

Request for Existing General Education Course to be included in

## Pitt State Pathway

(Undergraduate Course Numbers through 699)

A. Submission date: **January 4, 2019**

B. Department: **Family & Consumer Sciences**

C. College: **Arts and Sciences**

If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**

D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):

**Goldie Prelogar**

*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*

E. Course prefix: **FCS**

F. Course number: **230**

G. Credit hours: **3**

H. Title of course: **Consumer Education & Personal Finance**

Is this a change in the title of the course? **No**

*(If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

I. Will this course require a new course description? **No**

*(If "Yes," please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*

**Click or tap here to enter text.**

J. Does this course include a co-requisite laboratory course: **No**

If "Yes", please provide the co-requisite course name and number:

**Click or tap here to enter text.**

K. Will this course be available on-line: **Yes**

If "Yes", please provide a detailed explanation: **This course is taught both face-to-face and online every year. Online happens in summers and during a regular semester as a part of the requirements to offer all general education courses online in a rotating basis.**

L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**

M. Prerequisite(s): **None**

N. Co-requisite(s) —other than lab course named above: **None**

O. Select the *Pitt State Pathway Core Element* or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document located on the Faculty Senate web site under Pitt State Pathway.)*

Select Only One Element

- Communication
    - **Written Communication**.....
      - Students will communicate effectively.
  - Communication
    - **Verbal Communication**.....
      - *Students will communicate effectively.*
  - Quantitative/Analytic Methods and Scientific Literacy
    - **Quantitative/Analytic Methods**.....
      - *Students will analyze data logically.*
  - Global Understanding and Civic Engagement
    - **Human Experience within a Global Context** .....
      - *Students will explore global systems conscientiously.*
  - Global Understanding and Civic Engagement
    - **Human Systems within a Global Context**.....
      - *Students will explore global systems conscientiously.*
  - Global Understanding and Civic Engagement
    - **Natural World within a Global Context**.....
      - *Students will explore global systems conscientiously.*
  - Personal and Professional Behavior
    - **Wellness Strategies**.....
      - *Students will model productive behaviors purposefully.*
- N/A

P. Will the course address a **Companion Element**? **Yes**  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

If "Yes," please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I  
*(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)*

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
  
\_\_\_\_\_ 1-6-19 \_\_\_\_\_  
Department Chairperson Signature Date

**Faculty Senate General Education Committee** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature Date

**Faculty Senate**..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and email to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).



**Department of Family & Consumer Sciences**

**Pittsburg State University  
Spring 2019**

**Course: FCS 230\*01 Consumer Education and Personal Finance**  
**Time: M, W, & F 10-10:50**  
**Location: Grubbs 107**

**Instructor: Goldie Prelogar**

**Office Hours: M,W,F 9-10:00 and T, Th 2-3:00**

**Office: 101F FCS Building**

**Phone: (620)-235-4512**

**Email: [gprelogar@pittstate.edu](mailto:gprelogar@pittstate.edu)**

**Department Policy for the First Day of Class:** Students in Family & Consumer Sciences courses are expected to attend class regularly beginning on the first day of a scheduled class. If a student does not attend on the first scheduled class session or notify the instructor of an expected absence on the first day, the instructor may remove the student from the class roll at the second class meeting to accommodate students who may wish to take the course and/or have been on a waiting list. Students on class waiting lists are strongly advised to attend the first session of class. This will indicate interest and commitment on the part of the student as well as keeping the student current in the class with peers already enrolled. Instructors should be able to indicate to the student at the first meeting the likelihood of the student enrolling based on attendance.

**Student Assistance:** Students needing assistance need to contact the Center for Student Accommodations: <https://www.pittstate.edu/office/center-for-student-accommodations/>

**Syllabus Supplement:** <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot> Follow the link and click on the current semester.

## **I. Context:**

According to the Financial Industry Regulatory Authority (FINRA),

*“Financial capability cannot be measured simply by looking at one indicator, such as demonstrated knowledge of specific terms or concepts. Instead, financial capability encompasses multiple aspects of behavior relating to how individuals manage their resources and how they make financial decisions (including the factors they consider and the skill sets they use). It is a multi-dimensional concept that requires looking at individual behavior from various angles.”*

The National Financial Capability Study (NFCS), most recently conducted in 2015, found that, *“Americans demonstrate relatively low levels of financial literacy and have difficulty applying financial decision-making skills to real life situations.”* It is the intent of this course to teach financial literacy and apply the skills to real life, so that resources are used wisely and financial decisions are demystified.

**II. Course Content:** Consumer Education & Personal Finance FCS 230 is a financial literacy and capability course that assists in preparation to become an effective consumer and manage personal and family finances. Students will apply decision-making processes including values assessment, goal setting, spending tracking; planning for the future and prioritizing wants and needs. Students will be able to identify how personal and social factors influence consumer choices and how consumers can exercise their rights and responsibilities. Topics in the area of personal and family finance include consumer protection, budgeting, banking, credit, insurance, savings, housing, investing, retirement, and estate planning.

## **III. Course Objectives and Evaluation Tools (ET):**

- Differentiate between the three economic systems and different types of markets. (ET- exam questions)
- Examine the development of U.S. Government oversight in systems such as Consumer Protection, Insurance, income taxes, and the Social Security System. (ET – exam questions)
- Explain the effect of consumption on production, distribution, selling of goods and services. (ET – exam questions)
- Illustrate decision-making processes, goal-setting, prioritizing needs and wants, resource management, and evaluation of consumer decisions. (ET – Values Assignment and Living Budget Assignment)
- Identify personal and social factors which influence consumer choices. (ET – Real-Time Spending Assignment)
- Evaluate how our system of money is connected to all other human systems. (ET – Discussion Post)
- Explore how individual consumer decisions have an impact on local resources, global markets, corporate ethics, and the Earth’s environment. (ET- Discussion Posts)
- Find and evaluate financial information from a variety of resources. (ET – Discussion Post)
- Summarize major consumer protection laws. (ET – exam questions)
- Summarize major consumer credit laws. (ET – exam questions)

- Develop a personal or family financial plan (budget) for spending and saving based upon personal goals and values. (ET – Living Budget)
- Develop a system for keeping and using financial records and legal documents. (ET – Discussion Post)
- Summarize the individual's tax responsibility and the impact on local, state, and national government if taxes weren't paid. (ET – Discussion Post)
- Understand the social and governmental purpose of taxes and be able to correctly identify personal tax documents and filing information. (ET – exam questions)
- Identify the costs and benefits of various types of credit. (ET – exam questions)
- Understand the purpose of a credit report, the elements contained, and the role of the three credit bureaus. (ET – Credit Report Assignment)
- Describe ways to avoid or correct debt problems. (ET – exam questions)
- Compare banking institutions and bank accounts. (ET – exam questions)
- Develop a plan for obtaining banking products based on the time value of money and personal financial goals. (ET – exam questions)
- Apply personal loan and interest rates to goals such as obtaining a mortgage, a car loan, and business loans. (ET – exam questions)
- Be able to apply the correct time value of money formula for different scenarios (specifically calculate: simple interest, compounding interest, future value, present value, and discounting). (ET – exam questions)
- Identify common types of risks and basic risk management methods. (ET – exam questions)
- Explain the purpose and importance of different types of insurance coverage. (ET – exam questions)
- Compare savings and investment options to meet various personal and family goals. (ET – exam questions)
- Examine the purpose and importance of retirement planning and retirement plans. (ET – 30 for 30 Broke Evaluation Paper)
- Examine the purpose and importance of estate and long-term financial planning. (ET – exam questions)
- Discuss how savings and investment contributes to financial well-being and goal achievement. (ET – 30 for 30 Broke Evaluation Paper)

#### IV. General Education Philosophy and Goals for All Baccalaureate Degrees

##### Philosophy

General Education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.

## **Goals of General Education**

General Education plays a pivotal role at Pittsburg State University. As a key component of undergraduate education, it furthers the University's mission of "providing programs and services that create opportunities for students to develop intellectually, ethically, aesthetically, emotionally, socially and physically."

The overall purpose of the General Education program is to provide an environment in which students can acquire the basic knowledge and skills common to educated people in our global society. To do this, the program provides instruction in certain basic disciplines ranging from the arts to science and technology. But it does more. It stimulates critical thinking and encourages decision-making free from prejudice or insularity. It develops the ability to communicate effectively via a variety of means. The program promotes ethical and aesthetic growth. It cultivates an appreciation of different cultures and the rights of others. In short, the foundation provided by General Education helps Pittsburg State University graduates lead satisfying lives and function responsibly in a complex and ever-changing world. And above all, the program provides a basis for future growth.

This course fulfills the following objectives for PSU General Education Requirements:

### ***Human Systems within a Global Context:***

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

*Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;

*Analyzing* the individual's role and responsibility to society at all levels;

*Evaluating* how human systems are interconnected at all levels.

### ***Social Responsibility:***

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

*Applying* the concepts associated with active, responsible citizenship;

*Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;

*Analyzing* the historical consequences of local or national decisions on global systems.

## **VI. Instructional Resources:**

**Required Text:** Personal Finance, Madura, Jeff, 6<sup>th</sup> edition

On-Line Study Guide to Accompany Personal Finance

**Additional Resources,** Online videos; readings; Instructional materials

## **VII. Teaching Strategies:**

- Lectures
- Online materials
- Instructional Activities: individual and group
- Discussion Groups
- Videos
- Guest Speakers
- Student Projects

## **VIII. Assessment :**

### **A. Overall Evaluation is based on:**

- the students ability to answer questions on objective tests;
- the completion and quality of assigned work using the PSU Writing Rubric; and
- participation and cooperation in on-line activities.

**I reserve the right to add additional or remove/amend assignments from the following list:**

### **B. Evaluation Criteria**

Values Clarification	75
Real-time Spending	100
Living Budget	50
30 for 30: Broke Evaluation Paper	100
Canvas Quizzes (10 @ 20pts each)	200
Online Discussions and In-class Activities	125
<u>Final Exam</u>	<u>100</u>
<b>TOTAL</b>	<b>750</b>

### **Grading Scale:**

Grading System - grade is based on the total points awarded out of total points possible.

A = 90 - 100%; B = 80 - 89%; C = 70 - 79%; D = 60 - 69%; F = 59% and below.

### **Class Attendance and Instructor's Policies:**

1. Participation is expected. You are responsible for all material covered in this course in its given timeframe. In the event of excessive absences (6 or more) or non-participation, the instructor will drop the student from the class. \*A note on attendance\* I may or may not take attendance every day. There is no "excused" or "unexcused" absences. You are either here on a day I take attendance or you are not. You do not need to tell me why you weren't in class. Think of them as personal days and save them!
2. All assignments must be turned in at the specified time. **Late work will not be accepted and technical issues with computers or CANVAS are not valid excuses for late work.** Have a "plan B" in



mind in case you have computer issues. **Extra credit will be offered occasionally, take advantage of it as a padding or buffer for your grade.**

3. If you are involved in extracurricular activities (including, but not limited to: sports, ROTC, Choir, etc) that take you away from class; any assignments, discussions, quizzes, tests, etc. MUST be turned in PRIOR to your absence and/or PRIOR to the DEADLINE (whichever is first). Any questions about such assignments, discussions, quizzes, tests etc., must be brought to me PRIOR to the absence and/or PRIOR to the deadline. Being gone is not an excuse for skipping an assignment, discussion, or quiz.
4. Additionally, all written work must be in full sentences, typed, and submitted electronically (uploaded to Canvas). All work must be turned in typed, in APA format, 12 point font size, Times New Roman with 1 inch margins. Assignments should begin with an introduction, have a body, and a conclusion. Any works cited should be included in an APA style Bibliography. I reserve the right to reject any assignment that does not meet the minimum requirements outlined in that assignment or is not formatted properly. No Google docs allowed.
5. Online Quizzes and exams taken in Canvas must be taken on a laptop or desktop device. Wireless devices like your phone or a tablet are not always compatible with Canvas. Do NOT take an exam or quiz with your mobile device.

Academic Honesty You are expected to do and submit your work and not that of others. You are NOT to sign in another student on a sign-in sheet. Only your own name.

Please refer to the catalog for the university policy on academic dishonesty. As per the Pittsburg State University Catalog, "Academic dishonesty...is defined as unethical activity associated with course work or grades." Additionally, "unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work." A violation of the academic dishonesty policy may result in a grade of F on the assignment, in the course, and possibly dismissal from the university.

## Consumer Education & Personal Finance

### **Conceptual Outline**

The following *tentative* outline is subject to change. Specific dates will be listed on Canvas

	Basic Economic Principles
	Personal Values and Goal Setting for Financial Stability
	Influences on Consumption: Advertising & Time
	Consumer Protection & Role Government Oversight
	Fraud
Chapter 1	Overview of a Financial Plan
	Budgeting
Chapter 2	Personal Financial Statements
	Value of Your Time & Consumer Redress
Chapter 3	Applying Time Value Concepts
Chapter 4	Using Tax Concepts for Planning
Chapter 5	Banking and Interest Rates
Chapter 6	Managing Your Money
Chapter 7	Assessing and Securing Your Credit
	Identity Theft
Chapter 8	Managing Your Credit
Chapter 9	Personal Loans
Chapter 10	Purchasing and Financing a Home
Chapter 11	Auto and Homeowner's Insurance
Chapter 12	Health and Disability Insurance
Chapter 13	Life Insurance
Chapter 14	Investing Fundamentals
Chapter 15	Stocks
Chapter 16	Bonds
Chapter 17	Mutual Funds
Chapter 18	Asset Allocation
Chapter 19	Retirement Planning
Chapter 20	Estate Planning
Chapter 21	Integrating Components
	Putting it all together and Final Project/Paper

### **PSU Catalog Description**

**FCS 230. Consumer Education and Personal Finance.** 3 hours. Lecture. Economic decision making related to achieving maximum satisfaction from resources spent in the marketplace. Includes current legislation, buying guides and protection issues, plus product and service cost/use comparisons. General Education course.