

PACKET 8:

8-2014/15	FINA	FINA 104	Course Change	Personal Finance	change: desc; add: gen ed - IIIB
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Perdue Curriculum Committee

Respectfully submits 1 proposals for University Curriculum Committee Approval

October 7, 2014

Below is a brief executive summary of the rationale for the proposed curriculum changes for the Perdue School.

Course Change

14006-FINA 104 – Course Change

Rationale: There is growing evidence in both the academic and popular literature on the devastating long term impact of the financial literacy gap on college graduates. In addition, evidence indicates financial difficulties and financial mistakes are one of the primary causes of college dropout. Improving Financial Literacy among college students has been suggested as an important strategy to improve retention and graduation rates. The Maryland legislature has recognized the importance of this issue, and has challenged the education system to improve financial literacy (House Bill 165 during 2014 Session).

②

Course Proposal Form

SALISBURY UNIVERSITY

14006

(Note: Check one)

☒ **COURSE CHANGE PROPOSAL***

(Please print course proposals on pink paper)

☐ **NEW COURSE PROPOSAL***

(Please print new course proposals on blue paper)

#4

Requesting Department: Economics & Finance	
Course Prefix/Number: FINA 104	
Course Title: Personal Finance	
Initiating Faculty: Kashi Khazeh	Phone: 36328 Email: Kxkhazeh@salisbury.edu
Name of Chair: Brian Hill	Phone: 73860 Email: Bhill@salisbury.edu
Complete this column for course change proposals. Mark only the areas that will change and include the existing information for that area.	Complete the appropriate boxes in this column with new information for course change proposals. Complete all boxes in these columns for new course proposals.
<input type="checkbox"/> COURSE PREFIX & NUMBER	<input type="checkbox"/> COURSE PREFIX & NUMBER
<input type="checkbox"/> Course Title	<input type="checkbox"/> Course Title
CATALOG DESCRIPTION: Comprehensive survey of personal financial topics including budgeting;savings and investments;life, health and casualty insurance; and home buying. Emphasis on lifetime economics cycle. Three hours per week.	CATALOG DESCRIPTION: Comprehensive survey of personal financial topics including budgeting;savings and investments;life, health and casualty insurance; and home buying. Emphasis on lifetime economics cycle. Three hours per week. Meets General Education IIIB or IIIC.
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Prerequisites
<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Co-requisites
Gen Ed Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> IIIA <input type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IVA <input type="checkbox"/> IVB <input type="checkbox"/> IVC <input type="checkbox"/> V	Gen Ed Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> IIIA <input checked="" type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IVA <input type="checkbox"/> IVB <input type="checkbox"/> IVC <input type="checkbox"/> V
<input type="checkbox"/> Credit	<input type="checkbox"/> Credit**
<input type="checkbox"/> Hours per Week	<input type="checkbox"/> Hours per Week
<input type="checkbox"/> Repeatable for maximum credits of	<input type="checkbox"/> Repeatable for maximum credits of
<input type="checkbox"/> Graduate Swing Credit	<input type="checkbox"/> Graduate Swing Credit
Equivalent graduate course number: _____	Equivalent graduate course number: _____
<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F <input type="checkbox"/> IP/Graded	<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F <input type="checkbox"/> IP/Graded
<input type="checkbox"/> Activity Code (See Appendix A)	<input type="checkbox"/> Activity Code (See Appendix A)
<input type="checkbox"/> Include in major requirements (attach catalog copy)	<input type="checkbox"/> Include in major requirements (attach catalog copy)
	FOR ADVISING SERVICES COORDINATORS ONLY
	<input type="checkbox"/> This change can be made for previous audits as well. _____ ASC
Check any that apply: <input type="checkbox"/> Cross-listed with:	Check any that apply: <input type="checkbox"/> Cross-listed with:
<input type="checkbox"/> On-line course <input type="checkbox"/> Study Abroad course	<input type="checkbox"/> On-line course <input type="checkbox"/> Study Abroad course
<input type="checkbox"/> Drop course from catalog	Date to be first offered Fall 2015

* Significant changes to an existing course should be considered as a **NEW COURSE**. **COURSE CHANGES** and **NEW COURSES** approved by UCC deadlines will become effective the following term (unless otherwise noted).

**If credit exceeds hours per week, the Course Credit Rationale form must be included.

Requirements: (name of all majors, concentrations, tracks or minors for which this course is required or is an option)

List and attach all sections and pages of the current catalog with changes noted:

Proposed Changes To:	Name	Page #
Major(s)		
Concentration/Track(s)		
Minor(s)		

3

INCLUDE APPROPRIATE ATTACHMENTS: (check only those included; not checked = not applicable N/A)

- ☒ 1. Include a rationale for the creation of a new course or changes to an existing course.
- ☒ 2. Analysis of: ☐ staffing implications; ☐ additional costs associated with the course.
- ☒ 3. A copy of this form was sent to the Library Liaison for a resource analysis.
- ☒ 4. Include a course syllabus (required for new courses and for changes in grading, credit, upper level, gen ed designation).
- ☒ 5. Complete General Education Outcomes Checklist (Appendix F).
- ☐ 6. Complete Course Credit Rationale (Appendix G).
- ☐ 7. Related course changes and new course proposals if applicable.
- ☒ 8. Course cycle – Note which semester(s) and how often course will be offered.
- ☒ 9. Existing checklists with revisions noted in blue ink.
- ☒ 10. Photocopy existing catalog pages affected by the proposal with all changes noted in blue ink.
- ☒ 11. List other majors affected by the proposal. Include written copies (e-mails) of support/approval from chair(s) or coordinators of affected department(s).
- ☒ 12. Checklist will be updated and posted on-line by the department.

Required Supporting Signatures

Initiating Faculty's Signature <i>Koski Knapik</i>	Date <i>9/12/14</i>
Comments from Department and/or Chair: <i>I strongly support this proposal.</i>	
Chair's Signature <i>Eric Hui</i>	Date <i>9/12/2014</i>
Recommendation of School Curriculum Committee Chair: <i>Committee Recommends Approval</i>	
Signature of Chair of School Curriculum Committee <i>A. Llanuay</i>	Date <i>9/18/2014</i>
Recommendation of Dean: <i>[Signature]</i>	
Signature of Dean <i>[Signature]</i>	Date <i>10/7/14</i>
Recommendation of Chair of Teacher Education Council (when required)***:	
Signature of Chair of Teacher Education Council	Date
Action taken by Undergraduate Curriculum Committee:	
Signature of Chair of University Curriculum Committee	Date
Recommendation of Graduate Council concerning Graduate Credit (when required):	
Signature of Graduate Council Chair****	Date
Comments from Dean of Graduate Studies and Research:	
Signature of Dean of Graduate Studies and Research (graduate courses only):	Date
Comments from Provost:	
Provost's Signature	Date

*** Required for all proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All questions should go to the Associate Dean of the Seidel School.

**** Required for courses requesting graduate credit.

(4)

Attachments 1-12

1. There is growing evidence in both the academic and popular literature on the devastating long-term impact of the financial literacy gap on college graduates. In addition, evidence indicates financial difficulties and financial mistakes are one of the primary causes of college dropout. Improving Financial Literacy among college students has been suggested as an important strategy to improve retention and graduation rates. The Maryland legislature has recognized the importance of this issue, and has challenged the education system to improve financial literacy (House Bill 165 during 2014 Session).

The shifting and increasingly complex financial landscape in the last couple decades, such as the replacement of corporate "defined benefit" pension plans with "defined contribution" 401k plans which place the burden of investment selection on the individual employees, increased reliance on personal savings over the increasingly weakened social security system, changing healthcare landscape, growing student debt, increased use (and misuse) of credit by students, etc., has made it increasingly important to improve the financial literacy of undergraduate students. For example, based on a 2008 survey by Sallie Mae, 84% of undergraduates had at least one credit card, the average balance was \$3,173 (\$4,100 for graduating seniors), 82% carried balances and incurred financing charges each month, and 84% felt they need more education on financial management.

Please see Appendix A for related references and articles on the growing recognition of the need for financial literacy education at the collegiate level.

At SU, the existing FINA 104 (Personal Finance) course serves as a basic financial literacy course. However, this course is currently not a part of any major on campus, and does not meet any general education requirements. Our observations indicate a significant portion of the students who enroll in the course are upper-division students. Freshmen and Sophomores tend to avoid this course as they feel it does not help them make progress toward their graduation requirements. By including FINA 104 in GenEd Category IIIB, we believe we will attract a larger percentage of Freshmen to the course, and therefore be able to reach a higher number of the students who are in most critical need for financial literacy, before they have the opportunity to make some of the critical financial errors that can impact them for many years.

It is clear to us that financial literacy is a social science that meets many of SU's General Education Learning Goals (see checksheet attached), and inclusion as an option in category IIIB would enhance the well-being of our students.

2.

FINA 104 (Personal Finance), if approved for General Education (Group IIIB), will be in an interactive web-enhanced lecture format and instructed and facilitated by a full time finance faculty member. (all six finance faculty have indicated their willingness to teach this course if need be). Since the course is currently being taught (65-70 students per semester), current enrollment levels can be maintained with no additional staffing and resources. Depending on demand, capacity can be increased with the addition of winter and summer term sections, and if needed, by offering larger sections using alternative instruction methods. Due to recent return of a Finance Faculty member from a reduced load (administrative release to full teaching load) there will be no need for new faculty lines. In addition to a lead faculty, local business experts from financial industry will play a supporting role in providing exposure to real life financial decision-making as guest speakers.

3.

This is an existing course and is offered every semester. The Library liaison is a member of the Perdue School Curriculum Committee. Please see comments from library liaison in the attached e-mail!

4.

See attached.

5.

See attached.

6.

N/A

7.

N/A

8.

Offered every semester, and depending on demand, may be offered during winter and summer terms. Student demand will dictate if enhancement of capacity is needed.

9.

See attached Checklists.

10.

See attached Catalog page.

11.

N/A. Proposal for inclusion as an option in GenEd IIIB or IIIC. Does not create any new requirement, therefore no direct impact on other departments.

12.

If deemed necessary, checklist will be updated regularly.

Appendix A:

Adams, R (2006), Financial Literacy and Retention, College and University, V81, No 2, p 63-64.

Alban, K, et. al. (2014), Financial Literacy in Higher Education: The Most Successful Models and Methods for gaining Traction, COHEAO Financial Literacy Awareness Whitepaper.

Farrington, R. (2014), The Financial Literacy Gap Costs College Graduates Thousands, <http://www.forbes.com/sites/robertfarrington/2014/07/16/the-financial-literacy-gap-costs-college-graduates-thousands/>

Harnisch, T. (2010), Boosting Financial Literacy in America: A Role for State Colleges and Universities, Perspectives-American Association of State Colleges and Universities, pg 1-23

Johnson, J (2009), Majority of College Dropouts Cite Financial Struggles as Main cause, <http://www.washingtonpost.com/wp-dyn/content/article/2009/12/09/AR2009120903045.html>

Steele, D (2007), College Dropout Rate Climbs as Students Face Challenges, <http://www.marketwired.com/press-release/college-dropout-rate-climbs-as-students-face-challenges-life-coach-offers-college-tips-768867.htm>

FINANCE LONG TERM SCHEDULING PLAN													
Course	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20	
FINA104	S	S	KK	KK	KK	KK	KK	KK	KK	KK	KK	KK	
FINA104													S Indicates staffing by part-time faculty
													DE Ervin
FINA311	LA	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	AM A. Mathers
FINA311	LA	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	HM H. Manakyan
FINA311	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	KK Khazeh
FINA311	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	LA Arvi
FINA311	KK	KK	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	TC Claggett
FINA311	KK	DE	LA	LA	LA	LA	LA	LA	LA	LA	LA	LA	
FINA311	AM	S	DE	DE	DE	DE	DE	DE	DE	DE	DE	DE	
FINA311			KK	DE	KK	AM	KK	DE	KK	AM	KK	DE	
FINA311													
FINA311													
FINA312	S	S	S	S	S	S	S	S	S	S	S	S	
FINA338		DE											
FINA440	TC	DE	DE	DE	DE	DE	DE	DE	DE	DE	DE	DE	
FINA440	TC		DE		DE		DE		DE		DE		
FINA441	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	
FINA441	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	
FINA442		AM		AM		LA		AM		LA		AM	
FINA442													
FINA443	LA		LA		LA		LA		LA		LA		
FINA443													
FINA445	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	TC	
FINA446		S		S		S		S		S		S	
FINA447	KK	KK	KK	KK	KK	KK	KK	KK	KK	KK	KK	KK	
FINA447		KK		KK		KK		KK		KK		KK	
FINA448	S		S		S		S		S		S		
FINA449	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	HM	
FINA450		S		S		S		S		S		S	
FINA490	S	S	S	S	S	S	S	S	S	S	S	S	
FINA626		DE		LA		DE		LA		DE		LA	

revised
10/7/14
chwr

Christy Weer

From: Brian Hill
Sent: Tuesday, October 07, 2014 10:32 AM
To: Christy Weer
Cc: Herman Manakyan; Kashi Khazeh
Subject: FINA 104
Attachments: LTFinSchOct14.xlsx

Christy,

Attached is the correct long-term scheduling plan for finance courses. As reflected in the attached plan, teaching one section of FINA 104 as part of the proposal to have FINA 104 meet General Education IIIB requirements will not consist of a download for the faculty member that is teaching FINA 104.

Thanks.

Brian

Brian Hill, Ph.D.
Associate Professor of Economics
Chair, Department of Economics and Finance
Salisbury University
1101 Camden Ave.
Salisbury, MD 21801

(10)

#3

Subject: RE: Personal Finance

Date: Thursday, August 14, 2014 10:29:56 AM Eastern Daylight Time

From: Sarah Loudenslager

To: Kashi Khazeh

Hi Dr. Khazeh,

You are correct. Since this course already exists and given that there's no major change in content, then there's no need for a Library Resource Analysis.

On a related note, I just wanted to mention that the library would be happy to purchase any books as recommended by faculty members in order to update and maintain the collection within the subject area of Personal Finance. Also, I would be happy to create a Library Guide on the topic of Personal Finance to further supplement the content.

Please let me know if you have any questions.

Thank you!

Sarah

Sarah E. Loudenslager, MLIS
Business/Instructional Librarian
Blackwell Library (BL) 128
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801
410-548-3899 or ext 83899
seloudenslager@salisbury.edu

From: Kashi Khazeh

Sent: Wednesday, August 13, 2014 2:12 PM

To: Sarah Loudenslager

Subject: Personal Finance

Ms. Loudenslager:

I am proposing for an existing course (Personal Finance "FINA 104") to become a Gen Ed requirement. Since this course already exists and offered on a regular bases (fall & spring), I do not foresee any additional resources from library is required. Please let me know if I am correct on this. Thanks in advance.

Kashi Khazeh, Ph.D.
Professor of Finance & Advisor to FMA Chapter at SU
Department of Economics & Finance
Franklin P. Perdue School of Business
Salisbury University
Salisbury, Maryland 21801-6860
Tele: 410-543-6328
Fax: 410-546-6208
E-mail: kxkhazeh@salisbury.edu
Web page: <http://facultyfp.salisbury.edu/kxkhazeh>



Fall 2015

I. COURSE NUMBER, TITLE, AND HOURS

FINA 104 (Personal Finance). Meets on Mondays & Wednesday Face-to-Face (F2F) from 9:00 - 9:50 AM in PH 156 and on Fridays Online and/or in PH 156. 3 Credit Hours: Perdue School Requirement.

II. INSTRUCTOR

Dr. Kashi Khazeh

OFFICE - PH 213; Phone # (410) 543-6328

E-mail: KXKHAZEH@SALISBURY.EDU

OFFICE HOURS - TBA (and/or by appointment)

The best way to contact me for course related communication is via the university email address provided above. Email correspondence will be read and replied to within 24 hours.

III. REQUIRED TEXT Book/Calculator

- 1. Personal Finance:** Fourth Edition by Jeff Madura ISBN 0-13-611700-7
- 2. You MUST** have a business calculator (i.e., Texas Instruments BA II PLUS or HP 10BII).
- 3. Additional Reading:** Wall Street Journal (online).

IV. COURSE DESCRIPTION

Objectives: Upon successful completion of this course, students will have a basic understanding to:

- a. Plan a personal financial statement.
- b. Understand the basics of investing in and selecting common stocks, bond mutual funds, and stock mutual funds.
- c. Comprehend key money management skills and tools including budgeting, simple interest, amortization loans, and employing the power of the "Time Value of Money".
- d. Manage student loans, educational expenses, credit cards, credit card debt, learn about FICO score and impulse buying.
- e. Utilize tax concepts for planning.
- f. Understand and evaluate strategies for buying a home.
- g. Make informed decisions on purchasing auto, home, disability, and life insurance.
- h. Write a resume that enhances one's job opportunities.
- i. Learn and apply the strategic steps in building long-term retirement wealth.
- j. Understand Traditional IRAs, Roth IRAs, and 401 (k) retirement plans.

1.

V. TESTING, ATTENDANCE & GRADING

Series of quizzes (60%). Assignments/Short Projects (40%). Syllabus & Code of Conduct Quiz (3%). Quizzes format may be Problem Solving, Short Answer, and/or Multiple Choice questions. **No Make-up exams will be given.** If you miss any quiz (with a legitimate, documented reason), you may take it during final exam period. **Attendance: Strongly recommended.** You are expected to be on time and in attendance for the duration of the class (**Please see Student Code of Professional Conduct**). It is essential for success in the course that you read the text material before the class meeting to which they pertain, work on the end of chapter problems and participate in class discussions. **Grading:** The following grading scale will be used to assign final course grades: **90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F.** **Please note:** 1. Please note: **Text Capable Calculators are not permitted on the test dates!** 2. Individual grades are assigned in accordance with performance on quizzes & assignments/short projects, and **NOT on the basis of need, custom, effort, or bartering.**

VI. COURSE OUTLINE

THE OUTLINE BELOW IS A GUIDE AND IS SUBJECT TO CHANGE

Week 1:

Chapter 1: Overview of a Financial Plan

Week 2 - 3:

Part 1: Tools for Financial Planning

Chapter 2: Planning with Personal Financial Statements

Chapter 3: Applying Time Value Concepts

Chapter 4: Using Tax Concepts for Planning

Week 4 - 5:

Part II: Managing Your Liquidity

Chapter 5: Banking and Interest Rates

Chapter 6: Managing Your Money

Chapter 7: Assessing and Securing Your Credit

Chapter 8: Managing Your Credit

Week 6 - 7:

Part III: Personal Financing

Chapter 9: Personal Loans

Chapter 10: Purchasing and Financing a Home

Week 8 - 9:

Part IV: Protecting Your Wealth

Chapter 11: Auto and Homeowner's Insurance

Chapter 12: Health and Disability Insurance

Chapter 13: Life Insurance

Week 10 - 11:

Part V: Personal Investing

Chapter 14: Investing Fundamentals

Chapter 15: Investing in Stocks

Chapter 16: Investing in Bonds

Chapter 17: Investing in Mutual Funds

Chapter 18: Asset Allocation

Week 12 - 13:

Part VI: Retirement and Estate Planning

Chapter 19: Retirement Planning

Chapter 20: Estate Planning

Week 14:

Part VII: Synthesis of Financial Planning

Chapter 21: Integrating the Components of a Financial Plan

VII. COVERAGE OF INTEGRATED TOPICS

International Material: Covered when deemed necessary.

Ethical Requirement: Ethical issues are covered when deemed necessary.

Writing Across the Curriculum: "WAC" will be fulfilled through short projects.

www.salisbury.edu/uwc

www.salisbury.edu/students/dss

Checklist for Group IIIB (Social Science)

Check all that apply.

In the box following each skill set, explain how this course addresses the checked outcome(s).

Note: For each outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

STUDENT LEARNING GOALS- General Education student learning goals.	Will your Gen. Ed. IIIB course address this outcome? If yes, check the box.	OUTCOMES- Specific knowledge or skills students develop through their college experience
SKILLS		
1. Critical Thinking		
	X	Apply appropriate problem-solving strategies to discipline-specific issues
	X	Compare and contrast theories within a discipline.
Explanation: Topics and assignments include time value of money; careers opportunities (education & income); plan and manage money, credit and debt; create and build wealth; manage risks and preserve wealth. Comparing and contrasting by relating majority of the topics with economics, accounting, and statistics.		
2. Command of Language		
2a. Reading	X	Engage in active reading strategies to interpret and summarize content of written works
2b. Writing		Construct thesis-driven arguments that marshal appropriate evidence and counter-arguments
	X	Select, evaluate, and cite reputable and appropriate sources.
Explanation: Several short assignments in the aforementioned topics will be required. Real data will be collected, from financial sources, to be analyzed to make informed decisions.		
4. Information Literacy		
4a. Use of Libraries	X	Evaluate appropriateness of primary and secondary, popular and scholarly source materials
	X	Select, evaluate, and cite reputable and appropriate sources.
4b. Use of computer applications and emerging technologies	X	Select, evaluate, and cite reputable and appropriate sources.
	X	Use appropriate technology to collect, analyze, summarize, and/or communicate information.
	X	Communicate electronically using email and course management software.
Explanation: Data collection source will be the library as well as reputable online sources. Computer applications will be utilized to analyze and report the findings. E-mail and "MyClasses" course management software will be required, as this course will be offered as a "web-enhanced" course.		

STUDENT LEARNING GOALS- General Education student learning goals.	Will your Gen. Ed. IIIB course address this outcome? If yes, check the box.	OUTCOMES- Specific knowledge or skills students develop through their college experience.
KNOWLEDGE		
1. Breadth of Knowledge		
1c. Civilization	X	Evaluate intercultural similarities and differences..
		Describe and compare the influence of different cultures and/or civilizations within the social sciences
1d. Contemporary Global Issues		Analyze a discipline within as well as beyond its historical and cultural contexts
	X	Explain the significance of the relationship between social and natural sciences to global issues.
1g. Social and Behavioral Sciences	X	Discuss diverse aspects of society and how they impact social and individual behavior.
	X	Explain research methodologies commonly used by social and behavioral scientists.
	X	Apply theories, principles, and concepts in the social and behavioral sciences to their personal experiences.
Explanation: Personal Finance is a global issue. Individuals as well as societies have prospered by having the correct knowledge of this field. There are varying attitudes about saving, credit, retirement planning, estates, elder care, etc. Across different cultures. Such differences will be discussed as appropriate.		
2. Interdependence among Disciplines		
	X	Describe the relationships between at least 2 different disciplines using principles and/or research of each one.
Explanation: This course relates and /or crosses multiple disciplines (i.e., economics & statistics) in order to manage wealth and risk.		
DISPOSITIONS		
1. Social Responsibility	X	Recognize how their personal activities and choices are connected to and influence the actions of the larger society and world.
Explanation: A financially literate individual will have a better life and is a lesser burden on their family as well as the larger society.		
2. Humane Values	X	Demonstrate the ability to make judgments based on ethical considerations.
Explanation: Issues of financial ethics will be discussed as appropriate.		

STUDENT LEARNING GOALS- General Education student learning goals.	Will your Gen. Ed. IIIB course address this outcome? If yes, check the box.	OUTCOMES- Specific knowledge or skills students develop through their college experience.
3. Intellectual Curiosity	X	Connect specific examples (e.g., financial literacy, historical currents, social science, STEM, wellness, etc.) to broaden one's life and beyond.
Explanation: This is a "financial literacy" course. Contemporary personal financial issues will be a significant part of this course. Personal and social responsibility (mentioned above) will be the key part of this course.		

NAME _____

ID# _____

DATE _____

THIS CHECKLIST IS AN UNOFFICIAL TOOL FOR PLANNING.
 Motricated students and advisors should consult the Academic Requirements Report in GILLNet before and after registering for classes each semester to track academic progress.

UNIVERSITY POLICIES

- Refer to the SU catalog for approved prerequisites and General Education courses
- Requirements may not equal 120 credit hours. Students must register for additional electives to complete 120 credits required for graduation.
- All graduates must have a minimum of 30 credits of 300/400-level courses with C grade or above; at least 15 of those credits must be taken at SU.
- Students must have a minimum cumulative GPA of 2.0 for graduation.
- Students must complete at least 30 credit hours by direct classroom instruction and/or laboratory experience.
- Students must take 30 of the last 37 credit hours at SU.
- It is the student's responsibility to satisfy graduation requirements. Please refer to the SU catalog for detailed major requirements.
- Students must apply online for graduation by November 15 for May and by May 15 for December.

EXPLORING MAJOR COURSES

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

LOWER-LEVEL PREREQUISITE COURSES

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

FREE ELECTIVES

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GENERAL EDUCATION REQUIREMENTS

Course No. & Title	#Credits	Grade	Term Completed
Group I: English Composition and Literature (2 courses)			
A. Cor better in ENGL 103 or HONR111	4	_____	_____
B. Literature course (from either ENGL or MDL Dept)	4	_____	_____
Group II: History (2 courses)			
A. HIST101, 102, or 103	4	_____	_____
B. HIST101, 102, 103 or a HIST course above 103	4	_____	_____
Group III: Humanities and Social Sciences (3 courses)			
A. Select one course from one of the following seven areas:			
ART, OMAT, DANC, THEA, MDL, MISC, PHIL, HONR211	4	_____	_____
B. Select one course from one of the following eight areas:			
ANIR, QADR, ECON, Human GEOG, FOBC, FSC, SOC, HONR112, FINA104	3/4	_____	_____
C. Select one course from either Group IIIA or IIIB (course must be from a different area than previously selected)			
	3/4	_____	_____
Group IV: Natural Science, Math and Computer Science (4 courses)			
A. Select courses with laboratories from at least two of the following four areas:			
BIO, CHEM, GEOL or Physical GEOG, PHYS	4	_____	_____
	4	_____	_____
B. Select one additional course (need not be a lab) from Group IVA or ENVR or COSC or MATH or HONR212			
	3/4	_____	_____
C. Select one course from MATH			
	3/4	_____	_____
Group V: Health/Fitness (1 course)			
HEC106 - Personalized Health/Fitness	3	_____	_____

University Curricula

www.salisbury.edu/academic

GENERAL EDUCATION

All students seeking a bachelor's degree from Salisbury University are required to complete a series of General Education courses. The faculty of the University believe that General Education is an essential element in the University experience and have structured the components of the General Education program to realize both a traditional and a contemporary mission.

The traditional mission is to provide students with a broad experience in the liberal arts. The contemporary mission of General Education is to provide students with a common ground of understanding and competence for meeting the challenges of today's world as educated men and women.

The courses within the General Education program are supported by the Student Learning Goals and Principles, developed and approved by the faculty in 2000. The information regarding the knowledge, skills and dispositions deemed essential for a Salisbury University graduate can be found in Appendix C.

General Education at Salisbury University consists of a minimum of 12 courses organized into five groups of related subject matter.

Group I

Group I coursework is intended to develop students' competence in written expression.

Group II

Group II offers courses in the area of history, offering a perspective on times and cultures other than our own while fostering a sense of the interconnectedness of our world.

Group III

Group III offers courses in the areas of humanities and social science, affording perspectives and insights into beauty and truth embodied in the traditional disciplines of the humanities as well as the interaction of humans with each other in a social world.

Group IV

Group IV involves experiences in the scientific method and the structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group V

Group V is designed to enhance students' understanding of the body, its movement and the values of fitness.

General Education Requirements

All programs leading to the bachelor's degree include a minimum of 12 courses in approved General Education courses. Some majors designate certain required courses within the General Education courses. Students may learn of these specific requirements from their major departments. The General Education requirements are as follows:

Group I—English and Literature: two courses

A. Complete the following course with a grade of C or better:

	Credits
ENGL 103 Composition and Research	4
or	
HONR 111 Critical Thinking and Writing.....	4
(if in the Honors Program)	

B. Select one course in literature from either the English or Modern Languages and Intercultural Studies departments

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Group II—History: two courses

A. Complete one of the following courses:

	Credits
HIST 101 World Civilizations I	4
HIST 102 World Civilizations II	4
HIST 103 First Year Seminar in World History	4

B. Complete one of the following courses:

	Credits
HIST 101 World Civilizations I	4
HIST 102 World Civilizations II	4
HIST 103 First Year Seminar in World History	4
HIST XXX History course above HIST 103	4

Group III—Humanities and Social Sciences: three courses

A. Select one course from the following areas:

Art, Communication, Dance or Theatre, Modern Languages, Music, Philosophy, HONR 211 (if in the Honors Program)

B. Select one course from the following areas:

Anthropology, Conflict Analysis and Dispute Resolution, Economics, Human Geography, Political Science, Psychology, Sociology, HONR 112 (if in the Honors Program) *PINK 104*

C. Select one course from either Group IIIA or Group IIIB (course may not be from the same area selected for IIIA or IIIB).

Group IV—Natural Science, Math, Computer Science: four courses

A. Select two courses with laboratories from at least two of the following four areas:

Biology, Chemistry, Geology or Physical Geography, Physics

B. Select one course (need not include a lab) from Group IVA or Computer Science or Mathematics or HONR 212 (if in the Honors Program)

C. Select one math course.

Group V—Health Fitness: one course

	Credits
PHEC 106 Personalized Health/Fitness.....	3

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479. INTERNSHIP IN EXERCISE SCIENCE**1-10 hours credit**

Internship experience designed to provide students with an opportunity to gain real-world experience in exercise science settings. Students select an internship site and complete 375 hours of work, completing assignments as outlined in the *Exercise Science Internship Manual*. **Prerequisites:** EXSC 333, 344 and 90 credit hours or departmental approval. **Corequisite:** EXSC 480. **37.5 hours per credit. (P/F)**

480. EXERCISE SCIENCE SEMINAR**2 hours credit**

Review of the American College of Sports Medicine's knowledge, skills and abilities (KSA) for a Health-Fitness Specialist (HFS). Exercise science majors must pass a national credentialing exam in the health-fitness field. Prepares students for the American College of Sports Medicine's HFS examination. **Prerequisites:** EXSC 333, 344 and must have at least 100 credits. **Two hours per week. (P/F)**

490. SELECTED TOPICS IN HEALTH**4 hours credit**

Provides opportunities to investigate special themes or issues of interest to students and the health profession. Topics will vary each semester. May be repeated once under different course subtitles for a total of six credits. **Prerequisite:** Designated by topic. **Four hours per week.**

FINANCE (FINA)**104. PERSONAL FINANCE****3 hours credit**

Comprehensive survey of personal financial topics including budgeting; borrowing; savings and investments; life, health and casualty insurance; and home buying. Emphasis on life-time economic cycle. **Three hours per week.**

Meets General Education III Bar IIIc

311. FINANCIAL MANAGEMENT**3 hours credit**

Addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models and related global issues. Explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital and capital structure decisions. **Prerequisites:** Majors: Admission to the professional program, C or better in ECON 211, 212. Minors or others: junior status, C or better in ACCT 201, MATH 155, ECON 150 or 211. **Three hours per week.**

312. RISK MANAGEMENT AND INSURANCE**3 hours credit**

Examines principles and practices of asset and income conservation for businesses and individuals through various risk-management techniques including insurance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

338. SPECIAL TOPICS IN FINANCE**3 hours credit**

Advanced study of varying finance topics based on students' interests and needs. May be repeated once for credit under different subtitle. May substitute for finance major elective depending on the topic (see director of undergraduate studies). **Major Prerequisites:** Varies by topics and admission to Professional Program. **Non-Major Prerequisites:** Varies by topics and junior standing. **Three hours per week.**

440. CORPORATE FINANCE**3 hours credit**

Study of corporate financial policy issues within the context of value creation. Topics include in-depth analysis of advanced capital budgeting methods, capital structure policy, dividend policy, derivatives and hedging risk within the context of corporate financial policy. Case studies, application-oriented arti-

cles and daily media reports used to bridge the academic theoretical arguments to the real life problems/situations. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

441. INVESTMENTS I**3 hours credit**

Examines the capital market and marketable securities traded in the market, with emphasis on stocks and fixed income securities. Topics include portfolio theory, the efficient market hypothesis and evaluation of portfolio performance. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

442. FINANCIAL DERIVATIVES**3 hours credit**

Advanced study of security markets and investment alternatives. Topics include options, futures, advanced security analysis, portfolio theory, portfolio management and international dimensions of investing. **Prerequisite:** FINA 441 or better. **Three hours per week.**

443. ESSENTIALS OF REAL ESTATE**3 hours credit**

Analysis of the structure of real estate markets. Study of principles of mortgage lending, property appraisal and real estate investments. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

445. FINANCIAL INSTITUTIONS AND MARKETS**3 hours credit**

Examines the structure and functions of depository and non-depository financial institutions, the money and capital markets, and the role of government in the financial markets. **Prerequisite:** FINA 311 with grade of B or better or economics major with senior status. **Three hours per week.**

446. RETIREMENT PLANNING**3 hours credit**

Introduces the student to the study and application of contemporary techniques for individual retirement planning. Instruction will include the retirement field as a profession as well as the personal financial planning process (budgeting, emergency fund planning, credit and debt management, personal financial statements. Other specific topics covered include: the Social Security system and Medicare, defined benefit plans versus defined contribution plans, vesting effects of investing, qualified versus nonqualified plans, tax-advantaged retirement plans (401K, 403b, etc.). **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

447. INTERNATIONAL FINANCIAL MANAGEMENT**3 hours credit**

Analysis of the foreign exchange markets, exchange rate behavior and risk management, international trade finance, country risk analysis, international banking and the impact of direct foreign investment. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**

448. ESTATE PLANNING**3 hours credit**

Introduces the student to the study and application of contemporary techniques for individual estate planning. The instruction will include the estate-planning field as a profession as well as relevant financial services industry regulatory issues. Course covers: the personal financial planning process (budgeting, emergency fund planning, credit and debt management), personal financial statements, property titling and consequences), monetary settlement, property transfer at death and estate documents. **Prerequisite:** FINA 311 with grade of B or better. **Three hours per week.**