



COLORADO STATE UNIVERSITY
— GLOBAL —

INSTRUCTOR GUIDE FOR FIN323: DEVELOPING THE FINANCIAL PLAN

Credit Hours: 3

Contact Hours: This is a 3-credit course offered in an accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Students are provided an overview of the basics of financial and investment planning. Students will also examine the role and functions of the financial planner. The course is designed to prepare students with a fundamental understanding of financial planning tools and techniques including: (1) financial statement analysis, (2) basic economics, (3) industry standards, and (4) working and communicating with others.

Course Overview:

In this course, you will be putting together all of the skills you have learned in your other classes to create a financial plan for a fictitious client. This course is intended to prepare you for your capstone course by providing you tools and resources to assist you in plan development.

Course Learning Outcomes:

1. Describe the personal financial planning process.
2. Analyze economic concepts.
3. Create personal financial statements.
4. Describe cash flow and debt.
5. Analyze debt management strategies.
6. Identify methods for building wealth.
7. Prepare and present a personal financial plan.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If, for some reason, you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements, just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

1. Billingsley, R., Gitman, L, & Joehnk, M. (2017). *Personal financial planning* (14th ed.). Boston, MA: Cengage Learning. ISBN-10: 130563661-9 or ISBN-13: 9781305636613
2. Texas Instruments BAII Plus Business Analyst - OR- HP 10bII+ Financial Calculator

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.
- **Live Classroom:** Although participation is not required, Live Classroom sessions are held during [Week 2 and Weeks 5. There are two total sessions.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1: The Financial Planning Process

Readings

- Chapter 1 in *Personal Financial Planning* (14th ed.)

- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapters 1 and 2 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd. (Save this resource for additional modules.)
- Richards, D. B. (2020). The why of professionally developed, written financial plans. *Journal of Financial Service Professionals*, 74(1), 32–34. (To view this reading, please open the link provided and download the "PDF full text.")

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Reminder (0 points)

Read through the case materials provided in Module 8 - Portfolio Project. Take some time to take notes and start thinking about how you will create a plan for your family.

Module 2: Creating Financial Statements

Readings

- Chapter 2 in *Personal Financial Planning* (14th ed.)
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 3 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking: Statement of Financial Position and Cash Flow Statement (90 points)

Review the options you have for your portfolio project. Based on the option you choose, review their Statement of Financial Position and Cash Flow Statement as provided in your Portfolio Case Study documents (found in Week 8). Answer the following questions regarding these statements:

1. What is their current net worth?
2. How much do they currently have in liquid assets?
3. How much do they have invested for retirement? How much will they have in a year with the contributions to their 401K from their cash flow statement?
4. What would you suggest they pay off first when looking at their liabilities? Why?

Your paper should be 3-4 pages in length. (An Excel spreadsheet component summarizing the results may be included). Provide at least 4 additional resources formatted according to the *CSU Global Citing and APA Requirements*, at least 2 should be scholarly/peer reviewed, to support your findings. Use the *CSU Global library* to find additional appropriate scholarly/academic references beyond the references given in the modules.

Mastery Exercise (10 points)

Module 3: Cash Flow Management in the Financial Marketplace

Readings

- Chapter 4 in *Personal Financial Planning* (14th ed.)
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 7 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd.

Opening Exercise (0 points)

Discussion (25 points)

Live Classroom (0 points)

Mastery Exercise (10 points)

Portfolio Reminder (0 points)

Continue to review your case, adding notes regarding cash management, funding future projects such as college and retirement.

Module 4: Financing Strategies

Readings

- Chapter 5 in *Personal Financial Planning* (14th ed.)
- Haman, D. C., & Laker, D. R. (2018). Financial planning self-efficacy: A framework for research and practical application. *Journal of Financial Service Professionals*, 72(5), 87–96.
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 6 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd. (Read Chapter 6 Section 3 - Sources of Consumer Credit through the end of the chapter.)

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Chong Family Attitude and Values OR Smyth Family Risk Tolerance (95 points)

Option 1: Chong Family Attitude and Values

Review the Chong family’s Statement of Financial Position and Cash Flow Statement and the other information from your portfolio project resources. Take notes about their values and attitudes based on the information you have been provided. After reading through the required readings and doing your own research, write a 3-4 page paper discussing how client values, attitudes and biases might affect how you deal with them as clients. You may want to discuss how best to present different options so they will listen to you, or how you might put together an impactful presentation.

Your paper should be 3-4 pages in length. (An Excel spreadsheet component summarizing the results may be included). Provide at least 4 additional resources formatted according to the *CSU Global Citing and APA Requirements*, at least 2 should be scholarly/peer reviewed, to support your findings. Use the *CSU Global library* to find additional appropriate scholarly/academic references beyond the references given in the modules.

Option 2: Smyth Family Risk Tolerance

Working with the Smyth family’s financial data from your portfolio project information, take notes on their goals, and what you feel their risk tolerance to be. After reading the required readings, and doing your own research, how might you best help them to make the best financial decisions in light of their challenging

financial situation? What type of presentation could you put together to help them stay within their comfort zone but still work towards eliminating their debt and getting on a better financial course?

Your paper should be 3-4 pages in length. (An Excel spreadsheet component summarizing the results may be included). Provide at least 4 additional resources formatted according to the *CSU Global Citing and APA Requirements*, at least 2 should be scholarly/peer reviewed, to support your findings. Use the *CSU Global library* to find additional appropriate scholarly/academic references beyond the references given in the modules.

Portfolio Milestone (50 points)

Option 1:

You have reviewed the Chong family's financial details, taken notes, and analyzed their Statement of Financial Position and Cash Flow Statement. Put both of these financial statements into an Excel workbook that you will be using as part of your final portfolio project. On the Cash Flow Statement sheet, prepare a 3-year projection of income and expenses based on the economic environment information provided. Assume they decide to refinance their mortgage to the 15 year 4.75% mortgage. Submit your Excel workbook for grading. This will be part of your final portfolio submission as well.

Option 2:

The Smyth family's financial information is available for review in the portfolio project information in Module 8. Put their Statement of Financial Position and Cash Flow Statement into an Excel workbook that will be used as part of your final portfolio project. On the Cash Flow Statement sheet, prepare a 3-year projection of income and expenses based upon the economic environment and goals section of the information (Note that Stacey will be finishing college and plans to secure a full-time nursing position in one year at a salary of \$50,000). Assume they decide to purchase a home for \$100,000 in one year, financing the entire purchase price at 5% on a 30 year loan. Submit your Excel workbook for grading. This will be part of your final portfolio submission as well.

Module 5: Debt Management

Readings

- Chapter 6 in *Personal Financial Planning* (14th ed.)
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 6 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd. (Read Chapter 6 Section 1: Net Worth and Cash Management Planning and Section II: Systemic Savings Planning)

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Consumer Debt: The Chongs OR Consumer Debt: The Smyths (90 points)

Option 1: Consumer Debt: The Chongs

Consider your portfolio project family, the Chongs. Review all of the required readings, and video. Examine why it may be a good idea to pay off all of their consumer debt, and where you might find room in their cash flow to keep them out of debt going forward. Identify which items in their liabilities are considered consumer debt, then analyze how much they could save in interest if they paid them off.

Prepare a PowerPoint slide presentation (4-6 slides) that you could present to your client that could help them understand the cost of debt, how much they will save by paying them off, and keeping them gone, and how you found space in their outflows to make it happen. Include links to helpful resources, finance charge calculators or videos you found useful in your research.

The PowerPoint presentation should be 4-6 slides in length, include an introductory slide and reference slide, and include at least 4 citations formatted according to the *CSU Global Citing and APA Requirements* to support your conclusions and recommendations. Use the *CSU Global library* to find additional appropriate scholarly/academic references beyond the references given in the modules.. For tips on creating presentations visit the *CSU Global Writing Center Visual Presentation page*.

Option 2: Consumer Debt: The Smyths

Consider your portfolio project family, the Smyths. Review all of the required readings, and video. Examine why it may be a good idea to pay off all of their consumer debt first when Rachel finishes her degree. Examine where you might find room in their cash flow to keep them out of debt going forward. Identify which items in their liabilities are considered consumer debt, then analyze how much they could save in interest if they paid them off.

The PowerPoint presentation should be 4-6 slides in length, include an introductory slide and reference slide, and include at least 4 citations formatted according to the *CSU Global Citing and APA Requirements* to support your conclusions and recommendations. Use the *CSU Global library* to find additional appropriate scholarly/academic references beyond the references given in the modules.. For tips on creating presentations visit the *CSU Global Writing Center Visual Presentation page*.

Module 6: Leveraging Consumer Loans

Readings

- Chapter 7 in *Personal Financial Planning* (14th ed.)
- Carter, K. (2019). I paid off \$111,000 in loans before I turned 30. *Cosmopolitan*, 266(2), 99.
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 6 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd.

Opening Exercise (0 points)

Discussion (25 points)

Live Classroom (0 points)

Mastery Exercise (10 points)

Critical Thinking: Paying off Debts: The Chongs or The Smyths (95 points)

Option 1: Paying off Debts: The Chongs

The Chong family has some consumer debt, but it looks like they also have enough in assets outside of their retirement accounts to pay off those debts. Review their investment information provided in the portfolio project information and create an Excel workbook to determine how much they may save, or how much it would cost them, to use the investment money to pay off the debt. Use your MyWallSt app to review various investment options and the current rate of return for each.

After completing this spreadsheet, prepare a 2 page analysis discussing their options, including which investments would be best to use to pay off the debt, and which investments they should keep. Suggest options that will provide them the best return on their money, whether that means paying off debt, or keeping the funds in investment accounts. Also discuss the possible tax implications of paying off their mortgage and home equity loan.

Provide at least 4 additional resources formatted according to the CSU Global *Citing and APA Requirements*, at least 2 should be scholarly/peer reviewed, to support your findings. Use the CSU Global library to find additional appropriate scholarly/academic references beyond the references given in the modules.

Option 2: Paying off Debts: The Smyths

The Smyth family has a great deal of consumer and student loan debt. They are hopeful to get these loans paid off sooner rather than later because they would like to start a family in a few years. With no investments, cash or cash equivalents to use, review their Statement of Financial Position in your Excel workbook and create scenarios that might be useful to help them see ways to get out of this seemingly insurmountable debt. Evaluate some options in MyWallSt app that might help the Smyths to start some investments on a small scale while still allowing them to pay off their existing debt.

After completing the spreadsheet, prepare a 2-page analysis discussing their options, including expense reduction, use of any new income to cover this debt or any other ideas that came up in your scenario analysis. Incorporate your findings from your MyWallSt analysis to give them debt and investment options that will work in their current cash flow situation. Submit the Excel spreadsheet and your analysis.

Provide at least 4 additional resources formatted according to the CSU Global *Citing and APA Requirements*, at least 2 should be scholarly/peer reviewed, to support your findings. Use the CSU Global library to find additional appropriate scholarly/academic references beyond the references given in the modules.

Portfolio Milestone (50 points)

Look forward to your final portfolio project which is due in Module 8. You have a great deal of work to do to complete their plan. This week, complete your preliminary plan and submit it for feedback. Follow the directions in your final portfolio project in Module #8 for submittal requirements.

Module 7: Communicating the Financial Plan

Readings

- Asebedo, S. D. (2019). Financial planning client interaction theory (FPCIT). *Journal of Personal Finance*, 18(1), 9–23.
- Asebedo, S. D., & Purdon, E. (2018). Planning for conflict in client relationships. *Journal of Financial Planning*, 74–82.
- Gerstner, L. (2020). Your 2020 financial calendar. *Kiplinger's Personal Finance*, 74(1), 47–53.
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 6 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8: Careers in Financial Planning

Readings

- Dorsainvil, R. R. (2019). Pursuing a career in financial planning: Your questions answered. *Journal of Financial Planning*, 32(10), 33–36. (To view this reading, please open the link provided and download the "PDF full text.")
- Gerstner, L. (2020). Your 2020 financial calendar. *Kiplinger's Personal Finance*, 74(1), 47–53.
- Mitra, S., Sahu, A. P., & Fischer, B. (2016). Chapter 17 in *Practicing financial planning : For professionals and CFP® aspirants* (12th ed.). Los Angeles, CA: Sage Publications Pvt. Ltd.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (250 points)

Option 1: The Chongs

Mike and Mia Chong are a couple in their late 50's nearing retirement. They have a retirement plan and some other investments and have come to you for assistance in developing a financial plan that will help them retire in the next 5-10 years. This document provides all of the details regarding their financial situation. Over the first seven modules of this course, you have developed an Excel workbook and some narratives to help you finish this project.

For your final portfolio project submit the following:

1. Excel workbook with all projections for cash flow and their financial position.
2. A 3-5 page analysis including:
 - a. Suggestions on insurance
 - b. Investments
 - c. Retirement date
 - d. Retirement income (including social security and possible employment options).
 - e. Address each of their goals based on your analysis and suggestions.

Option 2: The Smyths

Mario and Rachel Smyth are in their early 20's. Rachel has one year left of college to finish her nursing degree. They have no savings and a great deal of student loan, credit card and other consumer debt. They have come to you for help to create a financial plan to help them eliminate debt, and be able to purchase a house and start a family in the next 5 years. More information about the Smyths can be found in this document. During the first seven modules of this course, you have prepared an Excel workbook and some narratives to help you finish this project.

For your final portfolio project submit the following:

1. Excel workbook with all projections for cash flow and their financial position over the next 3-5 years.
2. A 3-5 page analysis including:
 - a. Suggestions for insurance needs.
 - b. Debt payoff plan
 - c. Investment and savings plan
 - d. Home purchase-possible dates, mortgage ideas and purchase price based on income.
 - e. Address each of their goals based on your analysis and suggestions.

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

COURSE POLICIES

Course Grading

20% Discussion Participation
 0% Opening Exercises
 0% Live Classroom
 8% Mastery Exercises
 37% Critical Thinking Assignments
 35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The *CSU Global Library* provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU Global APA style, please

review the APA resources within the *CSU Global Library* under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.