FIN 323 Retirement Planning-NewCrs-2019-03-19

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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-CrsRvs-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"** (*not Save Draft*) 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*	Lua Augustin	**Proposer Email***	laugusti@iup.edu
Contact Person*	Lua Augustin	**Contact Email***	laugusti@iup.edu
Proposing Department/Unit*	Finance & Legal Studies	**Contact Phone***	77952

(A) Course Prefix*	FIN
(B) Course Number*	***See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323*** 323
(C) Course Title*	Retirement Planning
(D) Course Level*	undergraduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *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*	Class Hours per Week:3 Lab Hours:0 Credits:3
(I) Repeatable Course* This is for courses that can be Repeated multiple times e. g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	FIN 300 and FIN 310
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* Not applicable

(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)*
(M) Recommended Class Size	NO Number (Enter Zero if No):0 If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Introduces retirement planning concepts from both the employer/employee and individual client perspectives, via theory based lectures and case studies. Examines the relationships between retirement plans and legal, tax, insurance, and other concepts as they relate to effective financial planning.
(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* ***Hit Tab to add additional lines*** Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Understand the changing retirement system including the issues surrounding Social Security, and be able to account for personalized financial planning, age needs (related to Baby Boomers especially), and gender in retirement planning.	Students will be able to describe the issues listed, especially as they relate to the special populations listed.
2	Differentiate between 'qualified' and 'non-qualified' retirement plans that individuals can use for financial planning.	Students will correctly identify and label types of retirement plans given a menu of options from the real world.
3	Discuss the tax advantages of 'qualified' and 'non-qualified' retirement plans from the employer and employee perspectives.	Students will be able to discuss the tax advantages of both types of plans from each perspective.
4	Describe the impact of taxes, regulation (e.g. ERISA), and IRS codes (e.g. safe harbour rules) on different retirement instruments.	Students will describe the impact of all aspects of financial planning and their interrelationship with retirement plans.
5	Demonstrate ability to use Time Value of Money calculations and Excel spreadsheets to perform retirement planning.	Students will correctly use TVM and spreadsheets to calculate changes to retirement plans based on changing situations or client information.
6	Apply various strategies for retirement planning and create a comprehensive retirement plan that involves collecting data, establishing goals, analyzing data, and making recommendations.	Students will collect necessary data, establish goals, analyze the data and make specific recommendations given client information. Students will present the recommendations in a well written retirement plan that can be used as part of a greater financial plan.

(P) Brief Course Outline*	*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*
	
	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.
	
	• Process of Employee Benefit planning
	    • Why retirement planning is necessary
	    • Steps of employee and retirement planning: data gathering, goal planning, recommendations, plan summary
	• Compensation types
	    • Cash compensation
	    • Equity compensation
	• Defined Benefits vs Defined Contributions
	    • Pros and cons of DC vs DB plans
	    • Tax advantages related to plans
	• Deferred compensation
	    • Qualified plans rules and investments
	    • Non-qualified plans
	    • ERISA reporting
	• Other employer sponsored plans
	    • Simple IRA, Keogh
	    • Life and disability plans
	    • Health insurance plans
	    • Fringe benefits
	• Ethics and compliance issues
	    • Government regulations
	    • Fiduciary duties when planning
	    • Age and Sex discrimination issues

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	Retirement planning is one of the 8 principal knowledge topic categories of financial planning as determined by the Certified Financial Planner (CFP) board. It accounts for 17% of the of the content on the CFP exam which students would be eligible to sit for after completing a CFP registered program. It is therefore a vital part of the Financial Planning track within 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 323 will be required for students who wish to complete the Financial Planning track. Retirement planning concepts comprise 17% of the Principal Knowledge topics required by the Certified Financial Planner (CFP) board in order to sit for the CFP exam. This course cover the required content for that section of the exam.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective Other If Other, please explain: FIN 323 will be a free elective or controlled elective that is required for students who wish to complete the Financial Planning track.
(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?*	Other If Other, please explain: Target is Finance majors who wish to complete the Financial Planning track, along with non-track majors who wish to sit for the Certified Financial Planner (CFP) exam.
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) The Finance and Legal Studies is not currently aware of any implications for other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(X) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

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:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*

Brief Course Outline	*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* *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.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	(see table below)
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Course SLO #	How outcome is assessed using Distance Education Technologies
1	
2	
3	

Liberal Studies Section

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

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**

	• intellectual honesty	
	• concern for social justice	
	• civic engagement	
	• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
	• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured

(note should mirror (O) Student Learning

Outcomes* (SLO) from the course

proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the 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.	

Teacher Education Section

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

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	

Key Assessments	
	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. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu