

Course Prefix/Number/Title: **AGEC 246 Introduction to Agricultural Finance**

Number of Credits: 3

Course Description: Introduction to agricultural finance; provides background in farm and agribusiness credit use and evaluation. Discussion of specific financial conditions on farms and in agribusiness. Topics include: financial statement preparation and analysis; capital structure (debt and equity); investment analysis; time value of money; interest rates; and credit markets and suppliers.

Pre-/Co-requisites: None

Course Objectives: The purpose of this course is to become better able to make effective financial decisions. Tools for financial decision making will be discussed. Coverage of subject matter will be broad enough to capture the “big picture” but detailed enough to provide you with useful tools to deal with the many types of problems you encounter in the future. Some of the specific differences in financing agricultural businesses will be discussed along with financial institutions that provide credit to agriculture.

Instructor: Linda Burbidge, PhD

Office: Molberg 27

Office Hours: Tu/Th 8:00am – 9:00am & Tu 1:00pm – 2:00pm

Phone: 228-5442

Email: Linda.Burbidge@dakotacollege.edu

Lecture/Lab Schedule: Lecture 11:00am – 12:30pm in Molberg 28/Teams; 1st 12 weeks

Textbook(s): Barry, Ellinger, Hopkin, and Baker. Financial Management in Agriculture, 7th ed., Interstate Publishers.

Course Requirements: This is an introductory course. Students are expected to read the text and come to class prepared to listen and discuss during the lectures. Points will come from homework assignments, a professionalism, quizzes, two exams, and a final exam. The breakdown will be as follows:

Professionalism = 10%
Assignments= 35%
Quizzes= 20%
Exam 1 = 10%
Exam 2 = 10%
Final Exam = 15%

Professionalism: In an effort to prepare you for the real world, some of your class grade will be dependent upon professionalism. This means you will be graded on a combination of attendance, engagement in learning, and meeting deadlines.

Assignments: We will work through 8 to 10 assignments over the course of the semester. These are to be done on a computer and turned in electronically. Many of these will be done in MS Excel. Late assignments will be accepted with a deduction of 20% per day late. **If you miss more than 2 assignments, you will automatically receive a failing grade in the course.**

Quizzes: There will be 6 quizzes throughout the semester. This will allow the instructor to identify gaps in lecture coverage and shortcomings in student learning.

Exams: There will be two midterm exams and a final exam on the material covered during the semester. Students will be allowed to use notes for financial formulas, depreciation schedules, and economic formulas. Exams will be administered via Blackboard. **Make-up exams are offered only under extenuating circumstances. All make-up exams should be taken within a week of the missed exam.**

Grading and Evaluation:

Total Point Percentage	Letter Grade
90% and ↑	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
59.99% and ↓	F

Tentative Course Outline:

Week	Section	Assignment	Topics
Jan 8 – Jan 12	Financial Analysis, Planning, and Control	MS Excel Primer	Intro/Balance Sheets
Jan 15 – Jan 19		Balance Sheets	Balance Sheets
Jan 22 – Jan 26		Depreciation	Depreciation
Jan 29 – Feb 2		Income Statements	Income Statements
Feb 5 – Feb 9		Exam #1/Cash Flows	Statement of Cash Flows
Feb 12 – Feb 16		Statement of Cash Flows	Business Analysis
Feb 19 – Feb 23		Business Analysis	Cash Flow Budgets
Feb 26 – Mar 1	Long-term Decision Making	Cash Flow Budgets	Time Value of Money
Mar 4 – Mar 8		Exam #2	Spring Break
Mar 11 – Mar 15		Credit and Interest	Capital Budgeting/Investing
Mar 18 – Mar 22		NPV and FV	Leasing/Cost of Financial Capital

Mar 25 – Apr 29	Capital Structure and Risk Management	Lease vs. Buy option	Capital Structure
Apr 1 – Apr 5		Final Exam	Credit/Risk

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course meets the CTE department learning outcome of employing industry-specific skills in preparation for workplace readiness by:

1. Expand critical thinking competence.
 - a. Discuss the importance of goal setting and financial planning in agricultural business.
 - b. Recognize the impact of policy on financial issues in agriculture.
 - c. Understand the cost of financial capital.

2. Demonstrate problem-solving aptitude.
 - a. Set up financial statements, including but not limited to cash flow, balance sheets, and income statements.
 - b. Calculate the time-value of money and net present values.
 - c. Compare different long-term investments.

Relationship to Campus Focus: This course supports the campus theme of “Nature, Technology and Beyond” by fostering the skills and knowledge necessary to utilize natural, human and technological resources successfully and confidently.

Classroom Policies: Be respectful of other students, instructors, and guests. Use of *cell phones* and other *electronic devices* is prohibited during exams. We will follow any COVID-19 classroom policies currently in force by the University system.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

A note on the use of Artificial Intelligence (AI): Understanding how and when to use generative AI tools is going to be an important skill for your chosen career path. To preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems for any classwork or assessments. It is a violation of the DCB student policy on plagiarism to misrepresent work that you submit from an AI generator as your own to your instructor. This includes using AI to generate

answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Please ask me if you have questions about the appropriate use of AI in this course.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.