

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	BA	College/School	SOM
Prepared by	Amber Lammers	Phone	Ext. 4622
Email Contact	allammers@alaska.edu	Faculty Contact	Kevin Berry Kberry9@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept	BA	Course #	F254	No. of Credits	3
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COURSE TITLE	Personal Finance
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	TITLE	DESCRIPTION
PREREQUISITES*		FREQUENCY OF OFFERING

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)		COURSE CLASSIFICATION	<input checked="" type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.		Course #	
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	Add the X designation to specify course as a GER option.			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check <u>all</u> that apply)		1		2		3		4		5	<input checked="" type="checkbox"/>		6 weeks to full semester
OTHER FORMAT (specify all that apply)													
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture												

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, W = Writing Intensive, X = Baccalaureate Core
 *Format 6 also submitted *Format 7 submitted

4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aberiginal situations~~
Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

BA F254 Personal Finance

3 Credits

Emphasis on personal investments and financial management.

Lecture + Lab + Other: 3 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

BA F254X Personal Finance (s)

3 Credits

~~Emphasis on personal investments and financial management. This course will give you the ability to use your knowledge and skills to manage your financial resources effectively for a lifetime of financial well-being. You will learn personal finance concepts and information, and also practical application that will empower you to save, budget, avoid debt, and spend wisely. You will take what you learn, and start practicing sound financial habits throughout the semester that will serve you well for the rest of your life.~~
Emphasis on personal investments and financial management. This course will give you the ability to use your knowledge and skills to manage your financial resources effectively for a lifetime of financial well-being. You will learn personal finance concepts and information, and also practical application that will empower you to save, budget, avoid debt, and spend wisely. You will take what you learn, and start practicing sound financial habits throughout the semester that will serve you well for the rest of your life.

Lecture + Lab + Other: 3 + 0 + 0

8. GRADING SYSTEM: Specify only one.

LETTER: PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This should only increase the requirement for a classroom. The instructor will be a faculty already hired by SOM

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X Yes No extra resources from the library will be required

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The only impact should be on SOM

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Many students have shown an interest in a personal finance course. Although this is a developed course, it has not been taught in the past five years. We believe that adding this course to the GER options for students will also give them a good basis on personal finance, a topic that every student should have an understanding of after leaving college.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: Business Administration Date 10/6/16

Signature, Chair, College/School Curriculum Council for: School of Management Date 10/6/16

Signature, Dean, College/School of: School of Management Date 10/6/16

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair Faculty Senate Review Committee: __ Curriculum Review __ GAAC __ Core Review __ SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

BA 254: Personal Finance COURSE SYLLABUS

**Meets MWF 10:30-11:30
(3 credits), no prerequisites
Instructor: TBD**

OFFICE LOCATION: Bunnell 217B
OFFICE HOURS: MF 8:00 - 9:00 am & W 3:30 – 4:30 pm
OFFICE PHONE: TBD
E-MAIL ADDRESS: TBD

A. COURSE DESCRIPTION: This course will provide a broad coverage of how available financial data influences personal finance decisions, including: basic financial planning, tax issues, management of savings, house and insurance purchases, the use of credit, and managing investments. Examination of the necessary theories for the rational allocation of personal resources will also be discussed. Special emphasis will be placed on the role of financial institutions and governmental economic policy and how the methods they use effect personal finance decisions.

B. METHOD OF INSTRUCTION: You are expected to be an **active** participant in the learning process in this course. Class time will be interactive and consist of lectures, activities, class discussions, videos, teamwork, etc.

C. COURSE PURPOSE

The course will provide the student with an introduction to the various concepts associated with personal finance. A broad range of topics will be covered, but it geared towards practical knowledge that is necessary for financial decision making in everyday life.

D. COURSE LEARNING OBJECTIVES: You will gain insights into fundamental components of personal finance (**not limited to**):

- Make sound decisions relating to a personal financial problems.
- Understand budgeting, savings alternatives, and tax planning as they relate to individuals.
- Understand the theory behind how financial resources should be evaluated and used.
- Understand the use of credit and purchasing decisions as they relate to individuals.
- Understand the importance of insurance and the various types of insurance plans available to individuals.
- Understand the role that government economic policy plays in personal decisions concerning finances.

E. REQUIRED COURSE MATERIALS

Personal Financial Planning, 13th Edition, by Gitman and Joehnk, published by Cengage Learning (2013). ISBN: 978-1-111-971632

F. **GRADING PLAN** (you can access your grades anytime by clicking on the "My Grades" in Blackboard)

Component	Weight	Grading Policy			
Attendance	20%	A+	97-100%	C+	77-79%
Module Assignments	20%	A	93-96%	C	73-76%
Exam #1	10%	A-	90-92%	C-	70-72%
Exam #2	10%	B+	97-89%	D+	67-69%
Final Cumulative Exam	20%	B	83-86%	D	63-66%
Projects/Participation	20%	B-	80-82%	D-	60-62%
				F	59 and below

We will not initiate faculty withdrawals or issue incompletes for this course.

G. COURSE COMPONENT SPECIFICS

Attendance: Please complete the readings listed on the course schedule **PRIOR** to coming to that day's class; graded reading assessments (*no make-ups since your **three** lowest scores will be dropped*) will be given at the very beginning of class. You will receive 3 points for correct answers and 1 point for incorrect answers.

Module Assignments: Your **course schedule** provides the due dates for your on-line assignments that must be completed prior to every Sunday evening at 11:59 p.m. Assignments are located on our Blackboard site under the Module buttons. To avoid interface problems, OIT recommends that you use Mozilla Firefox as your browser. Since your **two** lowest grades will be dropped, **NO** late module assignments will be accepted.

Exams: You will have two exams that will cover your readings, content presented in class, and your assignments. **Your lowest exam grade will be dropped, so there will be NO make-up exams.** (The exception is for student athletes, students participating in UAF-sponsored activities, and students involved in active military assignments. Please make arrangements to take the exam **PRIOR** to your absence). No calculators will be needed for exams. In addition, you will have a final exam that is cumulative and **NOT** one of your dropped exams.

Projects/Participation: You will be assigned to a team that you will collaborate with during the semester. In addition to in class team activities, you will be involved in team projects throughout the semester. Your engagement during class with team activities and discussions comprise the participation component of your grade. We expect you to participate in **ALL** class activities. Participation points will be deducted for non-participation or interrupting class with **private discussions**, etc.

H. DEVICES

ALL DEVICES must be turned off and put away during class. You will lose points if your TA or I see you using electronics in class. The exception is when we allow in-class time to work on team projects and assignments.

I. CHEATING

All forms of cheating and plagiarism will be dealt with according to the guidelines established by the University.

J. DISABILITY STATEMENT

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (208 Whitaker BLDG, 474-5655). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of this course.

K. COURSE SCHEDULE

- Module assignments are due every Sunday evening at 11:59 p.m.
- Exams will be given in class on the Friday of the week they are assigned. The beginning of that week will be used for course projects and exam reviews.
- Fridays of each week will also be devoted to group projects unless there is an exam assigned.

Week	Readings	Assignment
Week 1: Jan 17-22	Chapter 1: The Theory Behind Personal Finance	Module #1
Week 2: Jan 23- 29	Chapter 2: Time Value of Money and Financial Statements and Budgeting	Module #2
Week 3: Jan 30-Feb 5	Chapter 3: Tax Considerations	Module #3
Week 4: Feb 6-12	Chapter 4: Savings and Payment Plans	Module #4
Week 5: Feb 13-19	Chapter 5: Making Auto and Housing Decisions	Exam #1
Week 6: Feb 20-26	Chapter 6: Intro to Credit	Module #5
Week 7: Feb 27-March 5	Chapter 7: Using Government and Financial Institutions in Decision Making	Module #6
Week 8: March 6-12	SPRING BREAK	Module #7
Week 9: March 13-19	Chapter 8: Life Insurance	
Week 10: March 20-26	Chapter 9: Health and Disability Insurance	Module #8
Week 11: March 27-April 2	Chapter 10: Auto and Home Insurance	Exam #2
Week 12: April 3-9	Chapter 11: Analyzing Data for Personal Finance Decision Making	Module #9
Week 13: April 10-16	Chapter 12: Introduction to Stocks and Bonds	Module #10
Week 14: April 17-23	Chapter 13: Introduction to Mutual Funds	Module #11
Week 15: April 24-30	Chapter 12: Planning for Retirement	Module #12
Week 16: May 1-5	FINALS WEEK	Final Exam