

## New Core Component Proposal

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Viewing: **AGEC 235-GE : Foundations of Money Education**

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Changes proposed by: dchester

### In Workflow

1. **AGEC Department Head**
2. **AG College Dean UG**
3. **CCC Preparer**
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

### Approval Path

1. 02/21/19 4:35 pm  
Norma Pantoja  
(nbpantoja): Approved for AGEC Department Head
2. 02/21/19 4:36 pm  
Dawn Kerstetter  
(dkerstetter): Approved for AG College Dean UG
3. 03/01/19 11:30 am  
Kristin Harper  
(kharper): Rollback to Initiator
4. 10/30/19 7:20 am  
Norma Pantoja  
(nbpantoja): Approved for AGEC Department Head
5. 10/30/19 10:36 pm  
Mary Bryk (bryk): Approved for AG College Dean UG

#### Contact(s)

Name	E-mail	Phone
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Course Prefix      AGEC                      Course Number      235

Academic Level      UG

Complete Course Title      Foundations of Money Education

Abbreviated Course Title      FOUNDATIONS OF MONEY EDU

Crosslisted With

Semester Credit Hour(s)      3

Proposal for:

Core Curriculum

How frequently will the class be offered?

Spring and fall semesters

Number of class sections per semester      2

Number of students per semester      200

Historic annual enrollment for the last three years

Last year:      385                      Previous year:      171                      Year before:      23

### Core curriculum

Foundational Component Area      Core Social &amp; Beh Sci (KSOC)

TCCN prefix/number

### Foundational Component Area: Social & Beh Sci

How does the proposed course specifically address the Foundational Component Area definition above?

AGEC 235 (Foundations of Money Education) studies the impact of human financial behavior on the lives of individuals as well as society and seeks to improve the wellness of society through financial education and understanding of the impact money and financial interaction has on the household. Topics in the course are discussed in the context of the interaction between individuals to improve awareness of areas such as financial planning, money attitudes/preferences for diverse people groups, the Time Value of Money, taxes, banking, building and protecting credit, consumer loans, professional employment, financial relationships, car and home buying, and investing and retirement planning. Empirical evidence is presented, interpreted, and reflected on. Statistics, formulas, graphs, and charts are used to describe financial concepts and behavior. This goal of this course is ultimately to help students better understand the financial conditions and decision they will make as they interact with other households, institutions, and the economy at large.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking is essential in the Foundations of Money Education course. Students learn about a wide array of financial concepts, challenges, decisions, and opportunities which impact many Americans' lives. They then synthesize their knowledge in understanding how the interaction of each of these will have an aggregate effect on their own financial wellness, as well as that of their family and the society at large using financial heuristics and financial decision tools. Students examine the impact of various financial changes in the economy on their lives as individuals and consider actions to secure and maximize their personal financial wellbeing both now and in the future. Introduction of real-world applications, data, and news on each subject increase students' analytical skills, creative thinking, and appreciation for the materials. These skills will be evaluated primarily through the completion of a semester long project which requires each student to develop a Money Education Binder including subject matter worksheets, online trainings, reflections, course materials, and notes.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Most communication in this course happens between the instructor and students during lectures, on exams, in office hour conversations, in financial advising appointments, and via email. Students are expected to ask questions and engage with the instructor and each other during lectures and are graded accordingly. Think-Pair-Share group exam reviews also allow students to test their individual understanding of course concepts, educate one another on those concepts, and finally submit agreed upon group solutions for course credit. In-class knowledge check responses using the iClicker system also help students understand what material they do and do not know well. Results of these knowledge checks also inform the instructor of which topics may require further emphasis or coverage. Students express their understanding of, and ideas related to, course concepts by completing the worksheets, online training activities, and reflective writings required in their Foundations of ME Binders. Student communication skills are evaluated orally through group exam reviews and both visual and written through the Money Education Binder and reflection papers.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students of money education learn how individuals behave financially and how interaction to others and financial systems drives overall financial wellness of society. Students also learn how the actions of individuals, corporations, and governments financially impact the United States and its citizens. While the course is focused on financial concepts, behaviors, challenges, and opportunities in the United States, much of what is covered in the course impacts cultures and nations across the world, and understanding these critical financial concepts can assist students in engaging effectively with regional, national, and global communities. This is markedly true during the discussion of financial preferences that are displayed across cultures and time. The content covered in the course provides for financial self-awareness leading to a knowledge of the impact of financial decision making and financial responsibility of society.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of money education pedagogy included in the class is both understanding and analyzing data. Students will be able to interpret tables and graphs, and use various tools and methods, to better understand how financial behavior impacts individuals, their families, and the society at large. Students will learn to understand and use amortization schedules, mathematical formulas, and computer programs to manipulate and analyze a variety of scenarios related to debt, investments, inflation, and personal financial statements. Assessment is based primarily on in-class knowledge checks, group exam reviews, exams, binder worksheets, peer appointments and in-class discussion.

Additional Comments

**Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.**

Attach Course Syllabus [AGEC 235 Foundations of Money Education Syllabus.pdf](#)

Reviewer Comments **Kristin Harper (kharper) (03/01/19 11:30 am):** Rollback: As requested, 3/1/2019