Eastern Illinois University
Revised Course Proposal
FIN 3300, Fundamentals of Financial and Tax Planning

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:  FIN3300
2. Title (may not exceed 30 characters, including spaces):  Financial and Tax Planning
3. Long title, if any (may not exceed 100 characters, including spaces):  Fundamentals of Financial and Tax Planning
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
- X Spring
- Summer
- X On demand
6. Initial term of offering:  
- Fall
- X Spring
- X Summer
- Year:  2014
7. Course description:  An introduction to the financial and tax planning process.

8. Registration restrictions:
   a. Equivalent Courses
      - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
        None
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  
        X 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.
        BUS 3710, or permission of the Associate Chair, School of Business.
      - 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).  
        X 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)  Associate Chair, School of Business  
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  None
   e. Repeat status:  
      - X 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: Admission to the School of Business or permission of the Associate Chair.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

10. **Grading methods** (check all that apply): [X] 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.)

[X] lecture [ ] lab [ ] lecture/lab combined [ ] independent study/research

[ ] internship [ ] performance [ ] practicum or clinical [ ] study abroad

[X] Internet [X] hybrid [ ] other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   
   Upon successful completion of the course, students will be able to:

1. Describe the steps in the financial planning process
2. Describe the basic implications of insurance, investment management, and retirement and estate planning on a personal financial plan
3. Identify ethical issues in financial planning
4. Generalize financial planning for special circumstances
5. Identify alternatives for educational funding
6. Calculate income tax fundamentals and calculations
7. Analyze the tax consequences of asset sales and exchanges
8. Describe income tax planning techniques
9. Describe employee benefits

a. 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.

Not a general education course

b. 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

Not a graduate-level course

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

There will be three exams throughout the semester in addition to a comprehensive final exam at the conclusion of the semester. In addition, there are ten unannounced quizzes during the semester. To help prepare students for exams and quizzes, the students have three homework assignments during the semester to help prepare them for their three exams. These assignments are not graded, but serve to prepare students for their exams and quizzes. Furthermore, discussion topics and papers will be assigned based on current developments in financial planning and tax planning. Since these are dynamic areas of study, it is difficult to identify in advance the legal developments that will occur during the semester, which is why it is difficult to match these discussion topics to the learning goals outlined in the previous section.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Homework Assignments</th>
<th>Quizzes</th>
<th>Exams</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>2</td>
<td>X</td>
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<td>4</td>
<td>X</td>
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<td>5</td>
<td>X</td>
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<td>6</td>
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<td>X</td>
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<tr>
<td>9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Exams will count for 75 percent of a student’s grade, quizzes will count for 15 percent, and other assignments will account for 10 percent.

The grading scale may vary by instructor, but is generally considered as follows:
90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Less than 60% = F

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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:
      Lectures from the face-to-face courses will be recorded and posted online for students to view. Students will be assessed via quizzes and exams either through an online test monitoring system or they will take them supervised at a community college in their area.
   b. Describe how the integrity of student work will be assured:
      Students will be assessed via quizzes and exams either through an online test monitoring system or they will take them supervised at a community college in their area.
   c. 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.):
      At the discretion of the faculty, provisions and requirements would vary but generally will utilize Email, Web-Based Discussions, Web-conferencing

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.
   Not applicable

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 *.)
   Not applicable

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.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic</th>
<th>Number of coverage hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Steps in the financial planning process</td>
<td>3</td>
</tr>
<tr>
<td>2-3</td>
<td>Introduction to insurance, investment management, retirement and estate planning</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Ethical issues in financial planning</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Financial planning for special circumstances</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Alternatives for educational funding</td>
<td>3</td>
</tr>
<tr>
<td>7-9</td>
<td>Income tax fundamentals and calculations</td>
<td>9</td>
</tr>
<tr>
<td>10-11</td>
<td>Tax consequences of asset sales and exchanges</td>
<td>6</td>
</tr>
<tr>
<td>12-13</td>
<td>Income tax planning techniques</td>
<td>6</td>
</tr>
<tr>
<td>14-15</td>
<td>Employee benefits</td>
<td>6</td>
</tr>
</tbody>
</table>
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
This course was initially developed to comply with requirements established by the Certified Financial Planner Board of Standards (CFP Board). The financial planning curriculum is a CFP Board-Registered Program that has been approved by the CFP Board of Standards as meeting the criteria to fulfill the education component required to sit for the CFP Certification Exam. Given the increased emphasis of the CFP Certificate in the investment advisory business, there has been a renewed interest in this certification among our former students. Offering this course online gives EIU the opportunity to market to these students as well as other professionals in the state of Illinois who are interested in pursuing the CFP Certificate.

   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. Not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why.
Offering this course online gives EIU the opportunity to market to students as well as other professionals in the state of Illinois who are interested in pursuing the CFP Certificate.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
This course is a 3000 level course because it is an intermediate-level finance course, and an understanding of basic financial concepts and calculations is necessary, which is why BUS 3710 is a prerequisite.

3. If the course is similar to an existing course or courses, justify its development and offering.
Not applicable.
   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. Not applicable.

   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. No deletions are planned.

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. The course will be an approved elective in the finance major.

   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.
   Not applicable

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:
   David McGrady, Patrick Lach or other qualified faculty members. Online sections will be taught by qualified faculty members meeting the technology-delivered policy requirements.

   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.

   Not applicable

2. Additional costs to students:
   None

   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.)

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


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: 1/22/2014

Date approved by the college curriculum committee: 2/17/2014

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

Date approved by CAA: 3/4/14  CGS: Not Applicable

*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).
<table>
<thead>
<tr>
<th>Student Success Center</th>
<th>Career Services</th>
<th>Disability Services</th>
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<tbody>
<tr>
<td>581-6696</td>
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