

Request for Existing General Education Course to be included in

Pitt State Pathway

(Undergraduate Course Numbers through 699)

- A. Submission date: **February 11, 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.)

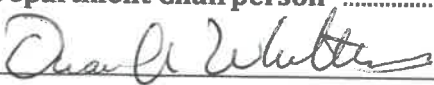
If "Yes," please select one: Social Responsibility within a Global Context

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
 2-11-19
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.



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

Pitt State Pathway Mission Statement:

The Pitt State Pathway curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The Pitt State Pathway curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the Pitt State Pathway fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

Pillars of the Pitt State Pathway and Learning Outcomes covered in this course:

Global Understanding & Civic Engagement:

As global citizens, students need a comprehensive understanding of where they live and of the larger, interconnected global system of which they are part. While identifying commonalities among people and places is important, understanding and appreciating the diverse cultural, social, political, economic, and environmental contexts that create differences is crucial. Understanding the role of responsible citizens in their own community and beyond ensures effective and ethical participation at all levels. Biological, physical, and chemical systems form the context for the global environment. Students need to understand how these systems work, how they change naturally, and how these can change as a result of human activities. The implications of these changes are essential for decision-making.

Learning Outcome: Students will explore global systems conscientiously

Pitt State University Pathway Essential Studies Element & Companion Elements covered in this course:

Global Understanding & Civic Engagement:

Human Systems within a Global Context – (Benchmark)

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; (Objective and Evaluation Tools 1, 2, & 7 below)

Analyzing the individual's role and responsibility to society at all levels; (Objective and Evaluation Tools 7 & 13)

Evaluating how human systems are interconnected at all levels. (Objective and Evaluation Tool 6)

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark
Human Systems within a Global Context	<i>Evaluates</i> human organizational systems using a variety of disciplinary and interdisciplinary perspectives	<i>Analyzes</i> human organizational systems using a variety of disciplinary and interdisciplinary perspectives	<i>Explains</i> human organizational systems using a variety of disciplinary and interdisciplinary perspectives	<i>Describes</i> human organizational systems using a variety of disciplinary and interdisciplinary perspectives

Companion Element:

Social Responsibility – (Benchmark)

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; (Objective and Evaluation Tool 7, 13, & 14)

Analyzing the ethical, social, and environmental consequences of local, national, and global organizations; (Objective and Evaluation Tool 7 & 28)

Analyzing the historical consequences of local or national decisions on global systems (Objective and Evaluation Tool 6)

Elements	4 Mastery	3 Milestone II	2 Milestone I	1 Benchmark
Social Responsibility within a Global Context	<i>Evaluates</i> the roles and responsibilities of citizens at all levels	<i>Analyzes</i> the roles and responsibilities of citizens at all levels	<i>Explains</i> the roles and responsibilities of citizens at all levels	<i>Describes</i> the roles and responsibilities of citizens at all levels

Students will be evaluated for the Pathway benchmark through exam questions and discussion board posts as identified on the highlighted objectives below.

Course Objectives and Evaluation Tools (ET):

1. Differentiate between the three economic systems and different types of markets. (Pathway ET- exam questions)
2. Identify the development of U.S. Government oversight in systems such as Consumer Protection, Insurance, income taxes, and the Social Security System. (Pathway ET – exam questions)
3. Explain the effect of consumption on production, distribution, selling of goods and services. (ET – exam questions)
4. Illustrate decision-making processes, goal-setting, prioritizing needs and wants, resource management, and evaluation of consumer decisions. (ET – Values Assignment and Living Budget Assignment)
5. Identify personal and social factors which influence consumer choices. (ET – Real-Time Spending Assignment)
6. Describe how our system of money is connected to all other human systems. (Pathway ET – Discussion Post)
7. Discuss individual consumer decisions and how they have an impact on local resources, global markets, corporate ethics, and the Earth’s environment. (Pathway ET- Discussion Posts)
8. Find and evaluate financial information from a variety of resources. (ET – Discussion Post)
9. Summarize major consumer protection laws. (ET – exam questions)
10. Summarize major consumer credit laws. (ET – exam questions)
11. Develop a personal or family financial plan (budget) for spending and saving based upon personal goals and values. (ET – Living Budget)
12. Develop a system for keeping and using financial records and legal documents. (ET – Discussion Post)
13. Summarize the individual’s tax responsibility and the impact on local, state, and national government if taxes are not paid. (Pathway ET – Discussion Post)
14. Understand the social and governmental purpose of taxes and be able to correctly identify personal tax documents and filing information. (Pathway ET – exam questions)
15. Identify the costs and benefits of various types of credit. (ET – exam questions)
16. Understand the purpose of a credit report, the elements contained, and the role of the three credit bureaus. (ET – Credit Report Assignment)
17. Describe ways to avoid or correct debt problems. (ET – exam questions)
18. Compare banking institutions and bank accounts. (ET – exam questions)
19. Develop a plan for obtaining banking products based on the time value of money and personal financial goals. (ET – exam questions)
20. Apply personal loan and interest rates to goals such as obtaining a mortgage, a car loan, and business loans. (ET – exam questions)

21. 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)
22. Identify common types of risks and basic risk management methods. (ET – exam questions)
23. Explain the purpose and importance of different types of insurance coverage. (ET – exam questions)
24. Compare savings and investment options to meet various personal and family goals. (ET – exam questions)
25. Examine the purpose and importance of retirement planning and retirement plans. (ET – 30 for 30 Broke Evaluation Paper)
26. Examine the purpose and importance of estate and long-term financial planning. (ET – exam questions)
27. Discuss how savings and investment contributes to financial well-being and goal achievement. (ET – 30 for 30 Broke Evaluation Paper)
28. Understand that financial markets are international and interconnected. (Pathway – Exam questions)

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. Instructional Resources:

Required Text: Personal Finance, Madura, Jeff, 6th edition
On-Line Study Guide to Accompany Personal Finance

Additional Resources, Online videos; readings; Instructional materials

IV. 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>
TOTAL	750

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 is 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.
6. **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.

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.