

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2111 (Spring 2011)

**Subject Area - Course Number:** ITBE 401/601  
(See Note #1 below)

**Cross-listing:**

**Course Title:** (Limited to 65 characters) Teaching Personal Finance

**25-Character Abbreviation:** Teaching Personal Finance

**Sponsor(s):** Lila Waldman

**Department(s):** ITBE

**College(s):** Business and Economics

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments:

**Programs Affected:** **Business Education (BSE) and Business & Marketing Education**

**Comprehensive (BSE)**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

**College:** Business and Economics **Dept/Area(s):** ITBE

**Instructor:** Lila Waldman

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement  
 Diversity  General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours:

Total lecture hours:

42-45

Number of credits: 3

Total contact hours: 42-45

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree

\*\*\*\*\*

Proposal Information: ([Procedures for form #3](#))

**Course justification:**

Current undergraduate Business Education students are required to take ITBE 344 Consumer Education and Personal Finance. Graduate students have been required to take ITBE 701 Consumers in a Contemporary Society which includes personal finance content, curriculum design, and teaching methods. Advisory committee members have recommended that all Business Education students receive the expanded content in the current ITBE 701 class.

**Relationship to program assessment objectives:**

Department Goal 1. Continuously develop and improve the department programs to sustain excellence; ensure the curricula are viable, up to date and meeting the expressed needs of regional business and industry; and enhance student attainment of learning outcomes. *Advisory committee feedback was incorporated into the proposed course change.*

Department Goal 2 : Continue formal assessment measures of the department's programs with the intent of increasing the effectiveness of teaching methods and program curriculum. *The new course will include both personal finance content and teaching methodologies.*

**Budgetary impact:**

Since one ITBE faculty member is currently teaching ITBE 701, the new dual-listed course will be offered in its place, requiring no additional faculty resources to teach the course.

**Course description:** (50 word limit)

Students enrolled in this course will be prepared to teach personal finance. The course will cover personal finance/consumer education content and teaching methodology, including an analysis of published standards and the development of a financial literacy curriculum that could be used in teaching the subject at the secondary level.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

Twenty percent of the final grade for graduate students will require the development and teaching of a lesson for one of the curriculum units.

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

See syllabus below for grading scales for both graduate and undergraduate students.

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)  
Graduate students will be required to expand their curriculum development by the creating a complete lesson plan and teaching the lesson to the class.

**Course objectives and tentative course syllabus:**

**Department of Information Technology/Business Education  
Teaching Personal Finance  
ITBE 401/601  
3 credits**

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Office Hours:

**Course Objectives:**

- Review current writings on the need for developing personal finance skills of K-12 students.
- Utilize for curriculum planning Wisconsin’s Model Academic Standards for Personal Financial Literacy, National Business Education Association standards for Personal Finance, and Jump\$tart Coalition’s National Standards in Personal Finance.
- Review the NBEA and The Policy Commission for Business and Economic Education on financial literacy outcomes as well as those from other major sources such as NCEE, Jump\$start, and Wisconsin Department of Financial Institutions.
- Develop a financial literacy curriculum that could be used in teaching personal finance at the secondary level including a detailed unit on some aspect of financial literacy.
- Review and analyze software and interactive websites relating to personal finance.
- Prepare and teach a lesson on a personal finance topic (Graduate Students).
- Develop a resource list that can be used to assist in the teaching of personal finance topics.
- Learn (or review) content needed for a course in consumer/financial education.

**Course Assessment:**

|   |                                   |
|---|-----------------------------------|
| Class Participation and Attendance<br>(Including required participation in a Reality Day program) | 5% (All students start with 100%) |
| Curriculum Unit Plan and Analysis   | 20%                               |
| Content Units w/Exam Questions (8)  | 20%                               |
| Exams on Content (2)  | 30%                               |
| Assignments (3, including Reality Day report)   | 15%                               |
| CE/PF in the News (2 required)  | 10%                               |

For graduate students, the items listed above will count 80 percent of the final grade. The additional 20 percent will require the development and teaching of a lesson for one of the curriculum units.

**Grading Scales (percentages):**

| Graduate |     | Undergraduate |    |
|----------|-----|---------------|----|
| 100-94   | A   | 100-94        | A  |
| 90-93    | A/B | 92-93         | A- |
| 85-89    | B   | 90-91         | B+ |
| 81-84    | B/C | 85-89         | B  |
| 77-80    | C   | 83-84         | B- |
| 70-76    | D   | 81-82         | C+ |
|          |     | 77-80         | C  |
|          |     | 75-76         | C- |
|          |     | 73-74         | D+ |
|          |     | 70-72         | D  |
|          |     | 68-69         | D- |

**Attendance Policy:**

You are expected to attend and participate in every class session. Your instructor determines if an absence is excused; be sure to notify her of any absences in advance. Each class period missed after one, whether excused or unexcused, will result in a 5-point reduction in the Class Participation portion of your grade. In addition, three tardies and/or leaving class early three times without an excused reason will equal a missed class period in this grade. Any late assignments will be reduced by 10 points or one letter grade. If possible, missed in-class activities may be made up only with excused absences.

One class will not be held while your instructor attends a national conference. To make up this time, you will volunteer to assist with the planning of or participate in a Reality Day/Store program at a local school district. You must provide documentation of at least 2.5 hours of volunteer time, signed by the teacher/person responsible for the event, and a short report describing your experience. A list of event dates will be provided by your instructor. To volunteer, you must contact the teacher prior to the event. Some schools require background checks for volunteers who work with students; others may have required training sessions or meetings.

**Text and Related Materials:**

Required: A high school level textbook designed for a Personal Finance or Consumer Education class. The book should not be over five years old UNLESS it is currently being used a high school classroom. The book should be a comprehensive textbook (usually at least 500 pages). Your instructor has a few appropriate textbooks; obtain approval if you are not certain if your book is appropriate. Ideally every student will have a different textbook.

Required: National Standards for Business Education, 2007. Available at UWW Bookstore or from [www.nbea.org](http://www.nbea.org) (look under Curriculum Forum).

Required: Planning Curriculum in Personal Financial Literacy, 2009. May be purchased from Wisconsin Department of Public Instruction or downloaded at [www.dpi.wi.gov/finance](http://www.dpi.wi.gov/finance).

Required: National Standards in Personal Finance, Jump\$tart Coalition. Available from [www.jumpstart.org/guide.html](http://www.jumpstart.org/guide.html). Download complete booklet.

Required: "This We Believe About the Role of Business Education in Financial Education" (Policy Statement #69). Available from [www.nbea.org](http://www.nbea.org). Class handout.

Recommended Resource: Century 21 Style Manual (for report and letter formats) at [http://www.c21key.swep.com/localfiles/Style\\_Manual.pdf](http://www.c21key.swep.com/localfiles/Style_Manual.pdf) (link in D2L Content)

Related Software, such as Quicken, Microsoft Money, Peachtree, Excel, tax preparation software, or packaged software provided with textbook

Numerous website related to Personal Finance or Consumer Education

### **Additional Student Information:**

All cell phones, pagers, and other electronic devices will be turned off prior to class unless specifically approved by the instructor. No food that makes “noise” will be allowed.

Notify your instructor if you require any special modifications or accommodations to effectively participate in this course.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University-sponsored events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).

The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus a 3-credit course will typically require a minimum of 9 hours per week (144 hours/semester).

UW-Whitewater's College of Business and Economics students are expected to subscribe to the College's Student Honor Code:

As members of the University of Wisconsin - Whitewater College of Business & Economics community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner that demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.

### **Bibliography:**

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