

13-65
App-9/17/13
Senate Info-10/8/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: FIN 143 - FINANCIAL WELLNESS

Instructor(s) of Record: ROBERT BOLDEN

Phone: 724 357 2465 Email: rbolden@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/25/13
Signature of Department Designee Date

Endorsed:

[Signature] 9/9/13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/17/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

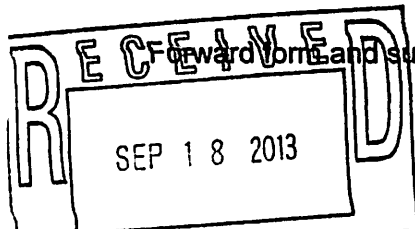
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 9/19/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received

SEP 11 2013

Liberal Studies

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Undergraduate Distance Education Review Form

FIN 143 Financial Wellness

1. **How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

Robert Boldin:

- Starting in 2006, the instructor developed and taught the first online courses in FIN 310, FIN 320, and FIN 324.
- Attended workshops on Moodle and D2L.
- Attended self-training webinars in D2L management.
- Consulted with the IT course design department.
- Published numerous articles in respected journals of finance and investments.
- Presented research at national and international conferences.
- Twice received the *Midwest Academy of Finance and Insurance* Distinguished Paper Award.

2. **How will each objective in the course be met using distance education technologies?**

Please refer to the attached syllabus of record for the list of course objectives. The online version of the syllabus has been modified in the “Evaluation Methods” section specifically to meet the accomplishment of the course objectives using D2L online tools. How each of the course objectives will be achieved through the online course is described below:

(1) Identify the impact of personal, cultural, and social factors on one’s financial and emotional wellness.

- A personal narrative assignment titled “Your Relationship with Money” will be completed in the beginning of the term. Through this assignment, students will evaluate various factors that have shaped their view of money and analyze how their view of money will influence their quality of life in the future. Instructions for the assignment will be provided in the “content” tab on the D2L class website.
- Instructor feedback will be given on this initial assignment. Additionally, material learned from the textbook will be assessed through homework, quizzes, and exams on the MyFinanceLab platform.
- In order to gauge the students’ comprehension, a chat room discussion with peers and the instructor at the end of the term will serve as the terminal assessment.

(2) Develop, implement, evaluate, and revise an appropriate money management program.

- Textbook material, along with a discussion forum regarding appropriate credit card usage and debt management, will provide the basis for achieving this objective.

- Feedback will be given in the form of homework, quizzes, and exams, as well as instructor input on the discussion forum participation.
- Near the end of the course, students will submit a financial wellness self-improvement plan. This assignment will include a personal budget, as well as short-term and long-term financial goals. It will serve as the terminal assignment to solidify the students' understanding of an appropriate money management program.

(3) Demonstrate actions to take when resolving a consumer complaint regarding a good or service.

- Students will prepare a consumer letter of complaint regarding a specific good or service. This assignment will address quality, durability, and/or cost of the good or service. Links to the Better Business Bureau and Bureau of Consumer Protection will be provided.

(4) Use information literacy skills to seek and evaluate financial wellness-related information.

- Students will use information literacy skills to evaluate three credit card applications and terms of interest rates, grace periods, and repayment schedules. Through a discussion forum, students will compare the pros and cons associated with each card's features. Students will be directed to review related *Wall Street Journal* articles, provided by the instructor, which will discuss the impact of improper credit card usage.
- Homework, quizzes, and exams will provide feedback prior to this project, which will serve as the terminal assessment for this objective.

(5) Identify the benefits of a healthy relationship with money and consequences of an unhealthy relationship with money.

- The personal narrative assignment titled "Your Relationship with Money," completed in the beginning of the term, will serve as the basis of comparison of a healthy versus an unhealthy relationship with money. The students will have evaluated various factors which shape their view of money and analyze how their view of money will influence their quality of life in the future.
- Having received instructor feedback throughout the course, along with homework, quizzes, and exams, the students will be expected to distinguish between the benefits of a healthy relationship with money and the negative consequences of an unhealthy relationship with money.
- Near the end of the course, students will review their personal narrative assignment and reflect on how their outlook has changed as a result of the knowledge gained throughout the course. Students will share their new perceptions with one another through a chat room discussion.

3. How will instructor-student and student-student, if applicable, interaction take place?

- There will be an interactive chat room session using D2L (instructor-student, student-student).
- Students will participate in a discussion forum on D2L (student-student).
- Assignments, discussion forum, and chat room participation will be graded (instructor-student).
- The IUP email system will be utilized to communicate with individual students and this will encourage their participation (instructor-student).
- All emails will be responded to within 48 hours.

4. How will student achievement be evaluated?

- There are 14 online chapter MyFinanceLab homework questions/problems.
- There are 14 online chapter quizzes utilizing the MyFinanceLab system within D2L. Quizzes will utilize multiple choice questions and problems.
- In addition to the chapter quizzes, there will be a mid-term exam (chapters 1-8) and a final exam (chapters 11-16), again utilizing multiple choice questions and problems.
- “Your Relationship with Money” personal narrative assignment, financial wellness self-improvement plan, and the consumer letter of complaint.
- Discussion forum comparing pros and cons of different credit cards. The expectation is that students will complete at least one post, as well as comment on a minimum of three of their peers’ posts.
- Chat room discussion regarding new perspectives on financial wellness gained as a result of the course material. Each student must participate by answering three different questions posed by the instructor during the chat session.
- The final course grade will be based on the following weighted distribution:

1. Homework (14 chapters)	10%
2. Chapter Quizzes (14 chapters)	20%
3. Mid-term Exam (Chapters 1-8)	20%
4. Final Exam (Chapters 11-16)	25%
5. Three Assignments (5% each)	15%
6. Discussion Forum	5%
7. Chat Room	5%

5. How will academic honesty for tests and assignments be addressed?

- Each student will be administered a randomly selected set of questions/problems from a large test bank for each chapter. Each student's test/exam will be different.
- There will be a fixed date and time for students to complete each test and exam.
- Results and correct answers will be released only after the test/exam deadline is over.
- Written assignments will be checked for plagiarism utilizing turnitin.com, accessed through the "Dropbox" feature on D2L.



Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Robert Boldin	Email Address rboldin@iup.edu
Proposing Department/Unit ECOBIT/FIN	Phone 724-357-2465

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title:

Proposed course prefix, number and full title, if changing: **FIN 143 Financial Wellness**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input checked="" type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
--	---

4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Robert Boldin</i>	9/5/12
Department Chairperson(s)	<i>David Hoffman</i>	9/25/12
College Curriculum Committee Chair	<i>Michael H. ...</i>	10/2/12
College Dean	<i>John ...</i>	10/15/2012
Director of Liberal Studies (as needed)	<i>J. H. ...</i>	11/1/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail ...</i>	11/27/12

Received Received

OCT 29 2012 OCT 19 2012

Liberal Studies Liberal Studies

Syllabus of Record

I. Catalog Description

FIN 143 Financial Wellness

3 class hours

0 lab credits

Prerequisites: None

3 credits

(3c-01-3cr)

Theories and principles related to the physical, mental, social and emotional wellness aspects of individual money management. Information is focused on building a sound financial foundation as a college student, and can be applied throughout the lifespan to ensure future financial wellbeing. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. The course is cross-listed with ECON 143 and FCSE 143. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)

Objective 1:

Identify the impact of personal, cultural, and *social* factors on one's financial and emotional wellness.

Expected Learning Outcome 1:

Informed Learners

Rationale:

"Your relationship with money: A personal narrative" assignment will require students to examine their personal relationship with money and what money represents to them. Students will evaluate various factors that have shaped their view of money and analyze how their view of money will influence their quality of life in the future.

Objective 2:

Develop, implement, evaluate, and revise an appropriate money management program.

Expected Learning Outcome 2 and 3:

Empowered and Responsible Learners

Rationale:

Students will examine their income and expenses, and then create a financial wellness self-improvement plan that includes a personal budget, short-term and long-term financial goals, and a plan to address and improve personal financial weaknesses. The plan will be implemented throughout the course, and emphasis will be placed on creating a plan that can be used throughout a student's lifetime. Students will evaluate the effectiveness of their self-improvement plan and revise their plan at the end of the course.

Objective 3:

Demonstrate actions to take when resolving a consumer complaint regarding a good or service.

Expected Learning Outcome 2 and 3:
Empowered and Responsible Learners

Rationale:

Students will create a **consumer letter of complaint** regarding a specific good or service. Letter will address problems with quality, durability, and/or cost of the good or service. Effective written communication abilities will be evaluated. Ethical and behavioral consequences related to consumer rights and responsibilities will be addressed.

Objective 4:

Use information literacy skills to seek and evaluate financial wellness-related information.

Expected Learning Outcome 2:

Empowered Learners

Rationale:

Students will use information literacy skills to access four financial wellness articles from reliable sources during the course. Students will then interpret, evaluate, and **review each journal article**. Students will also access relevant finance-, economics-, and consumer affairs-related websites throughout the course (Bureau of Labor Statistics, Better Business Bureau, Federal Trade Commission, Internal Revenue Service, Bureau of Consumer Protection, etc.) to collect, interpret, and apply information related to assignments and exercises [**Filling out a 1040EZ tax return, How to read the Wall Street Journal exercise, Scholarship or grant application**]

Objective 5:

Identify the benefits of a healthy relationship with money and consequences of an unhealthy relationship with money.

Expected Learning Outcome 1 and 2:

Informed and Empowered Learners

Rationale:

The **book report and/or presentation** will allow students to identify the traits shared by people who have a healthy relationship with money. Students will examine and evaluate how a positive attitude, self esteem, and personal concepts of success, career, work, achievement, money, and wealth can be used to achieve a healthy financial relationship.

III. Course Outline

A. The dimensions of wellness (1 hour)

1. Emotional
2. Occupational
3. Social
4. Intellectual
5. Spiritual
6. Physical
7. Financial

B. What is financial wellness? (2 hours)

1. Financial wellness & mental and emotional health

2. Financial wellness & physical health
3. Causes and consequences of growing income inequality
4. Individual versus society (e.g. personal debt versus national debt)
5. Manias, bubbles, panics

C. Decision-making (3 hours)

1. Scarcity
2. Opportunity cost
3. Short-run versus long-run planning (goal setting)
4. Cost and benefit balance
5. Financial planning steps and professional resources

D. The meaning of money (2 hours)

1. Role of money
2. Inflation – purchasing power
3. Time value of money
4. Rule of 72

E. Human Capital (3 hours)

1. Labor markets
2. Occupations and expected earnings

F. Income Management (10 hours)

1. Money management
 - i. Budgeting
 - ii. Risk management (introduction to risk associated with various financial institutions, accounts, and instruments)
2. Taxes
Exercise: Completing a 1040EZ tax return
3. Interest rates-everything you always wanted to know
4. Financial institutions and accounts
 - i. Depository institutions: commercial banks, savings institutions, credit unions
 - ii. Nondepository institutions: finance companies, securities firms, insurance companies, investment companies
 - iii. Checking, savings, certificate of deposit, etc. accounts
5. Financial instruments and risk
 - i. Stocks
 - ii. Bonds (Corporate and government)
 - iii. Mutual funds
 - iv. Real estate
 - v. Commodities
 - vi. Hedge funds and derivatives

Exercise: How to read and interpret financial information (examples may include the Wall Street Journal and/or related websites)

Midterm Exam (1 hour)**G. Credit (4 hours)**

1. Credit cards, debit cards
2. Personal loans and rent-to-own guidelines
3. Managing debt
4. Credit rating

H. Bankruptcy (1 hour)**I. Retirement Planning (2 hours)**

1. Social Security
2. Defined benefit plans
3. Defined contribution plans
4. Individualized Retirement Accounts (IRAs)
 - i. Traditional
 - ii. Roth
 - iii. SEP
 - iv. SIMPLE
5. Deferred income

J. Consumer Expenditures and Savings (8 hours)

1. Paying for college
 - i. Free Application for Federal Student Aid (FAFSA)
 - ii. Student loans
 - iii. Scholarships
 - iv. Grants
 - v. Work study
 - vi. Working to pay your way

Exercise: Scholarship or grant application
2. Housing
 - i. Renting versus buying
 - ii. Mortgages
 1. Types of mortgages and financing
 2. Calculating mortgage payments and interest
 - iii. Housing pricing data sources (e.g. apartments.com, zillow.com, trulia.com)
 - iv. Landlord and tenant rights
 - v. Insurance
3. Automobile
 - i. What type of vehicle do you need?
 - ii. Choosing a new or used model
 - iii. Should you purchase or lease a vehicle?
 - iv. Warranties
 - v. Lemon laws
 - vi. Financing

1. Types of financing (dealer, depository institutions)
2. Calculating monthly payment and total cost of financing
- vii. Auto pricing data sources (e.g. Edmunds.com, kbb.com)
- viii. Insurance
4. Saving
5. Other (examples)
 - i. Rent-to-own contracts
 - ii. Cell phone contracts
 - iii. Internet service contracts
 - iv. Cable service contracts

K. Your rights as a consumer (2 hours)

1. Consumer agencies and organizations
2. Consumer legislation
3. Identity theft
4. Advertising

L. International economics – why you should care (3 hours)

1. Exchange rates – currency values
2. Balance of payments
3. International trade
4. International investing

Final exam – during final exam week (2 hours)

IV. Evaluation Methods

- | | |
|------------|---|
| 50% | <p>Mid-term and Final Exams</p> <ul style="list-style-type: none"> ▪ Each exam will consist of multiple choice and short answer essay questions. |
| 40% | <p>Writing assignments</p> <ul style="list-style-type: none"> ▪ Your relationship with money: A personal narrative ▪ Book report and/or presentation ▪ Consumer letter of complaint: Students will identify a specific good or service they have purchased and have had problems with the quality, durability, and/or cost of the good or service. Students will write a letter of complaint to the appropriate entity, and will relate ethical and behavioral consequences to consumer rights and responsibilities. If students cannot determine a cause for complaint, a scenario will be provided. Effective written communication skills will be evaluated. ▪ Financial wellness self-improvement plan: Development & implementation (personal budget, short-term and long-term financial goals, and a plan to address and improve personal financial weaknesses) ▪ Financial wellness self-improvement plan: Evaluation and revision (end of course assessment and revision of self-improvement plan) ▪ Journal article reviews |
| 10% | <p>Exercises</p> |

- Completing a 1040EZ tax return
- How to read and interpret financial information
- Scholarship or grant application: Students will search for a possible relevant scholarship or grant.

V. Grading Scale

Grading Scale: A: $\geq 90\%$; B: 80-89%; C: 70-79%; D: 60-69%; F: $< 60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Examples of textbooks, supplemental books and readings

- Textbook to be chosen by instructor. Examples include:
 - Garman, E. T. (2006). *Consumer economics issues in America* (9th ed.). Independence, KY: Cengage Learning.
 - Goldsmith, E. B. (2009). *Consumer economics issues and behaviors* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
 - Reiboldt, W. & Zelenak, M. J. (2009). *Consumer economics: The consumer in our society* (15th ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.
 - Siegel, R. & Yacht, C. (2009). *Personal finance*. Nyack, NY: Flat World Knowledge, Inc.

Supplemental reading:

- Required book for book report. Instructor will provide students with a list of books to select from. One of the following or others may be chosen.
 - Bach, D. (2004). *The automatic millionaire: A powerful one-step plan to live and finish rich*. New York, NY: Broadway Books.
 - Chilton, D. (1997). *The wealthy barber*. Roseville, CA: Prima Publishing.
 - Clason, G. S. (2005). *The richest man in Babylon*. New York, NY: Signet.
 - Fowles, D. (2008). *The everything personal finance in your 20s and 30s: Erase your debt, personalize our budget, and plan now to secure your future*. Avon, MA: Adams Media.
 - Franklin, D. (2006). *So you graduated college: A financial guide to life after graduation*. Los Altos, CA: Keystone Enterprises LLC.
 - Koblner, B. (2009). *Get a financial life: Personal finance in your twenties and thirties*. New York, NY: Simon and Schuster.
 - Orman, S. (2007). *The money book for the young, fabulous & broke*. New York, NY: Penguin Group.
 - Richards, C. (2012). *The psychology of wealth: Understand your relationship with money and achieve prosperity*. New York: McGraw Hill.
 - Schor, J. B. (1998). *The overspent American: Why we want what we don't need*. NY: Basic Books.

- Stanley, T., & Danko, W. (2010). *The milltonaire next door*. Lanham, MD: Taylor Trade Publishing.
 - Tisdale, S., & Kennedy, P. (2007). *The true cost of happiness*. Hoboken, NJ: JohnWiley & Sons, Inc.
 - Tyson, E. (2011). *Personal finance in your 20s for dummies*. Indianapolis, IN: Wiley Publishing Inc.
 - Wood, J. G. (2010). *From ramen to riches: building wealth in your 20s: Or spending, saving, investing and managing your money to get rich slowly, but surely*. San Diego, CA: The Tannywood Group, Inc.
 - Young Fisher, S. (2009). *The complete idiot's guide to personal finance in your 20s and 30s*. New York, NY: Penguin Group.
- Four scholarly-journal articles to be reviewed. Instructor or student (with instructor approval) will choose articles.

VIII. Special Resource Requirements

None.

IX. Bibliography

Better Business Bureau of Western Pennsylvania. (2012). *Western Pennsylvania consumer and business reviews, reports, ratings, complaints, and accredited businesses – Pittsburgh BBB*. Retrieved from <http://westernpennsylvania.bbb.org/>

Federal Trade Commission. (2012). *FTC bureau of consumer protection*. Retrieved from <http://www.ftc.gov/bcp/index.shtml>

Financial literacy and Education Commission. (2012). *MyMoney*. Retrieved from <http://www.mymoney.gov/>

Hoyer, W., & MacInnis, D. J. (2008). *Consumer behavior* (5th ed.). Mason, OH: South-Western.

Kanner, A. D., & Kasser, T. (2003). *Psychology and consumer culture: The struggle for a good life in a materialistic world*. Washington, DC: American Psychological Association.

Kilbourne, J. (2000). *Can't buy my love: How advertising changes the way we think and feel*. NY: Touchstone.

Lury, C. (2011). *Consumer culture* (2nd ed.). Piscataway, NJ: Rutgers University Press.

Pennsylvania Office of Attorney General. (n.d.). *Renting a home or apartment: Leases and security deposits*. Retrieved from <http://www.attorneygeneral.gov/consumers.aspx?id=405>

Practical Money Skills for Life. (2012). *Financial literacy for everyone*. Retrieved from <http://www.practicalmoneyskills.com/>

- Rapaille, C. (2006). *The culture code: An ingenious way to understand why people around the world live and buy as they do*. NY: Broadway Books.
- Sassatelli, R. (2007). *Consumer culture: History, theory, and politics*. London: SAGE.
- Schor, J. B. (2004). *Born to buy: The commercialized child and the new consumer culture*. NY: Scribner.
- Sorenson, H. (2009). *Inside the mind of the shopper: The science of retailing*. Upper Saddle River, NJ: Wharton School Publishing.
- Underhill, P. (2008). *Why we buy: The science of shopping—updated and revised for the internet, the global consumer, and beyond*. NY: Simon & Schuster.
- Zukin, S. (2004). *Point of purchase: How shopping changed American culture*. NY: Routledge.

Course Analysis Questionnaire

A1. This course is intended as a Dimensions of Wellness liberal studies course. The course will be a variable title course. This course is designed for all students regardless of major or academic level. The course will be cross-listed with ECON 143 and FCSE 143.

A2. This course does not require changes in any other course in the department.

A3. This course has not been offered at IUP.

A4. This course is not intended to be dual level.

A5. This course is not to be taken for variable credit.

A6. Many higher education institutions across the United States offer personal finance courses but internet searches have not led to available financial wellness courses at the postsecondary level. Some universities do offer financial wellness programs for students, but do not include wellness as a component of personal finance courses. The University of California, San Diego created a program called LiveWell; a component of that program is financial wellness. The Ohio State University Student Wellness Center also includes financial wellness in their Dimensions of Wellness program.

A7. Required: None

Recommended:

The National Financial Educators Council states that "to help our college-age youth achieve financial security, requirements should stipulate financial literacy for college students as well. The vast majority of college coursework is designed to help people pick up skills to earn more money. Yet little or no time is spent teaching them how to plan, save, and grow that money. Providing money management for college students can proactively address many of the issues they'll face as adults, and help them live happy lives free from financial worry.

Financial literacy for students is vital to helping ensure financial wellness for our youth and communities as a whole. The most effective time window for sharing positive personal finance lessons is before students move out on their own. In today's age, young people need to master this crucial life skill. These skills are invaluable to anyone who desires life success." (National Financial Educators Council, <http://www.financialeducatorsCouncil.org/financial-literacy-for-students.html>)

There are many organizations that promote financial literacy programs for various ages. The JumpStart Coalition is a "national coalition of organizations dedicated to improving the financial literacy of pre-kindergarten through college-age youth by providing advocacy, research, standards and educational resources. JumpStart strives to prepare youth for life-long successful financial decision-making." The National Standards in K-12 Personal Finance Education were created and are maintained by the JumpStart Coalition, and outline "the personal finance knowledge and skills that K-12 students should possess". JumpStart's national partners include the Federal Deposit Insurance Corporation (FDIC), Federal Reserve Board, Federal Trade Commission, Office of Comptroller of the Currency, Social Security Administration, United States Mint, and numerous private corporations and professional organizations. (<http://www.jumpstart.org>) The long list of national partners strongly suggests they view financial literacy as important knowledge to have and be able to utilize.

B1. FIN 143 will be taught by an instructor in the Finance & Legal Studies Department. The instructor will adhere to the content in the syllabus of record, but may use different teaching methods. Evaluation methods will

remain the same as outlined in the syllabus of record, but the instructor will determine the most recent research articles for student review. The instructor will also approve books appropriate for the book report.

B2. The content of this course is identical to that of ECON 143 and FCSE 143 Financial Wellness. This course was developed with faculty from those two departments.

B3. This course will be cross-listed as ECON 143 and FCSE 143 Financial Wellness.

B4. This course can be made available to continuing education students.

C1. No new faculty member is required to teach this course.

C2. Resources for this course are adequate.

- **Space:** Current space allocations are adequate to offer this course.
- **Equipment:** No special equipment is needed for this course.
- **Laboratory Supplies and other Consumable Goods:** No laboratory supplies are necessary for this course.
- **Library Materials:** Library holdings are adequate.
- **Travel Funds:** No travel funds are needed for this course.

C3. No resources for this course are funded by a grant.

C4. This course could be offered each fall and spring semester. It may also be offered during the summer semester. It will depend on faculty availability.

C5. We expect to offer one section of FIN 143 each fall and spring semester.

C6. 30-35 students can be accommodated in a section of this course.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

D. No additional information is necessary.

Your relationship with money: A personal narrative

FIN 143: Financial Wellness

Assignment instructions:

The people around us contribute to our view of money and our relationship with it. This begins when we are young and continues throughout our lifetime. In this writing assignment, you will examine your relationship with money and how that relationship was formed. You will also examine how consumer culture has shaped your view of money, and imagine what you would like your financial future to be in 20 years.

Requirements:

The paper should address the questions below and should be written in paragraph form using APA style formatting (<http://owl.english.purdue.edu/owl/resource/560/1/>).

- Your report should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides.
- Use 12 pt. Times New Roman font.
- Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left.
- Your report should include a title page.

Questions to guide your writing:

Your view of money:

What is money to you? Does it represent power, status, and/or respect? Do you value money? Does it make you happy? How do you use money? What is your relationship regarding saving money? What is your relationship regarding spending money?

Social and cultural aspects of money:

Do you use money to compare yourself to others socially? Do you tie your self-worth and self-esteem to the amount of money you have or the possessions you own/can purchase? What possessions do you consider to be necessities? Are your needs influenced by what those around you consider essential? What do you value more: personal possessions and the status they provide, or financial security? How do you perceive you fit into the American consumer culture?

Personal lessons regarding money:

Was money or the lack of money a big factor in your childhood? Who taught you valuable lessons about money? List 3 examples of lessons you have learned by observing or talking to others about money. Explain how you will use these lessons throughout your lifetime.

Your financial future:

Picture your financial future in 20 years. Describe the quality of life that you see. What are you driving, wearing, and eating? Where do you live and what type of dwelling will you call home? What activities do you participate in during your free time that require money? Are there other people in the life you are imagining? Will you earn enough to meet your needs and theirs? How about wants? How do your values relate to the picture you imagined? Is the quality of life imagined probable on the income you will earn? Will you have negative feelings toward yourself if your life does not turn out as imagined? How is the life you imagined influenced by the consumer culture in which we live?

Your relationship with money: A personal narrative

Grading Rubric/Criteria:

Introductory paragraph	Weak (1)	Good (3)	Strong (5)
Your view of money	Written with little to no description and detail (3)	Written with some description and detail (5)	Written descriptively and in detail (7)
Social and cultural aspects of money	Written with little to no description and detail (3)	Written with some description and detail (5)	Written descriptively and in detail (7)
Personal lessons regarding money	Written with little to no description and detail (3)	Written with some description and detail (5)	Written descriptively and in detail (7)
Your financial future	Written with little to no description and detail (3)	Written with some description and detail (5)	Written descriptively and in detail (7)
Closing paragraph	Weak (1)	Good (3)	Strong (5)
Transitional words and phrases are used to maintain coherence and establish sequence within and between paragraphs	Weak (1)	Good (2)	Strong (3)
Grammar and usage	3 or more errors (1)	1-2 errors (2)	No errors (3)
Spelling, capitalization, and punctuation	3 or more errors (1)	1-2 errors (2)	No errors (3)
APA formatting	4 or more errors (1)	2-3 errors (2)	1 error or less (3)

Liberal Studies Course Approval General Information

1. Faculty will share course syllabi, use the same course objectives, and teach the same content, but reserve the right to teach course content differently. Instructors will use similar assignments. Evaluations will be based on course objectives, and each instructor may use different evaluation methods for the same content. Instructors will also meet to discuss which currently relevant journal articles to include for student review each semester, course content that should be updated to reflect current research findings and legislation, and which textbook to use for the course as new editions are released.

2. Students will
 - examine differing cultural viewpoints regarding money and how personal consumption behavior differs based on a culture's view of money and material goods.
 - examine career and earnings statistics (demographic information including age, sex, race, and ethnicity) published on the US Bureau of Labor Statistics' website (www.bls.gov) that relates to their future career path and earning potential.
 - use the internet to search for scholarship and grant opportunities related to their demographic information (age, sex, gender, race, ethnicity, etc.).
 - examine predatory lending practices related to sex, race, and ethnicity.
 - examine various types of advertising that are directed toward specific demographic groups, and will evaluate those ads for stereotyping and bias.

3. The course instructor will select a book for the book report assignment listed in the syllabus of record. One of the following may be used, but the choice is not limited to these titles:
 - Bach, D. (2004). *The automatic millionaire: A powerful one-step plan to live and finish rich*. New York, NY: Broadway Books.
 - Chilton, D. (1997). *The wealthy barber*. Roseville, CA: Prima Publishing.
 - Clason, G. S. (2005). *The richest man in Babylon*. New York, NY: Signet.
 - Fowles, D. (2008). *The everything personal finance in your 20s and 30s: Erase your debt, personalize our budget, and plan now to secure your future*. Avon, MA: Adams Media.
 - Franklin, D. (2006). *So you graduated college: A financial guide to life after graduation*. Los Altos, CA: Keystone Enterprises LLC.
 - Koblner, B. (2009). *Get a financial life: Personal finance in your twenties and thirties*. New York, NY: Simon and Schuster.
 - Orman, S. (2007). *The money book for the young, fabulous & broke*. New York, NY: Penguin Group.
 - Richards, C. (2012). *The psychology of wealth: Understand your relationship with money and achieve prosperity*. New York: McGraw Hill.
 - Schor, J. B. (1998). *The overspent American: Why we want what we don't need*. NY: Basic Books.
 - Stanley, T., & Danko, W. (2010). *The millionaire next door*. Lanham, MD: Taylor Trade Publishing.
 - Tisdale, S., & Kennedy, P. (2007). *The true cost of happiness*. Hoboken, NJ: John Wiley & Sons, Inc.
 - Tyson, E. (2011). *Personal finance in your 20s for dummies*. Indianapolis, IN: Wiley Publishing Inc.
 - Wood, J. G. (2010). *From ramen to riches: building wealth in your 20s: Or spending, saving, investing and managing your money to get rich slowly, but surely*. San Diego, CA: The Tannywood Group, Inc.
 - Young Fisher, S. (2009). *The complete idiot's guide to personal finance in your 20s and 30s*. New York, NY: Penguin Group.

4. The goal of FIN 143: Financial Wellness is to introduce a general student audience to the role money plays in wellness, and how a student's relationship with money will influence their future financial, physical, and mental health and well-being. While the content is structured to provide students with information relative to their financial experiences during college, the principles and strategies examined are applicable throughout a student's lifetime.

**INDIANA UNIVERSITY OF PENNSYLVANIA
EBERLY COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY
DEPARTMENT OF FINANCE AND LEGAL STUDIES**

SYLLABUS

FIN 143: Financial Wellness (Online)
Professor: Dr. Robert Boldin
Phone: (724) 357-2465 off. / (724) 840-3250 cell
Email: rboldin@iup.edu
Term: Winter 2013
Office Hours: By appointment

I. Catalog Description

FIN 143 Financial Wellness (3c-0l-3cr)

Prerequisites: None

Theories and principles related to the physical, mental, social and emotional wellness aspects of individual money management. Information is focused on building a sound financial foundation as a college student, and can be applied throughout the lifespan to ensure future financial well-being. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. The course is cross-listed with ECON 143 and FCSE 143. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. Course Objectives

1. Identify the impact of personal, cultural, and *social* factors on one's financial and emotional wellness.
2. Develop, implement, evaluate, and revise an appropriate money management program.
3. Demonstrate actions to take when resolving a consumer complaint regarding a good or service.
4. Use information literacy skills to seek and evaluate financial wellness-related information.
5. Identify the benefits of a healthy relationship with money and consequences of an unhealthy relationship with money.

III. Course Overview

This SYLLABUS contains information about the course, including required text, assignments, and exam schedule. SUBMISSION DEADLINES are shown at the end of the SYLLABUS. You may wish to print a copy of the syllabus for easy referral throughout the semester. Since this is a distance-learning course, each student is responsible for completing the assignments as indicated.

Please use the IUP email for all correspondence.

The individual course withdrawal deadline date will be enforced. You may complete this withdrawal through the computer registration system. A "Request for a Deadline Waiver" must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone normal withdrawing pending an additional test or assignment.

General Information: The course home will be in D2L. The web address for D2L is d2l.iup.edu. You can login using your university username and password. Then, under "My Courses," select WINTER 2013 FIN 143. This will bring you to the course homepage.

Once on the homepage, you will see a "News" section, and directly below that, a "Content Browser" field. **The "Content Browser" field is only a shortcut to the full course content. To access the full course content, select the "Content" tab at the top of the D2L webpage.**

Detailed, step-by-step instructions regarding what tasks need to be completed for each chapter can be found in the "Content" tab on D2L. Additionally, the "Content" tab contains the syllabus; a link for Pearson's MyFinanceLab website; and articles, YouTube videos, and website links for assignments and discussion forum topics.

MyFinanceLab:

The chapter homework, quizzes, mid-term and final exam will be conducted using MyFinanceLab. An ACCESS CODE, which accompanies the purchase of a new book, is needed to log into MyFinanceLab.

If a used book is purchased, you can buy the access code online with a credit card at <http://www.myfinancelab.com/>. Under the Register section click "Student". Enter the Course ID (listed below) and then click "Continue" and select the enrollment option "Buy Now" and select "MyFinanceLab without Pearson eText".

Required Text:

Personal Finance: Turning Money Into Wealth by Arthur J. Keown, 6/E, (Pearson)
ISBN – 978-0-13-271916-2.

The MyFinanceLab component of the course will require the following information:

Course Name: FIN 143 Winter 2013 Online

Course ID: boldin55017

***Please Note:** Registration for MyFinanceLab will end on December 23, 2013 at 11:00pm EST.

Calculator: You will need a business calculator for this class. The Texas Instruments BAII Plus Advanced Business Analysis Calculator is recommended. This calculator comes with a manual. For those taking the online course, within MyFinanceLab, click on Textbook Resources and then 'Using Financial Calculators' for information related to the use of the calculator.

Assignments: There will be three (3) written assignments titled "Your Relationship with Money" Personal Narrative, Consumer Letter of Complaint, and Personal Budget and Financial Goals. Detailed instructions and rubrics for the assignments can be found in the "Content" tab in D2L. You will submit your assignments in the "Dropbox" tab on D2L.

Discussion Forum: The discussion forum is located in the "Discussion" tab on D2L. Detailed instructions and the rubric can be found in the "Content" tab on D2L.

Chat Room: The chat room is located in the "Chat" tab on D2L. Detailed instructions and the rubric can be found in the "Content" tab on D2L.

Homework, Quizzes, and Exams: This course will cover 14 chapters (1 through 8 and 11 through 16) of the text with the following tasks and time requirements for each chapter:

1. Read Chapter Text. For homework, which will be graded, log into MyFinanceLab. There you will find assigned problems for each chapter. Your homework grade will be based on the average of **All 14 chapters**.
2. You will be required to take a Quiz for each of the 14 chapters. Each quiz will consist of 25 Multiple Choice questions/problems (100 minute time limit).
3. Mid-Term Exam will cover chapters 1 – 8 with 40 Multiple Choice questions/problems (120 minute time limit).
4. Final Exam will cover chapters 11-16 with 40 Multiple Choice questions/problems (120 minute time limit).

IV. Grading

The final course grade will be based on the following weighted distribution:

1. Homework (14 chapters)	10%
2. Chapter Quizzes (14 chapters)	20%
3. Mid-term Exam (Chapters 1-8)	20%
4. Final Exam (Chapters 11-16)	25%
5. Three Assignments (5% each)	15%
6. Discussion Forum	5%
7. Chat Room	5%

An average of 90% or above will earn an A, an average of 80% to 89% will earn a B, an average of 70% to 79% will earn a C, an average of 60% to 69% will earn a D, and an average below 60% will earn an F.

V. Homework Using MyFinanceLab

Logon to the MyFinanceLab website. There you will find assigned homework problems. These problems must be completed and submitted for grading. Problems can be repeated (the computer will use different numbers for each attempt) to enable students to learn the material. Thus, homework can be a valuable learning tool in preparing for quizzes and exams. Homework problems are graded by MyFinanceLab, and immediate feedback is provided to students. All students should be able to achieve an excellent homework grade while reinforcing their learning. You will need to complete all of the homework problems assigned for each chapter.

Once you access MyFinanceLab, click the "Homework" button located on the left menu. The listing of chapters should appear. If you get a message, stating that "You are currently not assigned to a course," click the "Course" button located above the left menu. Then click on the drop down menu associated with "Instructor/Course" and select "Personal Finance: Turning Money into Wealth." Then click the "Submit" button and follow the instructions. Once you have completed these steps, click the "Homework" button again and your homework should appear.

Work all assigned problems in preparation for the quizzes and exams. Students should use the homework as a gauge of their understanding and a basis for asking questions.

Students are encouraged to assist one another and to correspond with the instructor and other students on a regular basis.

VI. Chapter Quizzes, Mid-Term Exam, and Final Exam

These will be taken on-line in MyFinanceLab and will consist of multiple choice questions/problems. Students may use their book and notes for quizzes and exams. Make-up quizzes and exams will NOT be given. For the assigned quizzes, you can take them starting at 6:00am but they must be completed no later than 11:00pm on the designated submission deadline. The Mid-term Exam is scheduled to begin at 6:00am EST on Thursday, January 2nd, 2014 and ending at 11:00pm EST on Friday, January 3rd, 2014. The Final Exam is to be completed between 6:00am EST Thursday, January 9th, 2014 and 11:00pm EST Friday, January 10th, 2014.

Chapter Quizzes: You are required to take a quiz for each of the 14 chapters (only one attempt).

Mid-term Exam: The mid-term exam will cover material from chapters 1 – 8 (only one attempt).

Final Exam: The final exam will cover material from chapters 11-16 (only one attempt).

Participation: No formal classroom meetings are scheduled or required. Students are encouraged to correspond with one another and with the instructor via IUP email. Typically, students who participate in online correspondence will learn more, enjoy the class more, and perform better on tests and examinations than students who “go it alone.”

Additional Information:

1. A “high speed” internet connection with a PC with sound capabilities is recommended. It is preferable that you have Microsoft Word and PowerPoint on your system.
2. **No extensions of deadlines** for chapter homework, quizzes, mid-term exam and final exam will be given. Missing chapter homework/quizzes will be scored zero.
3. All quiz and exam questions and problems are multiple choice.
4. If you have any questions, please use IUP email.
5. **Students will not be able to access their quiz or exam grades until after the deadlines are reached.**
6. Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and

the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations. □ Using unauthorized materials and resources during quizzes and tests. Possessing course examination materials without the prior knowledge of the instructor.

Plagiarizing, using papers, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, and other academic exercises or passing off of ideas or facts beyond common knowledge, without attribution to their originators.

Engaging in behaviors that are disruptive or threatening to others. □ Using computer technology in any way other than for the purposes intended for the course.

Please note that the IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at <http://www.iup.edu/registrar>.

VII. Course Outline and Schedule

Course Dates: Thursday, December 19th, 2013 – Friday, January 10th, 2014

Chapter 1: The Financial Planning Process

Chapter 2: Measuring Your Financial Health and Making a Plan

Chapter 3: Understanding and Appreciating the Time Value of Money

Chapter 4: Tax Planning and Strategies

Chapter 5: Cash or Liquid Asset Management

Chapter 6: Using Credit Cards: The Role of Open Credit

Chapter 7: Using Consumer Loans: The Role of Planned Borrowing

Chapter 8: The Home and Automobile Decision

All work for Chapters 1-8 must be completed by Wednesday, January 1st, 2014 at 11:00pm EST

Mid-term Exam: Open from 6:00am EST on Thursday, January 2nd, 2014 and ends on Friday, January 3rd, 2014 at 11:00pm EST

Chapter 11: Investment Basics

Chapter 12: Securities Markets

Chapter 13: Investing in Stocks

Chapter 14: Investing in Bonds and Other Alternatives

Chapter 15: Mutual Funds: An Easy Way to Diversify

Chapter 16: Retirement Planning

All work for Chapters 11-16 must be completed by Wednesday, January 8th, 2014 at 11:00pm EST

Final Exam: Open from 6:00am EST on Thursday, January 9th, 2014 and ends on Friday, January 10th, 2014 at 11:00pm EST

FIN 143 Online Winter Session 2013 – Submission Deadlines

- H = Homework
- Q = Quiz
- MT = Mid Term Exam
- F = Final Exam
- PN = “Your Relationship with Money” Personal Narrative
- CLC = Consumer Letter of Complaint
- DF = Discussion Forum
- CR = Chat Room
- PB = Personal Budget and Financial Goals
- Chapter Quizzes can be taken one time
- Mid Term Exam will cover chapters 1 – 8. Final Exam will cover chapters 11-16.
- All submissions must be completed before 11:00PM EST of the deadline date given below.
- Missing homework, quizzes or exams will be scored zero.

PN	12/20/2013
CLC	12/30/2013
DF	12/30/2013
H1	01/01/2014
Q1	01/01/2014
H2	01/01/2014
Q2	01/01/2014
H3	01/01/2014
Q3	01/01/2014
H4	01/01/2014
Q4	01/01/2014
H5	01/01/2014
Q5	01/01/2014
H6	01/01/2014
Q6	01/01/2014
H7	01/01/2014
Q7	01/01/2014
H8	01/01/2014
Q8	01/01/2014

MT	01/03/2014
CR	01/07/2014
H11	01/08/2014
Q11	01/08/2014
H12	01/08/2014
Q12	01/08/2014
H13	01/08/2014
Q13	01/08/2014
H14	01/08/2014
Q14	01/08/2014
H15	01/08/2014
Q15	01/08/2014
H16	01/08/2014
Q16	01/08/2014
PB	01/08/2014
F	01/10/2014

Instructor Profile:

Dr. Boldin is a Professor of Finance. He also serves as Co-Director of Management Services Group and Director of the Indiana County Small Business Incubator. His academic background includes a bachelor's degree in Chemical Engineering from the University of Pittsburgh, an MBA from Duquesne University, and the MA and doctorate in Business and Applied Economics from the University of Pennsylvania's Wharton School. Before joining IUP in 1978, he served as assistant to the treasurer at Carnegie- Mellon University, and held faculty positions at both Clarkson University and Franklin and Marshall College. His teaching and research interests include Banking, Bankruptcy, Emerging Markets and Valuation. He has served as a consultant for the World Bank, USAID and other smaller firms and organizations. He was a Fulbright Scholar in Macedonia during spring 2007.



News

There is no news to display.

Content Browser

Bookmarks Recently Visited

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- FIN 143 - Chapter 6 - Using Credit Cards: The Role of Open Credit >
- FIN 143 - Chapter 7 - Using Consumer Loans: The Role of Planned Borrowing >

Role Switch

You are currently viewing this page as Student.

Note: Once you navigate to another Course (or to My Home), you automatically return to your active role.

Current Role

Student : Change Role

Calendar

Friday, September 6, 2013

September 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Upcoming events

DEC 11:00 PM "Your Relationship with Money" Personal Narrative - Due

This is the course homepage on D2L.

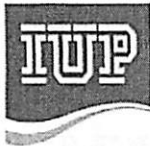


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- [-] FIN 143 - Chapter 6 - Using Credit Cards: The Role of Open Credit
 - [-] Chapter 6 Task List
 - [-] FIN 143 - Chapter 6 PowerPoint Slides
 - [-] Discussion Forum Instructions
 - [-] Discussion Forum Rubric
 - [-] Credit Card Comparison Link
- [-] FIN 143 - Chapter 7 - Using Consumer Loans: The Role of Planned Borrowing
 - [-] Better Business Bureau Link
 - [-] Bureau of Consumer Protection Link

This is the "Content" tab. Chapter 6 is the focus for this module. Each chapter covered will be modeled after Chapter 6.

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Chapter 6 Task List

Print

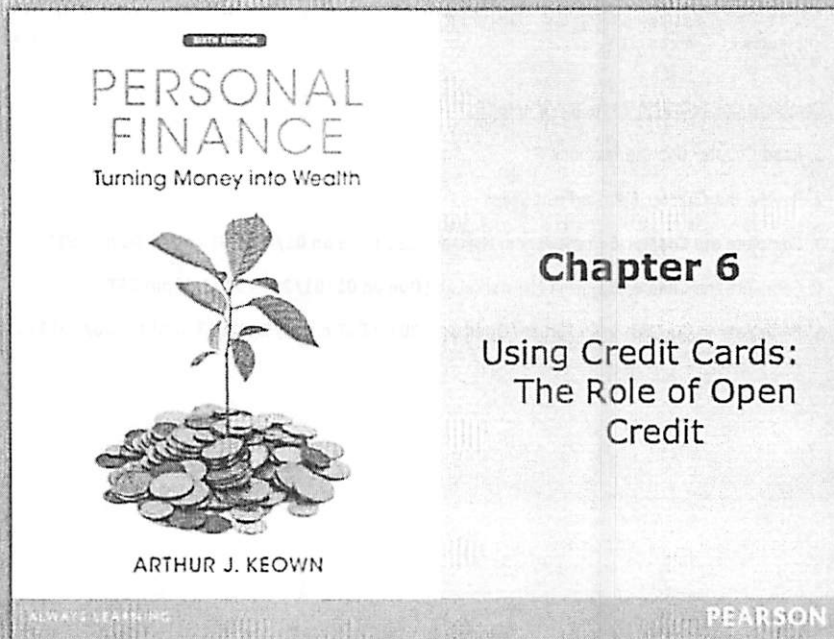
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Complete the Following Tasks for Chapter 6:

1. Read Chapter 6 in the textbook
2. Review the Chapter 6 PowerPoint Slides
3. Complete the Chapter 6 Homework in MyFinanceLab (Due on 01/01/2014 at 11:00pm EST)
4. Complete the Chapter 6 Quiz in MyFinanceLab (Due on 01/01/2014 at 11:00pm EST)
5. Participate in the Discussion Forum (Open at 6:00am EST on 12/29/2013 until 12/30/2013 at 11:00pm EST)

The first item under Chapter 6 is the task list, which gives students a guide for completing work for the chapter.



Chapter 6

Using Credit Cards: The Role of Open Credit



Learning Objectives

1. Know how credit cards work.
2. Understand the costs of credit.
3. Describe the different types of credit cards.
4. Know what determines your credit card worthiness and how to secure a credit card.
5. Manage your credit cards and open credit.

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PEARSON

The previous two images are part of the PowerPoint slides for Chapter 6.

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Discussion Forum Instructions

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The discussion forum titled, "Credit Card Comparison Discussion," located in the "Discussion" tab, will be open from 6:00am EST on December 29, 2013 until 11:00pm EST on December 30, 2013.

Prior to participating in the discussion forum, access the Credit Card Comparison link under Chapter 6 in the "Content" tab. On the Credit Card Comparison website, evaluate three (3) credit card applications and the credit cards' terms of interest rates, grace periods, and repayment schedules. **Compare the pros and cons associated with each card's features.**

Using the information you obtain from the Credit Card Comparison website, post your response to the following questions:

"Are you a credit user, a convenience user, or both? Explain. Using the credit card comparison link, select a credit card that you think suits your needs. Explain why this card works for you."

Additionally, comment on three (3) of your peers' responses.

The next item under Chapter 6 in the "Content" tab is the Discussion Forum Instructions, followed by the Discussion Forum Rubric.

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Discussion Forum Rubric

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Five (5) total points for the Discussion Forum will be awarded based on the student's response to the following questions:

"Are you a credit user, a convenience user, or both? Explain. Using the credit card comparison link, select a credit card that you think suits your needs. Explain why this card works for you. Additionally, comment on three (3) of your peers' responses."

Point Distribution:

2 Points for answering: Are you a credit user, a convenience user, or both? Explain.

2 Points for answering: Using the credit card comparison link, select a credit card that you think suits your needs. Explain why this card works for you.

1 Point for commenting on three (3) of your peers' responses.


The Discussion Forum will be worth a total of 5 Points.

Search results: 0% APR Cards
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Bankrate.com makes finding, comparing, and applying for a credit card an easy process! Below you will find a listing of some of the most popular cards in this category. Some cards may feature low introductory rates, low fixed/variable APRs, rewards and more. For more detailed information or to apply online, simply click the "Apply Now" button.

Capital One® VentureOne® Rewards Credit Card




- Click "APPLY NOW" to apply online or call 800-781-0788
- 1.25 miles per dollar on every purchase, every day and no annual fee
- One-time bonus of 10,000 miles once you spend \$1,000 on purchases within the first 3 months, equal to \$100 in travel
- Redeem miles for airline tickets, hotel rooms, car rentals, and more
- No limit on the miles you can earn and miles don't expire
- Fly on any airline, any time with no blackout dates
- 0% intro APR on purchases until September 2014
- No foreign transaction fees

Purchases		Balance Transfer		Regular APR	Annual Fee	Credit Needed
Intro APR	Intro APR Period	Intro APR	Intro APR Period			
0%	until September 2014	N/A	N/A	11.9% - 13.9% (V)	\$0	Excellent Credit

[Secure Application](#)

BankAmericard® Visa® Card




- 0% introductory APR for 15 billing cycles for purchases and for any balance transfers made in the first 60 days, then, 10.99% - 20.99% variable APR
- No annual fee
- The perfect card for those seeking a simple yet convenient-to-use credit card

Purchases		Balance Transfer		Regular APR	Annual Fee	Credit Needed
Intro APR	Intro APR Period	Intro APR	Intro APR Period			
0%*	15 billing cycles*	0%*	15 billing cycles for qualifying balance transfers*	10.99% - 20.99% Variable* on purchases & balance transfers	None*	Excellent Credit

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- Get \$100 cash rewards bonus after you spend \$500 on purchases in the first 90 days of account opening

Modify Search

Search by:

Card Type	Credit Type	Card Issuer
Select one:		
<input type="radio"/> Low Interest Cards		
<input checked="" type="radio"/> 0% APR Cards		
<input type="radio"/> Points Rewards Cards		
<input type="radio"/> Home Improvement Rewards Cards		
<input type="radio"/> Airline Cards		
<input type="radio"/> Student Cards		
<input type="radio"/> Cards for Bad Credit		
<input type="radio"/> Retail Rewards Cards		
<input type="radio"/> Balance Transfer Cards		
<input type="radio"/> Reward Cards		
<input type="radio"/> Gas Cards		
<input type="radio"/> Cash Back Cards		
<input type="radio"/> Business Cards		
<input type="radio"/> Prepaid & Debit Cards		
<input type="radio"/> Secured		
<input type="radio"/> Charge Cards		

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The ThankYou® Preferred Card

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20,000 bonus
ThankYou® Points.

2x ThankYou® Points on dining and entertainment.

Plus no annual fee.

This is a screen shot of the Credit Card Comparison Link. Students will use this link to obtain information they will use when participating in the Discussion Forum.



Display

All Forums and Topics Apply

Title

Credit Card Comparison Discussion

Are you a credit user, a convenience user, or both? Explain. Using the credit card comparison link, select a credit card that you think suits your needs. Explain why this card works for you. Additionally, comment on three (3) of your peers' responses.

Unlocked: Dec 29, 2013 6:00 AM - Dec 30, 2013 11:00 PM

Respond to the Following Questions

0 messages - 0 unread

Are you a credit user, a convenience user, or both? Explain. Using the credit card comparison link, select a credit card that you think suits your needs. Explain why this card works for you. Additionally, comment on three (3) of your peers' responses.

Unlocked: Dec 29, 2013 6:00 AM - Dec 30, 2013 11:00 PM

This is the Discussion Forum in the "Discussion" tab.

Homework: Chapter 6 Homework

Overview



Problem P6-2 (similar to)

Exercise Score: 0 of 1 pt Assignment Score: 0% (0 of 5 pts) 0 of 5 complete

Assume the following: Melita carried an average daily balance of \$ 796 on her credit card this month. Her previous balance last month was \$1,384, compared to a balance of \$ 208 this month. There are 30 days in this billing cycle and Melita always makes a payment on the fifteenth of the month. Based on this information, calculate the monthly interest charges for credit card accounts charging 15 percent, 17 percent, and 19 percent interest. Complete the following chart. Since the average daily balance is the most commonly used balance calculation method, is shopping for a lower interest rate really that important?

	15%	17%	19%
Average Daily Balance	\$9.95		
Previous Balance		\$19.61	
Adjusted Balance			\$3.29

The three primary methods used to determine interest charges on unpaid credit balances are (1) the average daily balance method, (2) the previous balance method, and (3) the adjusted balance method.

The monthly interest charges can be compared using the following table:

	15%	17%	19%
Average Daily Balance	\$9.95		
Previous Balance		\$19.61	
Adjusted Balance			\$3.29

The amount Melita will pay in monthly interest charges based on the \$ 796 average daily balance for the credit card account charging an annual rate of 17 percent is \$. (Round to the nearest cent.)

Enter any number or expression in the edit field, then click Check Answer.

Show completed problem

6 parts remaining

This is an image of a homework problem for Chapter 6 in MyFinanceLab.



This Question: 1 pt This Test: 25 pts Time Remaining: 01:39:28 0 of 25 complete

The percentage of the credit card sale the retailer owes to the credit card company is the

- A. merchant's discount fee.
- B. retailer credit acceptance fee.
- C. franchise fee.
- D. card usage allowance.
- E. interest rebate fee.

Show completed problem

Click to select your answer.

Previous Question

Next Question

Submit Quiz

This is a quiz question for Chapter 6 in MyFinanceLab.