

FIN 300 Personal Finance-NewCrs-2016-11-11

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS.”(not EDIT) and start completing the template. When exiting or when done, click “SAVE” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Dr. Robert Boldin	Proposer Email*	rboldin@iup.edu
Contact Person*	Dr. Robert Boldin	Contact Email*	rboldin@iup.edu
Proposing Department/Unit*	Finance and Legal Studies	Contact Phone*	724-840-3250

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 FIN
(B) Course Number*	If Dual Listed, enter both course numbers 300
(C) Course Title*	Personal Finance
(D) Course Level*	undergraduate-level
(E) Cross Listed*	Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233 NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>MATH 115, ACCT 201</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Provides an opportunity for students to gain an in-depth understanding of the importance of personal finance. It is the first course as part of a track for those who are interested in becoming a Certified Financial Planner (CFP). This course does not fulfill the Dimension of Wellness course requirement.</p>

<p>(O) Student Learning Outcomes*</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>For the in-class course, by the end of the semester students will be able to::</p> <ol style="list-style-type: none"> 1. Understand the principles of personal finance and how to apply them. <ol style="list-style-type: none"> a. Define the ten principles of personal finance. b. For each principle, write a brief summary of how it would apply to your own experience. 2. Compare healthy versus unhealthy relationships with money. <ol style="list-style-type: none"> a. Write a brief report contrasting your own healthy versus unhealthy relationships with money. 3. Develop an appropriate personal money management plan. <ol style="list-style-type: none"> a. Write a personal money management plan as it relates to your own experience. 4. Demonstrate actions to take when resolving a consumer complaint regarding a good or service. <ol style="list-style-type: none"> a. In-class groups will discuss situations in which students had to confront a company which did not provide a suitable service or product.
<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>FIN 300 Personal Finance (3c-0l-3cr)</p> <p>Theories and principles are presented to enable the student to develop a personal finance foundation which can be applied over the student's lifespan to help ensure future financial well-being. Successful completion of this course partially fulfills the Certified Financial Planning Track within the Finance and Legal Studies Department.</p> <p>Each chapter has a set of action oriented learning objectives. A short description provides insights related to the implication. Free advice, written by a certified financial planner is provided. Mini cases are described which are real-life in nature enhance the practical financial decision. A continuing case provides further opportunity for synthesis and integration of the various financial concepts. Students will be able to construct financial statements, analyze a changing financial situation, calculate taxes, measure risk exposure, all resulting in a financial plan.</p> <p>Below is a brief outline of the course contents:</p> <p>PART 1: Financial Planning</p> <ol style="list-style-type: none"> 1. Financial Planning Process 2. Measuring Your Financial Health and Making a Plan 3. Time Value of Money 4. Tax Planning and Strategies <p>PART 2: Managing Your Money</p> <ol style="list-style-type: none"> 5. Cash or Liquid Asset Management 6. Using Credit Cards: The Role of Open Credit 7. Using Consumer Loans: The Role of Planned Borrowing 8. The Home and Automobile Decision <p>PART 3: Protecting Yourself with Insurance</p> <ol style="list-style-type: none"> 9. Life and Health Insurance 10. Property and Liability Insurance <p>PART 4: Managing Your Investments</p> <ol style="list-style-type: none"> 11. Investments Basics

- 12. Securities Markets
- 13. Investing in Stocks
- 14. Investing in Bonds and Other Alternatives
- 15. Mutual Funds: An Easy Way to Diversify

PART 5: Life Cycle Issues

- 16. Retirement Planning
- 17. Estate Planning: Saving Your Heirs Money and Headaches
- 18. Financial Life Events – Fitting the Pieces Together

Rationale for Proposal

(Q) Why is this Course Being Proposed?*

The field of wealth management is expanding rapidly due to the many individuals retiring daily. At the same time, the retirees are living longer. This means that the wealth that they have accumulated over the years needs to be managed properly so that they have sufficient funds to last throughout their lifetime. The Certified Financial Planner (CFP) has gained much prominence in recent years. As such, this course will assist those students who wish to enter this field by following a CFP track offered by the Finance and Legal Studies department.

(R) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

FIN 300 Personal Finance is being offered as part of the track for those who are interested in becoming a CFP. It is believed that this program will be very useful to those who wish to enter this field. The program is expected to eventually become a CFP Board Registered Program in Personal Financial Planning.

(S) How Does it Fit into the Departmental Curriculum?*

Check all that apply

- Free Elective
- Other

If Other, please explain:

This course is being offered as part of a CFP track within the department of Finance and Legal Studies. It will only be required for those students who opt for CFP track. Students outside of the department may take this course as an elective.

(T) Is a Similar Class Offered in Other Departments?*

NO

Please Provide Comment:

(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*

NO

Please Provide Comment:

(V) Who is the Target Audience for the Course?*	<p>Other</p> <p>If Other, please explain:</p> <p>Target Audience is mainly for those who wish to become a CFP.</p>				
(W) Implications for Other Departments*	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>While there are no requirements for students in other department to take this course, they may wish to take this course for their own knowledge and benefit.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>N/A</p>				
(X) Attach Supporting Documents for Implications, if Necessary	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
(Y) Are the Resources Adequate?*	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>This course will be offered online.</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> <p>distance-education</p>
Course Prefix /Number	<p>FIN 300</p>
Course Title	<p>Personal Finance</p>
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p>

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

FIN 300 Personal Finance (3c-0I-3cr)

Theories and principles are presented to enable the student to develop a personal finance foundation which can be applied over the student's lifespan to help ensure future financial well-being. Successful completion of this course partially fulfills the Certified Financial Planning Track within the Finance and Legal Studies Department.

Each chapter has a set of action oriented learning objectives. A short description provides insights related to the implication. Free advice, written by a certified financial planner is provided. Mini cases are described which are real-life in nature enhance the practical financial decision. A continuing case provides further opportunity for synthesis and integration of the various financial concepts. Students will be able to construct financial statements, analyze a changing financial situation, calculate taxes, measure risk exposure, all resulting in a financial plan.

Below is a brief outline of the course contents:

PART 1: Financial Planning

1. Financial Planning Process
2. Measuring Your Financial Health and Making a Plan
3. Time Value of Money
4. Tax Planning and Strategies

PART 2: Managing Your Money

5. Cash or Liquid Asset Management
6. Using Credit Cards: The Role of Open Credit
7. Using Consumer Loans: The Role of Planned Borrowing
8. The Home and Automobile Decision

PART 3: Protecting Yourself with Insurance

9. Life and Health Insurance
10. Property and Liability Insurance

PART 4: Managing Your Investments

11. Investments Basics
12. Securities Markets
13. Investing in Stocks
14. Investing in Bonds and Other Alternatives
15. Mutual Funds: An Easy Way to Diversify

PART 5: Life Cycle Issues

16. Retirement Planning
17. Estate Planning: Saving Your Heirs Money and Headaches
18. Financial Life Events – Fitting the Pieces Together

Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Robert Boldin has been teaching online courses for the past eight years and was instrumental in helping to develop a lower level course titled "FIN 143 Financial Wellness". He has taught FIN 143 online for the past three years. In addition, he has taught other courses either in-class or online including FIN 310, FIN 320 and FIN 324. Other faculty in the department are also qualified to teach this course online or in-class and are knowledgeable in the finance discipline.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>For the in-class course, by the end of the semester students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the principles of personal finance and how to apply them. <ol style="list-style-type: none"> a. Define the ten principles of personal finance. b. For each principle, write a brief summary of how it would apply to your own experience. 2. Compare healthy versus unhealthy relationships with money. <ol style="list-style-type: none"> a. Write a brief report contrasting your own healthy versus unhealthy relationships with money. 3. Develop an appropriate personal money management plan. <ol style="list-style-type: none"> a. Write a personal money management plan as it relates to your own experience. 4. Demonstrate actions to take when resolving a consumer complaint regarding a good or service. <ol style="list-style-type: none"> a. In-class groups will discuss situations in which students had to confront a company which did not provide a suitable service or product. <p>For the DE course course, there will be two written assignments (course objectives 1 and 2):</p> <p>(1) "Your Relationship with Money, Personal Narrative" and</p> <p>(2) "Personal Budget and Financial Goals".</p> <p>Detailed instructions and rubrics for each will be provided.</p> <p>Students will submit their assignments using the "Assignments" tool on D2L.</p> <p>Consumers complaint discussion will be initiated among students and instructor (course objective 3).</p> <p>Youtube exercises will be assigned to enable students to obtain personal finance information (course objective 4).</p> <p>Examples of individuals and circumstances illustrating both healthy and unhealthy relationships with money will be described as part of additional discussion exercises (course objective 5).</p> <p>Further, homework will be assigned for each chapter and will be graded using MyFinanceLab.</p> <p>Similarly, students will take a quiz for each chapter. Each quiz will consist of 25 questions/problems (100 minute time limit).</p> <p>Three exams will be required each representing 20 percent of their grade. Both quizzes and exams will be graded using MyFinanceLab. Students will receive feedback at the end of each of their exams.</p> <p>PROCTORIO, a newly developed technology for preventing student cheating will be implemented.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Using a discussion board students will be able to discuss various issues and concepts among themselves and with the instructor.</p>
<p>How will student achievement be evaluated?</p>	<p>The projects will be weighted at ten percent, homework at ten percent, quizzes at twenty percent and three exams at twenty percent each.</p>

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Proctorio is the expected technology used to prevent cheating.</p>
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Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i></p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	

<p>Liberal Studies courses require the</p> <p>reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File Modified

No files shared here yet.

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>