

Eastern Illinois University
Revised Course Proposal
FCS 4770, Family Budgeting and Debt Management

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** FCS 4770
2. **Title (may not exceed 30 characters, including spaces):** Family Budgeting and Debt Mgmt
3. **Long title, if any (may not exceed 100 characters, including spaces):** Family Budgeting and Debt Management

This will replace the current course title Consumer Decisions in the Marketplace

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014
7. **Course description:** Students will develop skills to educate individuals and families on family budgeting and debt management. Effective educational techniques and practices will be applied.
8. **prerequisite(s):** FCS 3300 Personal and Family Finance
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
N/A
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.**
Upon approval by instructor, may be taken concurrently with FCS 3300
 - **Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).** ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

N/A

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

N/A

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☒ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Demonstrate the ability to write effectively

- Prepare written assignments that document competent writing skills. (Assessment: Discussions, Theory, Presentation, Case Study, Reflections)

Demonstrate the ability to speak effectively

- Collect and analyze appropriate information and effectively present the information orally in the F2F and/or online formats. (Assessment: Presentation)

Demonstrate the ability to think as responsible global citizens

- Implement ethical behavior in all aspects related to working with personal and family budgeting and debt management (Assessment: Discussions, Case Study, Reflections)
- Recognize diversity among individuals and families and design budgeting and debt management practices to meet their specific needs (Assessment: Discussions, Case Study, Reflections)

Demonstrate the ability to think critically

- Provide non-biased financial education information (Assessment: Discussions, Case Study)
- Evaluate ineffective money management behaviors of individuals/families. (Assessment: Discussions, Case Study, Reflections)
- Exhibit evidence of the ability to educate individuals/families in developing successful strategies to achieve financial goals (Assessment: Discussions, Presentation, Case Study, Reflections)
- Prepare techniques to assist individuals/families who have acquired debt and develop preventative measures to avoid future debt (Assessment: Discussions, Case Study, Reflections)
- Develop skills to provide effective, confidential one-on-one budgeting and debt management sessions to support individuals/families as they work through their financial challenges (Assessment: Discussions, Case Study, Reflections)
- Utilize deductive reasoning skills to assist individuals and families in designing personalized budget plans (Assessment: Discussions, Case Study, Reflections)
- Apply theoretical frameworks related to family budgeting and debt management (Assessment: Discussion, Theory, Case Study, Reflections)

- If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
 - **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**
- If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
 - **Depth of content knowledge**
 - **Effective critical thinking and problem solving**
 - **Effective oral and written communication**
 - **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Assignment	write effectively	speak effectively	responsible global citizens	think critically
Discussions	X		X	X
Theory	X			X

Presentation	X	X		X
Case Study	X		X	X
Reflections	X		X	X

a. Discussions will be graded on:

- (1) Number of postings read
- (2) Number of postings made
- (3) Content of postings

b. Theory Assignment: Select one theory as discussed in class and write a minimum 3 page paper defining the theory and apply how the theory relates to individual/family budgeting and debt management.

c. Presentation: Research the life cycle stage and describe the changes in family structure and roles during that stage. Determine the changes in purchasing behavior that would impact on the family budget and challenges associated with those purchases. Provide examples of the biggest trends of purchases in each category. Identify how you would provide the family financial education on the purchases during this life stage. Develop a dynamic presentation to share your findings with the class.

d. Case Study: Each student will be assigned a partner to complete a scenario of an individual requiring education in budgeting and debt management. All materials required for this project will be provided in class. Students will be required to show evidence of specific counseling and educational skills

e. Reflections: Students will review scenarios related to individual and family budgeting, ethical behavior and submit reflections assignments based on the scenarios.

3. Explain how the instructor will determine students' grades for the course:

Discussion – 10%

Theory Assignment - 20%

Presentation - 20%

Case Study – Personalized Budget Plan 30%

Reflections – 20%

Undergraduate students will be provided an individual/family scenario for the final case study.

Graduate students will be required to complete the final case study utilizing a client seeking financial education. The client will be selected by the student or the instructor.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

The course will be divided into 8 modules:

Module 1: Course introduction/overview, Consumer and Financial Responsibility

Module 2: Values/Goals, Individual and Family Financial Goal Setting

Module 3: Determining Spending Habits; Basic Needs; Budget Challenges

Module 4: Credit and Debt/Bankruptcy

Module 5: Family Life Cycle in Relation to Finances/Presentations

Module 6: Credentialing/Financial Counseling Principles/Practices/Skills/Strategies

Module 7: Resistive Clients/Crisis Management

Module 8: Establishing a Financial Education Program

Each Module will require students to read assigned materials, submit assignments, and participate in discussions.

a. Describe how the integrity of student work will be assured:

Correspondence with students on a regular basis will assist with student integrity. The discussions will be monitored and writing styles will be noted. The STUDENT MANAGEMENT TOOL format allows for detection of plagiarism.

a. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Each student will be required to interact with the instructor and other students in the course via the STUDENT MANAGEMENT TOOL discussion board. The students will provide an oral presentation via STUDENT MANAGEMENT TOOL (dependent on whether it is offered in the hybrid or online format) and be responsible for the discussion component related to the presentation.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives;

In addition to the course objectives listed above, graduate students will research and disseminate information specific to individual interest in relation to course content. While the overall objectives will remain the same, graduate students will be required to use the theory to practice model when developing their individual “presentation” project.

b. projects that require application and analysis of the course content; and

The presentation assignment will reflect the additional requirement for the graduate level students. Consultation between the student and the instructor will determine the topic of the project.

c. separate methods of evaluation for undergraduate and graduate students.

The grading scale percentage remains the same for graduate and undergraduate students. However, the presentation assignment is different for graduate students and has a different assessment rubric.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

3. Outline of the Course

Module 1	Course introduction/overview, Consumer and Financial Responsibility What is financial education? Misconceptions about financial education Why is it important? Debt education critique Principles in dealing with finances and budgeting Theories related to families and finance Netiquette and Plagiarism	5 hours
Module 2	Values/Goals, Individual and Family Financial Goal Setting Family decision making Evaluating family goals and values	5 hours
Module 3	Determining Spending Habits; Basic Needs; Budget Challenges Examining why budgets fail Common budget problems Budget solutions Money saving strategies Determining spending habits Analyzing a monthly expenditure plan Completing a variable expense planning sheet and impulse list Identifying debt Budget analysis utilizing the budget percentage guidelines Making a budget work	5 hours
Module 4	Credit and Debt/Bankruptcy Credit reports, Credit Scores	4.5 hours
Module 5	Family Life Cycle in Relation to Finances/Presentations	4.5 hours
Module 6	Credentialing/Financial Counseling Principles/Practices/Skills/Strategies Financial education principles and practices Financial education skills and strategies Ethics in debt counseling	4.5 hours
Module 7	Resistive Clients/Crisis Management Approaches to dealing with resistive clients Hallmarks of financial counseling Interview do's and don'ts How to handle special situations Facing the challenges of reduced income Developing plans for financial recovery	4.5 hours
Module 8	Establishing a Financial Education Program Identification of locations for these services Planning and delivering educational programs Advertising and promotion Recruiting speakers Best practices Special topics	4.5 hours

Students enrolled in this online course will be required to read the assigned chapters in the textbook, PPT slides, additional resources, complete assignments, and participate in discussions.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course is being redesigned to meet the needs of the new Financial Literacy Option and Minor being proposed by the School of Family and Consumer Sciences. This course will serve as the capstone course.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

b. If the course or some sections of the course may be technology delivered, explain why.

The course will be an option to be used for an online cohort for a Master's degree designed for Family and Consumer Sciences high school teachers. Placing this course online will provide greater accessibility for these students. The hybrid course will be offered to students receiving a degree in Family and Consumer Sciences with a Financial Literacy Option or Financial Literacy Minor

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course will serve as the capstone course for the Financial Literacy Option and Minor. The prerequisite, FCS 3300, is designed to educate students in developing a personal financial plan. The purpose of this course is to educate students on how to work with individuals and families in analyzing and developing financial plans.

3. If the course is similar to an existing course or courses, justify its development and offering.

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

Does not duplicate an existing course.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

FCS 5302 will be deleted.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

This will be a required course for a Major or Minor in Financial Literacy.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course will not be a core requirement.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Linda Simpson, Ph.D. or an individual with a Ph.D. or Master's level in the School of Family and Consumer Sciences or related field

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

The School of Family and Consumer Sciences offers a graduate program.

- 2. Additional costs to students:**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

Text and supplementary materials to be used (Include publication dates):

Wall, R. W. (2002). *Financial Counseling in Practice*. Financial Wellness Associates: HI.

Helping People in Your Community Understand Basic Financial Services. A comprehensive guide for community educators. Developed by the Financial Services Education Coalition.

www.nefe.org

MoneySmart Program created by the FDIC

Additional Resource packet developed by Dr. Linda Simpson – will be made available online

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: October 29, 2013

Date approved by the college curriculum committee: November 18, 2013

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: December 5, 2013 CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active

courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career Services

<http://www.eiu.edu/~careers/>

581-2412

Disability Services

<http://www.eiu.edu/~disablty/>

581-6583