

**COURSE TITLE: PERSONAL FINANCE**

**NO. OF CREDITS: 3 QUARTER CREDITS**  
**[Semester Cr Equivalent: 2.00]**

**WA CLOCK HRS: 30**  
**OREGON PDUs: 30**  
**CEUs: 3.0\*\***

**INSTRUCTOR: SANDY WELCH, M.S.**  
**406/212-1607**  
**welch@acrossmontana.net**

#### **ASSIGNMENT CHECKLIST:**

The assignment checklist will help you plan your work. Check off assignments as you complete them. Each assignment should be completed as it relates to your area of teaching responsibilities.

#### **CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS**

##### **A. Information Acquisition:**

- \_\_\_ #1: Read the required text. Create an annotated summary of each chapter.
- \_\_\_ #2: Find and read your district, state, or national curriculum on personal finance.
- \_\_\_ #3: Find six websites containing personal finance information.
- \_\_\_ #4: Write a 2-3 page paper listing and summarizing your key learning from readings & websites.
- \_\_\_ #5: Make a presentation to teaching staff or another group.
- \_\_\_ #6: Develop 3 complete lesson plans incorporating personal finance into your subject area.

**NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #6 is your final assignment.**

#### **400 & 500 LEVEL ASSIGNMENTS**

##### **B. Learning Application:**

- \_\_\_ #7: Present your lesson plans (#6) to a peer and obtain feedback.
- \_\_\_ #8: Implement your lesson plans and evaluate yourself.
- \_\_\_ #9: Assess your effectiveness from the perspective of your subject area focus and from the perspective of personal finance.

#### **500 LEVEL ASSIGNMENT**

- \_\_\_ #10: In addition to the 400 level assignments, complete **one (1)** of the following assignment options.
  - Create a resource packet for parents regarding personal finance to their child or children.
  - Another assignment of your own design with prior approval of the instructor.

#### **400 & 500 LEVEL ASSIGNMENT**

##### **C. Integration Paper:**

- \_\_\_ #11: Complete the Integration Paper by responding to the questions listed in the syllabus.

#### **NOTES:**

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

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**COURSE DESCRIPTION:**

Many business, family consumer science, history and mathematics departments are presenting the basics of personal finance to students. Many programs just do a budgeting exercise or a stock market game, if that. While those are great components there is so much more: goal setting, career investigations, cash flow and net worth, consumer protection, taxes and investing. Kids entering college are offered an average of eight credit cards in their first week of school and university administrators report they lose more students to credit card debt than to academic failure. Students need this information.

This course will provide a background in all of the topics of personal finance. Parents may hold deep convictions about values surrounding money. Different philosophies will be explored and working with parents will be emphasized. Choices of assignments depending on the discipline of the teacher will be offered. Math teachers will delve deeper into the mathematics of exponential growth and calculating Return On Investment (ROI) using percentages and algebra. History department members will use investing to inspire interest in economics and how current events, tax policy, and economic indicators affect an individual's investment portfolio. Business teachers will design and use spreadsheets and other electronic tools to track spending, cash flow and net worth, and investigate lending as an industry. FCS teachers will examine goal setting and how personality traits affect everything from budgeting to investing! Teachers will be learning information regarding personal finance and the connections to their subject area by reading and researching. You will be sharing your learning and creating lessons for your classroom, implementing those lessons, and refining them based on your reflection regarding effectiveness. The material is appropriate for middle and high school teachers.

\$23 for the book and postage to be paid after registration. Use the Order Form provided by The Heritage Institute with your registration confirmation.

**LEARNING OUTCOMES:**

Upon completion of this course, participants will have:

1. discovered the extent of topics included in personal finance
2. discovered the various philosophies about handling money that families may have
3. identified connections between personal finance and their subject areas
4. delved into selected topics of personal finance in their subject area
5. created lessons focusing on personal finance
6. learned how to support parents with their responsibilities as the teacher of their children

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:\*\***

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

1. Complete *Section A: Information Acquisition* assignments 30%
2. Complete *Section B: Learning Application* assignments appropriate for your levels 40%
3. Complete *Section C: Integration Paper* assignment 30%

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

### REQUIRED TEXT:

- *The Next Generation's Millionaires*; S Welch, (2006). Course book is available from the instructor
- Internet research on personal finance

### MATERIALS FEE:

- \$23 materials fee for the purchase of the book and postage is payable to the instructor after registration. Fill out the Order Form provided by The Heritage Institute (THI) after you register. Mail the Order Form, and payment to me at the address listed.

### HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

## **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1:**

Read *The Next Generation's Millionaires, What you must know about money!*

As you read either write or audio-tape record on a chapter by chapter basis the information you find relevant and interesting to your teaching situation and that you can share with your students and your colleagues. Create an annotated summary of each chapter using your written or audio notes.

#### **Assignment #2:**

Find and read your district, state, or national curriculum on personal finance.

Create a graphic organizer that incorporates personal finance into your subject area.

#### **Assignment #3:**

Find six (6) websites that contain personal finance information, resources, or lessons AND that relate to your area of teaching responsibility. For each site write a paragraph including:

- Site address
- Summarize the content in 1-2 sentences
- Identify the relationship with your content area
- A sentence identifying the greatest strength of the site
- A sentence identifying the greatest weakness of the site

#### **Assignment #4:**

Write a 2-3 page paper summarizing your key learning from the materials and the topics (#1-#3) that could be incorporated into your classroom teaching. Communicate with me via e-mail, letter, or phone conference.

#### **Assignment #5:**

Make a presentation, based on your reading, to your teaching staff, or another group with information that you have learned about personal finance. It can be in the form of a Power Point, a lesson plan, or other design with instructor's approval. The presentation should include a copy of any handout(s) you will use.

To document completion of this assignment, include the following:

- the date the presentation was given
- the group to whom the presentation was made
- a brief summary information presented
- why you chose this group
- your evaluation of how the presentation was received

#### **Assignment #6:**

Develop, plan, and write 3 complete lesson plans, according to your school's guidelines and the information you obtained in #2, in which you incorporate personal finance into your subject area. The three plans should focus on at least two different areas of emphasis in personal finance. Plans should reflect the appropriate level of skill development for the grade level and content area. Each lesson should identify:

- Course the lesson will be used in
- Grade level of the students
- Content - what information is new for students? This includes the personal finance and subject area content.
- Learner outcomes
- Procedure - how students will interact with the information
- Assessment - how the teacher is monitoring for understanding

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

***Continue to the next section for additional assignments required for University Quarter Credit***

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### ***B. LEARNING APPLICATION***

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

#### **Assignment #7: (Required for 400 and 500 Level)**

Present your lesson plans (Assignment #6) to a peer and obtain feedback.

To document completion of this assignment, include the following:

- the date of the presentation
- to whom the presentation was made
- why you chose this person
- a report of the feedback highlighting strengths, weaknesses and suggested modifications

#### **Assignment #8: (Required for 400 and 500 Level)**

Implement your lesson plans in your classroom. Observe and record student reaction and feedback. Using a Table as your format, rate yourself in the following areas: Organization, Subject Knowledge, Graphics, Reading artifacts, Writing artifacts, and Demonstrating artifacts. Submit your review.

#### **Assignment #9: (Required for 400 and 500 Level)**

Assess your effectiveness from the perspective of your subject area focus and from the perspective of personal finance. Describe what aspects of existing practice pose a barrier to implementing desired practice. Describe any areas that need improvement and how you will modify your instruction. State any unanswered questions that may still exist. Refine your lessons appropriately and submit them.

### **500 LEVEL ASSIGNMENT**

#### **Assignment #10: (500 Level only)**

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

**Option A)** Create and share a resource packet for parents supporting their efforts to teach personal finance to their child or children.

**OR**

**Option B)** Another assignment of your own design with prior approval of the instructor.

### **400 & 500 LEVEL ASSIGNMENT**

### ***C. INTEGRATION PAPER***

#### **Assignment #11: (Required for 400 and 500 Level Credit)**

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

Please indicate by email to the instructor if you would like to receive comments on your assignments.

**QUALIFICATIONS FOR TEACHING THE COURSE:**

**Sandy Welch, M.S.**, brings over 15 years of educational experience as a high school math teacher and administrator to each of her classes. Sandy started her career with a Bachelor's Degree in actuarial science and worked in a Big 8 accounting firm before becoming a teacher. She earned her teaching certification from the University of California at Berkeley and has a Master's Degree in Educational Leadership from California State University. Sandy's courses are designed to provide the knowledge and skills needed to be financially successful in today's world.

## PERSONAL FINANCE BIBLIOGRAPHY

Buffett, M. & Clark, D. (1999) *Buffettology*. New York, NY: Fireside.  
Provides guidance on studying investments based on Warren Buffett's approach to investing. Promotes careful study and analysis and investing only when it makes sense from a business perspective. Buffett is opposed to diversification approaches advocated by many advisors.

Irwin, R. (2004). *How To Invest in Real Estate With Little or No Money Down*. McGraw-Hill.  
Shares a number of methods to leverage investments in real estate. Includes strategies to deal with the problems that can occur with no money down investing. Problems can be more serious than shared here. Real estate investing frequently takes more time and effort than implied.

Kiyosaki, R. (1997) *Rich Dad, Poor Dad*. New York, NY: Warner Books.  
Provides a new perspective on looking at financial issues. Redefines asset and liabilities in a practical way, though in contrast with the accounting terms. Uses stories about learning about money as a child to share the lessons.

Orman, Suze. (2005). *The Money Book for the Young, Fabulous & Broke*. New York, NY: Penguin Group.  
Advice for young adults about investing, debt, and other money issues. The author is a certified financial advisor and explains complex investment and planning issues in a straightforward manner. This presents widely accepted financial advice for the masses.

Ramsey, D. (2003). *The Total Money Makeover*. Nashville, TN: Nelson Books.  
Advice for living debt free. The author focuses on the psychological aspects of money and spending, including debt. Contrast this point of view with leveraged investments to see a range of philosophies regarding money.

Stanley, T. & Danko, W. (1998). *The Millionaire Next Door*. New York, NY: Pocket.  
Shares research about self-made millionaires. The authors have developed seven rules about making, spending, and saving money that financially successful people have in common. They show how wealth takes sacrifice, discipline, and hard work. An excellent outline of real world, practical money habits.