogs/Pork: Production Economics |
| 6 | Hogs/Pork: Production Economics |
| 6 | Hogs/Pork: Slaughter and Meat Processing |
| 7 | Hogs/Pork: Pork Prices, Marketing Channels, and Consumer Demand |
| 7 | Hogs/Pork: Current Issues and Market Trends; Review |
| 8 | **Midterm Examination (Exam 1)** |
| 8 | Broilers: Market Structure, Vertical Integration, Etc. |
| 9 | Broilers: Farm-Level Considerations, Production Contracts, Etc. |
| 9 | Broilers: Production Contracts, the Tournament System, Etc. |
| 10 | Broilers: Slaughter and Meat Processing |
| 10 | Broilers: Prices, Marketing Channels, and Consumer Demand |
| 11 | Broilers: Current Issues and Market Trends |
| 11 | Turkeys: Market Structure, Production Economics, Etc. |
| 12 | Turkeys: Slaughter and Meat Processing |
| 12 | Turkeys: Prices, Marketing Channels, and Consumer Demand; Current Issues |
| 13 | Eggs: Market Structure and Overview; Prices and Consumer Demand |
| 13 | Eggs: Current Issues and Market Trends; Semester Project Due |
| 14 | Project Presentations – 1st Round |
| 14 | Project Presentations – 2nd Round; Review |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**None**

19. Department staffing and classroom/lab resources

**Standard classroom only.**

1. Will this require additional faculty, supplies, etc.?  **No**

20. **Yes / No** Does this course require course fees? **No**

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**There is a deep historical context with regard to the domestication of specific animal species and use of these animals to produce meat and protein products for consumption in society. One of the foundational components in understanding and discussing changes in agriculture throughout time is how higher and higher levels of income and affluence have tended to coincide with higher levels of meat/protein consumption. Students coming through our program and taking this course should be equipped with a thorough understanding of the how the animal agriculture sector is structured, details about cattle, hog, broiler, turkey, and egg production and the costs involved in raising and marketing these animals and their derived meat/protein products to consumers, and any relevant and/or current issues related to caring for animals and using them as a food source. Special attention is often paid to the grain, oilseed, and fiber element of the agriculture sector in several other AGEC courses we offer, but issues related to livestock and poultry farming are not covered in nearly as much detail or as thoroughly in these other courses. This course would help address that void in supporting a complete view of the broader agriculture sector.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**Our program-level student learning outcome is for students to be able to “apply economic, management, marketing and financial tools to make decisions in agricultural firms.” Those “agricultural firms” may have ties to the grain, oilseed, and fiber side, to the animal agriculture side, or possibly both. As was addressed above, students in our program could use more exposure to what goes on in animal agriculture, so if we want them to competently and confidently be able to fulfill the program-level learning outcome and apply that to ALL agricultural firms, there should be a course available to help them better understand specifics about animal/meat production and marketing, on top of the detailed instruction they’re already receiving around crop (grains, oilseeds, and fiber) production and marketing.**

c. Student population served.

**This will predominantly serve students majoring in Agricultural Business, although the subject area should be of interest to most Agriculture students of all majors. Animal science majors may find the course of particular interest as an elective as part of their educational and career pursuits.**

d. Rationale for the level of the course (lower, upper, or graduate).

**This is being proposed as an upper-level course. Basic information that students will be expected to have include general biological characteristics of meat animal species and fundamental economic concepts related to supply and demand. The course will build on this knowledge base through a number of wide-ranging and, at times, advanced topics including supply-chain analysis, marketing and value-added processes, and the use of futures markets for price discovery and risk management.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness | * 1. **[X]** Thinking Critically | * 1. **[X]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Program Learning Outcome 1**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
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| Program-Level Outcome 1 | Emphasize basic agribusiness knowledge/skills: Students will gain appreciation for the agribusiness profession by **applying economic, management, marketing and financial tools to make decisions in agribusinesses.** |
| Assessment Measure | **Research Project** |
| Assessment  Timetable | **18-19** |
| Who is responsible for assessing and reporting on the results? | **AGEC 4073 Faculty** |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcomes** | **Be able to collect, digest, assimilate, evaluate, and thoroughly analyze relevant supply and price data and information for each livestock and poultry market category.**  **Develop the knowledge and skills necessary to anticipate and forecast market trends in each segment based on past and present developments.** |
| Which learning activities are responsible for this outcome? | **An independent research project.** |
| Assessment Measure | **A rubric will be used outlining objectives and grading for the research project. Students will be required to develop and organize a dataset and deliver a short paper with their findings on the livestock/meat/poultry market studied. The project grade will be broken down as follows: 25% on data collection/organization, 50% on paper content (i.e. demonstration of critical thinking skills), and 25% on grammar/writing style (i.e. appropriate spelling, punctuation, etc.). The goal is for at least 90% of the students to complete the project and achieve a score of at least 75%.** |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**\*change affects page 417 in the course bulletin**

AGEC 4073 Agricultural Business Management Principles and problems involved in acquiring, organizing, and operating successful farms, ranches and other agricultural businesses, balance of enterprises, capital requirements, emphasis on managerial principles, and management simulation. Prerequisite, AGEC 1003 or ECON 2313 or ECON 2323. Fall, Spring.

AGEC 4083 Agricultural Policy and Current Issues Economic developments in agriculture, role of the government in agriculture and policies affecting rural people are considered. Text and current information are utilized. Prerequisite, AGEC 1003 or ECON 2313 or ECON 2323. Fall, Spring.

***AGEC 4113 Livestock and Poultry Economics*** Production and marketing costs associated with raising livestock and poultry and providing value-added meat and protein products to consumers, with emphasis on market analysis of cattle, hog, broiler, turkey, and egg-laying sectors. Prerequisites, ANSC 1613; AGEC 1003 or ECON 2313 or ECON 2323. Spring.

AGEC 419V Special Problems in Agricultural Economics For students of senior standing. Approval of the instructor and dean necessary. Credit of one, two, or three credit hours as arranged. Spring, Fall, Summer.

**\*change affects page 106 in the course bulletin**

Emphasis Area (Agricultural Marketing and Management):

Student may select from one of the career specialty areas or consult an advisor and design a program to meet the student’s particular career goals.

Sem. Hrs.

AGEC 3003, Agricultural Marketing 3

AGEC 3013, Agricultural Records 3

AGEC 3063, Agricultural Sales and Services 3

AGEC 4013, Farm Appraisal 3

AGEC 4023, International Commodity Marketing 3

AGEC 4043, Land Economics 3

***AGEC 4113 Livestock and Poultry Economics 3***

Sub-total 18

Electives: Sem. Hrs. Electives 13

Total Required Hours: 120