FI[redacted]ancial Planning-NewCrs-2017-01-30

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Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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FIN 4XX A Capstone Financial Plan Development Course

Proposer*	Dr. Namrata Saikia	**Proposer Email***	snamrata@iup.edu
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Proposing Department/Unit*	Finance and Legal Studies	**Contact Phone***	817-564-3305

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* FIN
(B) Course Number*	*If Dual Listed, enter both course numbers* 426
(C) Course Title*	Seminar in Financial Planning
(D) Course Level*	undergraduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3

(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	FIN 300, 320, 324, 400
(K) Co-requisite(s)	*This means that another course must be taken in the same sj ET1 48 48.04 lET BT yET1 4prunye sj ET1 48 Co-uisite*

(P) Brief Course Outline* For Each Outcome Describe How the Outcome Will Be Achieved	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* This capstone course is designed to teach students the practical application of theoretical knowledge acquired in various courses under the personal finance curriculum. This will be achieved through in-class lectures, interactive discussions, analysis of case studies (individually and in groups), student presentations, and lectures by invited speakers. It is the intent of this course to cover as many topics (specified by the CFP Board) – the same are listed below. Students will work on these cases individually and in groups to assess situations often faced by a certified financial planner. They will receive an opportunity to research, and intelligently analyze different cases while being cognizant of the code of ethics and guidelines in the personal finance area. Group discussions and student presentations will promote collaborative and interactive learning, hone their communication skills, and essentially provide students with a hands-on experience on how to interact with various parties and synthesize information/suggestions from different sources. Students will be required to provide the instructor with written versions of their analyses to ensure they receive adequate training in professional writing. Grading rubrics will be provided. Further, this course will offer students exposure to questions of ethical dilemmas and compliance issues through lectures by invited speakers with years of professional experience in personal finance. The goal of this entire exercise is to develop student competence in formulating a comprehensive personal finance plan and effectively communicating same to the party concerned. The topics to be covered using case studies include: • Fundamentals of Financial Planning • Insurance Planning and Risk Management • Investment Planning • Income Tax Planning • Retirement Planning • Estate Planning

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	The personal finance track addresses a full range of topics within wealth management. This capstone course serves to integrate academic coursework and to equip students with skills necessary to apply theories and techniques to practical situations. This course will introduce students mainly through the case study technique to the different facets of the personal finance process in a non-liability environment. Students who successfully complete this course will find it helpful to sit for the CFP examination.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* FIN 426 Seminar in Financial Planning is the capstone course for the personal finance track. This course will be useful to individuals who intend to appear for the CFP examination. This program is expected to eventually graduate into a CFP Board Registered Program in Personal Financial Planning.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective Other If Other, please explain: This capstone class will be a required course for students on the personal finance track. Students who do not opt for this track can take it as a free elective. However, it would be beneficial for students to take this course after they have completed the earlier courses specified under this track.

(T) Is a Similar Class Offered in Other Departments? *	NO Please Provide Comment:
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Other If Other, please explain: Finance major students who wish to obtain the certification for financial planning (CFP).
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) Students in other departments may wish to enroll in this course as a free elective. This course should prove beneficial for students who have completed the remaining courses listed under the personal finance track. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? Not Applicable
(X) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu