

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

**GENERAL EDUCATION COMMITTEE**

**REPORT TO**

**THE ACADEMIC SENATE**

**GE-080-156**

**FRL 1001 – Personal Money Management (GE Area E)**

**General Education Committee**

**Date: 2/4/2016**

**Executive Committee  
Received and Forwarded**

**Date: 5/17/16**

**Academic Senate**

**Date: 5/25/16  
First Reading  
06/01/2016  
Second Reading**

**BACKGROUND:**

The Finance, Real Estate and Law Department introduced a new semester course to satisfy the requirements of GE Area E.

**RESOURCES CONSULTED:**

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

**DISCUSSION:**

The GE Committee reviewed the Eco for this course and found it to satisfy the GE SLO's and other requirements of GE Area E.

**RECOMMENDATION:**





The GE Committee recommends approval of GE-080-156 (FRL 1001-Personal Money Management for GE Area E).

## FRL - 1001 - Personal Money Management

### C. Course - New General Education\* Updated

#### General Catalog Information

○ **\*\*READ BEFORE YOU BEGIN\*\***

- 
1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.
  2. Turn the help text on by clicking on the following icon .
  3. All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.
  4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.
  5. Attach additional documentation by clicking .

○ College/Department

**Finance, Real Estate, and Law**

○ Semester Subject Area

**FRL**

Semester Catalog Number

1001

○ Quarter Subject Area

**FRL**

Quarter Catalog Number

100

○ Course Title

Personal Money Management

○ Units\*

**(3)**

○ C/S Classification\*

**C-02 (Lecture Discussion)**

- To view C/S Classification Long Description click: [http://www.epp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.epp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

○ Component\*

**Lecture**

○ Instruction Mode\*

**Face-to-Face**

○ Grading Basis\*

**Graded Only**

○ Repeat Basis\*

**May be taken only once**

- **If it may be taken multiple times, limit on number of enrollments**

**1**

- **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

NA

- **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

NA

- **Choose appropriate type(s) of course(s)\***

- Major Course
- Service Course
- GE Course
- None of the above

- **General Education Area / Subarea\***

**E**

- **To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.**

- **I. Catalog Description**

- **Catalog Description**

Personal financial management including allocation of financial resources and planning of expenditures. Topics include personal budgeting, housing decisions, consumer protection, insurance options, using credit, personal income taxes, savings, investments, and retirement options. The material is applied in settings that are relevant to students.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

Prerequisite: None

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.\***

On successful completion of the course, students will be able to:

1. Describe the basic economic and financial principles that affect financial well-being;
2. Construct a framework for managing personal financial affairs;
3. Describe, evaluate and apply the choices and strategies available to increase financial well-being;
4. Use information technology in financial decision making; and
5. Describe the dependence of personal well-being on communal factors implicit in the outcomes above.

- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**
- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

The course aims to engender a level of financial literacy which will allow students to manage their resources to lead a financially unimpaired life. The class material presents a wide variety of tools and methods for dealing with such issues as budgeting, investing, debt management, major purchases, taxation, insurance, and retirement planning – along with the knowledge of how the associated institutions function. The context of this material will be relevant to students, encouraging them to develop the habits necessary for lifelong financial well-being. The tools, methods, and sources of information used will enable continued self-education.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

I. Acquire foundational skills and capacities.

a. Write effectively for various audiences:

The course will require students to articulate clearly, in writing, both qualitatively and quantitatively, how they reached their conclusion in any of the financial decisions associated with the course outcomes above. For instance, the decision to purchase or rent shelter will be justified quantitatively in some detail, but also requires a qualitative analysis of both the assumptions made and the subjective benefits of one choice over another. (Outcomes 1-3, 5).

IV. Develop capacities for continued development and lifelong learning.

a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

The course teaches students how to increase their well-being through financial decisions that optimize the use of their lifetime endowment. All course outcomes contribute to this learning goal. For example, retirement planning and investment decisions can have a large impact on well-being in old age, and students will analyze the factors that impact quality of life in retirement. (Outcomes 1-3, 5).

b. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

The methods used in personal financial management require a quantitative and qualitative application of the principles of financial economics, and an understanding of government policies and financial institutions that enable and restrict an individual's financial decision making. As such, the material in all course outcomes contributes to a student's intellectual growth in the areas of finance, economics, politics, law, and/or mathematics. For example, managing consumer debt requires the application of time value of money and an understanding of how lending regulations impact industry practices and consumer choices. (Outcomes 2-4).

c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Society plays an important part in personal well-being, and successful personal financial decisions are directly intertwined with communal factors. For example, positive externalities play an important role in the user cost analysis of shelter, while conversely irresponsible use of leverage can affect society's welfare, and so on. Students will experience this interdependence first hand by participating in finance, real estate or law campus associations, or by participating in local government board meetings (city budgetary hearings, zoning boards, and so on). (Outcome 5).

- **General Education Outcomes\***

**Ia. Write effectively for various audiences**

**IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)**

**IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.**

**IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.**

- To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

- **IV. Instructional Materials**

- Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.
- **Instructional Materials\***

Texts and reading: Instructor's decision. Examples include:

1. Gitman, Lawrence J., Michael D. Joehnk, and Randy Billingsley, *Personal Financial Planning*, Southwestern College Publishing, latest edition.
2. Kapoor, Jack, Les Dlabay, and Robert J. Hughes, *Personal Finance*, Latest edition.

Other recommended reading sources include: The Wall Street Journal, Barron's, Financial Times, and Forbes.

- Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

- **V. Minimum Student Material**

- List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.
- **Minimum Student Material\***

Textbook, financial calculator

- **VI. Minimum College Facilities**

- List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.
- **Minimum College Facilities\***

Smart class rooms, internet access, course management system (e.g., Blackboard), Iclicker.

- **VII. Course Outline**

- Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.
- **Course Outline\***

Week	Theme/Topics
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<p><b>1</b></p>	<p><b>Time Value of Money</b></p> <p>Basic terminology</p> <p>Definition of money</p> <p>Motives for holding money</p> <p>The concept of opportunity cost</p> <p>Compounding and discounting</p>
<p><b>2</b></p>	<p><b>Financial Starting Point</b></p> <p>Preparation of financial statements</p> <p>Record keeping</p> <p>Income statements and balance sheets</p> <p>Updating and using financial statements</p>
<p><b>3</b></p>	<p><b>The Budgeting Process</b></p> <p>The Planning Stage</p> <p>Recording &amp; forecasting income</p> <p>Recording &amp; controlling expenditures</p> <p>Long-term &amp; short-term goals</p>
<p><b>4</b></p>	<p><b>The Buying Process</b></p> <p>Smart buying and required research</p> <p>Buying an automobile</p>

	<p>Buying major home appliances &amp; furnishings</p> <p>Timing of major purchases</p>
<p>5</p>	<p><b>Income Taxes</b></p> <p>Taxes and Society</p> <p>Basic definitions</p> <p>Federal and state taxes</p> <p>Tax computations</p> <p>Group presentation</p>
<p>6</p>	<p><b>Consumer Credit</b></p> <p>The market for funds and welfare improvement</p> <p>Cash management</p> <p>Types of credit</p> <p>Cost of credit</p> <p>Sources of credit</p> <p>Consumer credit regulations</p>
<p>7</p>	<p><b>Housing</b></p> <p>Renting versus owning</p> <p>Housing alternatives</p> <p>Buying a home</p>



	<p>Financial arrangements and regulations</p> <p>Community, housing, and welfare</p> <p>Taxation and services; excess capitalization</p>
<p>8</p>	<p><b>Insurance Principles</b></p> <p>Welfare gains and risk sharing</p> <p>Framework for insurance decision-making</p> <p>Types of insurance companies</p> <p>Automobile insurance</p> <ul style="list-style-type: none"> <li>- Liability and the law</li> <li>-Types of coverages</li> <li>-Auto insurance rates</li> <li>-Reducing costs</li> </ul>
<p>9</p>	<p><b>Insurance Principles</b></p> <p>Property and casualty insurance</p> <ul style="list-style-type: none"> <li>- Valuing personal property</li> <li>- Valuing a home</li> <li>- Types of coverage</li> <li>- Reducing costs</li> </ul> <p>Health insurance</p>

	<ul style="list-style-type: none"> <li>- Determining needs</li> <li>- Determining disability income needs</li> <li>- Group insurance plans</li> <li>- Group presentation</li> </ul>
<p><b>10</b></p>	<p><b>Investment Principles</b></p> <p>Investment goals</p> <p>Owning or lending</p> <p>Risk/return trade off</p> <p>Types of investments</p> <p>The diversification principle</p> <p>Eleven-step investment and achieving goals</p>
<p><b>11</b></p>	<p><b>Stocks</b></p> <p>Common and preferred stocks</p> <p>Rights of stockholders and the principal-agent problem</p> <p>Historical rates of return and risk</p> <p>Advantages and disadvantages</p> <p>Group presentation</p>
<p><b>12</b></p>	<p><b>Bonds</b></p> <p>Types bonds</p>

	<p>Rights of bondholders and the principal-agent problem</p> <p>Historical rates of return and risk</p> <p>Advantages and disadvantages</p> <p>Valuing Bonds</p> <p>Bond ratings</p>
<p><b>13</b></p>	<p><b>The Securities Markets</b></p> <p>Introduction to market microstructure</p> <p>Securities brokerage firms</p> <p>Types of orders</p> <p>Regulation</p>
<p><b>14</b></p>	<p><b>Mutual funds, ETFs, and Closed-End Funds</b></p> <p>Types within categories</p> <p>Guidelines for investing</p> <p>Advantages and disadvantages</p> <p>Other forms of professional management</p>
<p><b>15</b></p>	<p><b>Retirement Planning</b></p> <p>Importance of planning</p> <p>Estimating total retirement needs</p> <p>Types of plans</p>

	Tax treatment
	Group presentation

○ **VIII. Instructional Methods**

- Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.
- **Instructional Methods\***

Lecture, class discussion, problem solving/assignments/cases, presentations, and student club/local government participation.

○ **IX. Evaluation of Outcomes**

- Describe the methods to be used to evaluate students’ learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\*

1.	Exams	50%
2.	Quizzes	10%
3.	Assignments	20%
4.	Class presentation	20%

The course will have a minimum of two midterm exams and one final. The exams' main objective is to achieve remembering and understanding, and enhance critical thinking/problem solving skills, for the subjects outlined in the 'course outcomes' section. In-class participation in discussions of these same outcomes will be measured using I-clickers.

A series of assignments will be used to enhance and evaluate the students' critical thinking and problem solving skill. They will test recall of principles and definitions, the ability to critically assess and synthesize statements and concepts, and arrive at qualitative and quantitative conclusions for 'textbook' as well as 'real world' problems. At least one of these will be a written report on community/civic engagement (see section III) that analyzes the impact of community/government on personal financial well-being.

Students will orally present a 'mini case' (see course outline), which will evaluate their skill in analyzing and communicating information. The intended audience could be family, friends, or even 'clients.' While all students will present at least once, because of time limitation, it is not the intention for all of them to present on all topics.

At least some of the assignments, and presentations, will require the student to access current information in various online databases, and evaluate their proficiency in the effective use of information technology.

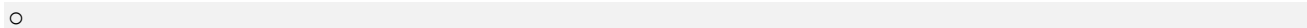
- **Describe the meaningful writing assignments to be included.\***

Exams, quizzes, and assignments are to have a meaningful written component, both qualitative analysis and quantitative reasoning. The instructor will return these with comments to give students an opportunity to improve their writing skills.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

<b>Course Outcomes</b>	<b>Evaluation Methods</b>
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	<i>Exams</i>	<i>Quizzes</i>	<i>Assignments</i>	<i>Class presentations</i>
1. Describe the basic economic and financial principles that affect financial well-being;	x	x	x	
2. Construct a framework for managing personal financial affairs;	x	x	x	
3. Describe, evaluate and apply the choices and strategies available to increase financial well-being;	x	x	x	x
4. Use information technology in financial decision making;			x	x
5. Describe the dependence of personal well-being on communal factors implicit in the outcomes above.			x	x



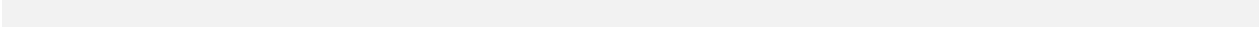
<b>Program Outcomes</b>	<b>Evaluation Methods</b>			
	<i>Exams</i>	<i>Quizzes</i>	<i>Assignments</i>	<i>Class presentations</i>
<b>LG#1 Effective Communication</b>				
· Oral communication				<b>X</b>
· Written communication	<b>X</b>	<b>X</b>	<b>X</b>	
<b>LG#2 Critical Thinking</b>				
· Identify key financial and legal issues	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
· Demonstrate ability to find, read, and evaluate information sources	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
· Use technology to gather and analyze data	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
· Solve unstructured problems using appropriate quantitative / qualitative skills	<b>X</b>	<b>X</b>	<b>X</b>	<b>x</b>

· Acknowledge and consider each other's opinion when participating in group discussion	X	X		X
<b>LG #3 Use of technology in areas of finance, real estate and law</b>				
· Using computer software to perform quantitative valuation in areas of finance, real estate and investment.	X	X	X	X
<b>LG #4 Globalization and Diversity</b>				
· Measure impact of foreign inflation and interest rates on exchange rate	X	X	X	X
<b>LG #5 Ethical and legal aspects of the business environment</b>				
· Demonstrate the ability to recognize key aspects of ethical issues	X	X	X	X
· Demonstrate the ability to distinguish between legal and ethical issues	X	X	X	X
· Demonstrate an understanding of ethical responsibilities in both academic and business environment	X	X	X	X

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- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

GE Student Learning Outcomes	Evaluation Methods			
	<i>Exams</i>	<i>Quizzes</i>	<i>Assignments</i>	<i>Class presentations</i>
I a: Meaningful writing	x	x	x	
IV a: Factors in individual well-being	x	x	x	x

IV b: Intellectual growth	x	x	x	x
IV c: Engage/participate			x	x



- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**