

ECON 139: ECONOMICS OF PERSONAL FINANCE

In Workflow

1. ECON Committee Chair (lang@csus.edu)
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Approval Path

1. Wed, 28 Aug 2024 00:15:59 GMT
David Lang (lang): Approved for ECON Committee Chair
2. Wed, 28 Aug 2024 00:16:14 GMT
David Lang (lang): Approved for ECON Chair
3. Wed, 18 Sep 2024 20:37:56 GMT
Emily Wickelgren (wickelgr): Rollback to ECON Chair for SSIS College Committee Chair
4. Wed, 18 Sep 2024 23:45:30 GMT
David Lang (lang): Rollback to Initiator
5. Tue, 01 Oct 2024 15:59:58 GMT
David Lang (lang): Approved for ECON Committee Chair
6. Tue, 01 Oct 2024 16:00:21 GMT
David Lang (lang): Approved for ECON Chair
7. Tue, 01 Oct 2024 16:52:37 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
8. Tue, 01 Oct 2024 17:16:34 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Tue, 01 Oct 2024 04:35:22 GMT

Viewing: ECON 139 : Economics of Personal Finance

Last edit: Tue, 01 Oct 2024 16:52:14 GMT

Changes proposed by: Suzanne O'Keefe (101028261)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Economics of Personal Finance

Class Schedule Title:

Economics of Personal Finance

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Economics

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ECON - Economics

Catalog Number: (course number)

139

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

Yes

This course replaces the following experimental course:

ECON 196P - Economics of Personal Finance

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Economics of Personal Finance bridges the gap between economic theory and application to investments, life decisions including college, debt, family formation, career choice, home ownership, and retirement. No other course in the Economics curriculum merges all of these concepts. My desire to teach a course like this began back when I was an undergraduate in Economics at UC Davis in the early 1990s. My parents asked me, "What should we invest in?" and I had no answer for them, because my courses focused on economic theory. Theory courses provide all the tools and concepts for rational decision making, but never spell out strategies for personal financial planning. This course fills that gap by taking models and concepts throughout economics and applying them to life.

Economics faculty at many universities and the State of California recognize the importance of personal finance education. Economics departments are developing personal finance courses, and the State has made personal finance a new component of required high school curriculum. In September 2024, Economics faculty at Stanford University hosted, and I attended, the conference, "Teaching Personal Finance: Looking Ahead."

Economics of Personal Finance (196P) was offered as an experimental course last year, and is offered again Fall 2024. Student response was overwhelmingly positive, with an average student evaluation of 4.82/5. Student comments included, "Super valuable information for moving forward in economics and life; fostered the exploration of personal interests and education." The course counts as an upper division elective for Economics majors. Majors must complete 6 elective courses, and can choose this course to fulfill one of their elective requirements. We also propose the course for inclusion in GE Area B5.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Applies economic tools and models to evaluate personal financial decisions including investment in higher education, housing, retirement accounts, and traditional and emerging financial markets with a focus on risk and return. Assessment of personal decision-making including career choice, marriage, divorce, and retirement timing to maximize utility and smooth consumption throughout the lifecycle.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

ECON 1A or ECON 1B

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply the lifecycle model of consumption and savings to household decisions including education, job choice, family formation, housing, retirement, and investments, to maximize expected utility.	Problem sets, examinations, discussion posts, participation
2	Compare economic models for risk and diversification, time preference, and savings and investment.	Problem sets, examinations, participation

3	Examine traditional and more recent investment innovations, and consider benefits and risks associated with them.	Problem sets, examinations, Paper 2, Paper 3
4	Evaluate recent stock and housing market activity, and consider the impact of market fluctuations on individuals throughout the lifecycle	Paper 3
5	GE Area B5 ELOs:	
6	Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.	Problem sets, examinations
7	Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.	Paper 1, Paper 2, Paper 3

Attach a list of the required/recommended course readings and activities:

Econ 139-196P Syllabus Fall 2024 .pdf

For whom is this course being developed?

Majors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning/Upper Division Area 5 or Area 2

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Econ 139-196P Syllabus Fall 2024 .pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Upper Division Area 5 or Area 2

Section 1.

Indicate in written statements how the course meets the following criteria for Upper Division Area 5 or Area 2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Course type:

Area 2: Mathematical Concepts and Quantitative Reasoning

For courses in Mathematical Concepts and Quantitative Reasoning:

Develops basic mathematical or logical concepts, quantitative reasoning skills, and has general applicability in solving problems.

Mathematical concepts are applied to all personal finance topics. For example, students calculate risk and return through a stock market simulation, conduct cost benefit analysis of higher education and homeownership using present value, calculate compound interest on debt and investments, solve the Prisoners' Dilemma repeated game applied to a short squeeze, and calculate the value of tax preferred retirement savings options.

Develops computational skills or competence in the analysis of arguments.

Students develop computational skills in the examples listed above and additionally analyze arguments when considering financial crimes and scams. By reading about and assessing past financial crimes, students can use critical thinking to assess potential investments. Examples in 2023 included the FTX scandal and payday loans.

Please Note: Courses listed in this category:

1) **Need not be introductory courses and need not be as broad in scope as courses included in Areas 2 and 5 i.e.; they may deal with a specialized topic.**

2) **These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas 2, 5A and 5B. For math courses, there must be an intermediate algebra prerequisite.**

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

Students apply mathematical models to critically assess investment options and life decisions. Mathematical models include: exponential equations (compound interest and present value), correlation, standard deviation, & weighted averages (modern portfolio theory), covariance & variance (beta), and loan amortization.

Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

Students develop reasoning skills through considering career and investment choices based on risk and expected return, but also recognize that wealth and happiness are not perfectly correlated. In three papers, they 1) assess potential costs and benefits of three career options, 2) explore personal and social costs and benefits of Cryptocurrencies, and 3) calculate risk and return from their choices in the Investopedia simulation.

Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

N/A

Includes a writing component described on course syllabus

1) **If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments,**

periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students complete three 2-page papers, and also write discussion posts and reply to short answer essay questions on exams. One paper is due each month, allowing students the opportunity to develop writing skills throughout the semester. The papers are each 10% of the course grade, 30% total. They are graded using a rubric focused on four criteria: Purpose, Organization, Grammatical Conventions, and Unique Ideas. Discussion posts comprise an additional 5% of the course grade.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Please attach any additional files not requested above:

Consult CBA Econ 139 Economics of Personal Finance.pdf
Consult FACS Econ 139 Economics of Personal Finance .pdf

Reviewer Comments:

Emily Wickelgren (wickelgr) (Wed, 18 Sep 2024 20:37:57 GMT): Rollback: See email on 9/5/24

David Lang (lang) (Wed, 18 Sep 2024 23:45:30 GMT): Rollback: per emails

Key: 15145