Expecting the Unexpected:
Well the unexpected has arrived: COVID-19. It will change you and your family’s economic outlook and possibly life expectancy probably for the next ten years. My advice:

Save Every Penny. Do not spend any money until you have an emergency savings reserve (Bucket 1) of $25,000. Approximately 30-40 million Americans may be evicted or foreclosed from their homes during 2021. FHA foreclosures are the highest in history. With this many people looking for work, wages and hours will drop because the employer has the advantage. Pre COVID Aldi’s paid $16.50 per hour. Post COVID Aldi’s is paying $13.50 per hour. One of the Charleston Mansions is paying $13 per hour; however, all the full time workers have had their hours cut to 12-16 hours per week. Salaried employees in hospitality have taken 20% pay reductions. Temporary or not? This is now normal.

The new normal: More than 150,000 small businesses have closed since March, 2020. According to the Small Business Administration, small companies create 1.5 million jobs annually and account for 64% of new jobs created in the United States. Small businesses generate the majority of jobs in the United States.

How to best continue your financial journey for a life of economic sustainability. A “Things to do List” of the best strategies to diversity your income streams and fill five financial buckets over your lifetime. By creating financial freedom and economic sustainability, these strategies will allow you to care for all you have loved throughout your life, making your Family your First Priority, while Living a Life You Love with Passion, Intention and Purpose.

Instructor: Denise Marie Fugo, MBA
Classroom: Zoom
Current Financial News followed by Class Instruction & Discussion 8am-8:50am MWF

Office: Zoom
Hours: Monday, Wednesday, Friday immediately following class or by appointment
I prefer communicating via text between the hours of 7am and 8pm.
Cell:(216)406-0256 please text me your request and include your name.
eMail: FugoDM@CofC.edu

COURSE PREREQUISITES: None

Catalog Course Description: An introductory course analyzing the characteristics and relative importance of common and preferred stocks, mutual funds, municipal and corporate bonds, treasury obligations, U.S. Government agency issues and real estate. Special topics including portfolio management, insurance and interest rates will also be covered.

An introductory course analyzing five diverse financial buckets to help you, your family, your children and your business survive any economic downturn: Emergency Savings/Disability Income; Cash Value Life insurance/Personal Line of Credit; Retirement Plans; Stock Index
Portfolio/Investor Risk Profile; and Annuities, your last paycheck and Long Term Care, room and board. On a parallel track, we will study the importance of wills, trusts, and family foundations to build a legacy from your lifetime of good works.

**OAKS:** Please do not panic when you look at the Oaks grade book. That is all the homework which has been assigned since I started teaching at the College of Charleston. You will not have that much homework. Many of the items listed are available for extra credit. I encourage you to review all the Oaks assignments and please let the professor know if there is a particular area that you will like to focus on. You will receive extra credit.

**Professor Meeting:** each student will meet with the professor for one hour and twenty minutes to review your resume and further develop your economic engine based on your personal strengths and life journey to date. The goals are a **Paid Internship and a Travel Abroad Opportunity (6, 10, 14, 30 day trips and longer)** each year you are attending the College of Charleston. Of course travelling abroad is on hold through the College of Charleston through the Fall Semester.

Each class a student will act as the **15 Minute Professor** and present 10 powerpoint slides plus an 11th slide of new vocabulary on an assigned chapter from each book. (Low interactive students may be excused from this assignment or those suffering from Post Traumatic Stress Syndrome.)

**During all quizzes and exams you are allowed to use your books and notes.** Finally, documentaries, podcasts, and movie clips will be used to help you understand the importance of planning your economic and financial life.

**COURSE OBJECTIVE:** This course will cover the importance of **saving versus spending;** setting up your financial buckets today, and organizing your financial information into a binder to use the next forty years plus 7 years after your death, to help you **slowly Build Wealth.** What does a well run organization look like in regards to organizational governance and compensation and benefits? Illustrating that by filling your financial buckets throughout your economic journey, you can design the life you choose to live. Topics include:

**Goal Setting:** A child born in 2014 is projected to live to 120 years of age based on medical technological advances only. How do you plan to support yourself financially if you live to 100+ years of age? 2021 Life Expectancy is actually decreasing due to drug overdoes, cyrhosis of the liver, suicide and now COVID-19 is the third leading cause of death in the United States. How do you protect your family from these devastating financial traumas?

**Cash Management:** By the age of 18 you have received gifts of money for graduations, religious ceremonies, birthdays, and holidays. You have been working since you were 16(?) **Where did all that money go?** This class will teach you to invest in yourself first.

**Budgeting:** The American Dream of going to college and owning a car(s) and a home(s) is a debt based model which is not sustainable. Over the next five years you will witness this debt model collapse. If globally we are slipping into a deflationary world, does that model still apply? Is it possible to plan a debt free life?
Understanding the Time Value of Money, the beauty of compounding, and long term investment in the stock market via Benjamin Graham, Warren Buffet’s professor at New York University and his research and writings in “The Intelligent Investor”.

Insurance: Creating your personal line of credit and savings through permanent insurance. What is the minimum amount of insurance needed for you and your spouse to live in the best of assisted living facilities: Room and Board expenses for Seniors 55+? Planning for a “Special Needs Child,” with a Supplemental Needs Trust? How do you protect them financially after you have passed?

Investments: Understanding your Personal Risk Profile. Researching Stock Index Funds that match your profile and will allow you to sleep through the night, even when the stock market drops 30% in one day. Understanding the stocks and bonds that are in index funds both in your Retirement and Investment Portfolios. The importance of Diversification and investing $15 per month.

Tax Planning: Keeping more of your hard earned money throughout your lifetime by maximizing tax deductible, tax deferred, tax free and tax exempt investment vehicles. Once you begin receiving your social security benefits your active income is limited by law, however dividends, interest and rents, passive incomes, are not. Is it true, state and federal governments can seize your social security earnings, tax refunds and your money in your bank account? How can you protect yourself if you fall on hard times?

Estate Planning: Upwards of 58% of Americans die without a will, thereby putting their assets and last wishes at risk, as your family navigates through the Probate Court system. The government may claim your undistributed assets. How can a trust protect your assets and your last wishes?

Over 80% of seniors live on their own. What is an Elder Care Attorney? Can they help with end of life planning for your parents and grandparents? How do we preserve family assets for future generations? What is a Family Foundation?

This course is “practical” as opposed to “theoretical” in content, and is presented from the saver’s point of view. Students will learn several “how to’s.” Some examples include; how to create a personal financial statement, how to set up your budget in excel/sheets and use budgets, whether to purchase or lease a car, how to rent or buy a home (See Neighborhood Assistance Corporation of America) or, how to choose an insurance and or investment advisor, and how to plan/pay for major life events like marriage, your children’s education, retirement and health care. Mastery of the course material will enable the student to make more intelligent financial decisions throughout their life. Bottom line, you will learn how to save throughout your entire life for the unexpected and how to be able to Live a Life You Love.

College of Charleston, School of Business, Learning Goals:

Communication Skills: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. This class utilizes the Writing Across Curriculum model, as well as Excel/Sheets for word and numerical presentations and PowerPoint/Slide presentations. Professor will work with students to help set up and work in Excel/Sheets in class and by appointment. Please bring your laptop to class every Friday for in class Excel/Sheets time.

Quantitative Fluency: Students demonstrate competency in critical analysis, logical reasoning, data analysis skills using excel/google sheets.
Global and Civic Responsibility:  Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues of environment, humanity and economics.

Intellectual Innovation and Creativity:  Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

LEARNING OUTCOMES:
1. Use of academic resources and student support services at the College of Charleston, including the library, information technology, the Center for Student Learning, the Academic Advising and Planning Center, the office of Career Services, and other appropriate academic resources, student support services, and cultural resources;
2. Familiarity with appropriate data, information and knowledge-gathering techniques and research skills in the discipline;
3. Using appropriate critical thinking skills and problem-solving techniques in a variety of contexts;
4. Identify and evaluate both personal and financial goals as well as explore different career opportunities.
5. Understanding your Investment Risk Profile with respect to investing.
7. Understanding the value of life long professional association networking and creating a LinkedIn profile and graduating with 250+ contacts plus publishing your first article on LinkedIn for extra credit.
8. Completing a DISC Profile to understand your strengths at work and home: Dominance, Interactiveness, Steadiness and Compliance.
9. Understanding your Gallup StrengthsFinder, “...to tap into your talents to succeed” if you have completed this assessment your Freshman year.
10. Financial Computation – Students will learn to use mathematical procedures and tools to analyze and solve personal financial problems. They will demonstrate competency by preparing and maintaining financial records and interpreting financial information.
    Credit Management – use mathematical procedures to compute credit cost, calculate effective interest rates and determine payments
    Financial Management – use mathematical procedures to prepare a budget, maintain financial records, reconcile bank statements and determine net worth twice each year for the rest of your life: Building your Personal Financial Statement in Excel/Sheets.
    Savings and Investment – use financial procedures to calculate the purchase price of stocks, bonds and stock index and mutual funds; compare rates of return.
    Taxation – use mathematical procedures to compute and prepare income tax returns.
    Technology Tools-- use appropriate technology to perform calculations, apply formulas and create graphs and communicate ideas in writing and in class presentations.
INSTRUCTOR EXPECTATIONS:

Reading, Writing, Arithmetic: Practicing the basics every day

Mission: Life is a continuous journey of learning and practicing. I like to use this quote from playwright Edward Albee to describe my philosophy towards teaching:

"If you're going to spend $100 or more to go to the theater, something should happen to you. Maybe somebody should be asking you some questions about your values or the ways you think about things and maybe you should come out of the theater (with) something having happened to you. Maybe you should be changing or thinking about change. But if you go there and the only thing you worry about is where you left the damn car, then you wasted your $100."

Like the real world you will be graded on:
All reading (pre class preparation)

Class Attendance
All in class discussion
Math Calculations using Excel/Sheets to set up your Personal Financial Statement
Excel/Sheets formatting and calculations
Critical thinking, discussion and writing
Presentation Skill: eye contact, body movement, vocal quality, engagement, impact

Please use black or blue ink. No pencil please.
Excel/Sheets is required for this class. If you have never used excel/sheets, I will work with you for 30 minutes to train you.

Printed Name
Signed Name
Date is mandatory on all homework, quizzes, exams

Homework each week will be handed out on Monday to be returned on Friday.
If you receive a 0 for a grade, it means most of the students handed in the homework. This is your reminder that your homework is still due.
All exams are open book and notes without time limitations.

Viewing quizzes are handed out in advance of viewing all documentaries.

You will read in this order one article from:
Charleston Regional Business Journal
The Wall Street Journal
Barron's
The Financial Times of London
The Economist
and write a one page review of the information you learned in your own voice.
    Oaks Discussion Post (optional)
    PowerPoint
    Excel/Sheets Worksheets
    Executive Summary for your Boss
Book of Lists will be reviewed in class for job prospecting

Writing ONLY using your own voice.
Minimum three (3) Modern Language Association citations, preferably from books

Danglers: Chunking words visually

Word Choices: Please never use the word “Greed or greedy” use financial misconduct terms

Avoid “run on sentences”; make your point efficiently

Proofreading; papers will be revised multiple times before handing in for grading
    Six times silently
    One time aloud

Be Creative

Introductory and summary paragraphs need to be related

Vocabulary Homework will be handed in printed in ink; only unique written work may be composed in Word/Docs documents.

Use Excel/Sheets for bonus homework assignments when calculation is required.
Formatting & Presentation will be reviewed in class.
Assume you are presenting this information to the Board of Directors. When possible please format to one page to save trees.

Show all math, it may be worth an extra ½ point on quizzes and exams
    Two digits after the decimal point is fine, unless the answer is less than 1, then show 4 digits after the decimal point.

Exams are comprehensive: Fill in the blank, Multiple Choice, True and False, Matching, Math, Critical Thinking, Timelines and graphs

Quizzes and exams are based on reading, class discussions, whiteboard notes, critical thinking and problem solving. Open books and notes are permitted.

Please text me with questions. If you have course related problems, please contact me immediately via text. If you have technical problems, please contact the Student Computing Support Desk at 843-953-5457 or email StudentComputingSupport@cofc.edu.

Two Final Projects:

During the last two weeks of class each student will present their Passion, Life’s Intention and Purpose. Why are you on this earth? This is a 10 minute presentation in Business Attire.
Passion, Intention, Purpose Presentations:

Outline
Three Page written Executive Summary
10 Powerpoint/Slides or Props are required.
Performances are accepted as well.

Important Papers Binder (reviewed for midterm and final grade)
3-4 inch binder required with 18 dividers and a minimum of 2 large mailing envelopes: one for Uncle Sam i.e. Taxes, one for your important documents. Add one large mailing envelope for each pet, spouse and/or child.

The instructor has the right to modify and/or change the course syllabus by notification to students in class.

STUDENT EXPECTATIONS:

Students are expected to read, discuss topics in class, write well researched papers including 3 outside sources and citations, present their life plan to their classmates, perform financial calculations using excel/sheets, create their own study guides and take WRITTEN notes in class.

Students must have access to a working computer with a connection to the Internet. Computer failure/unavailability does not constitute an excuse for not completing assignments.

All assignments and homework are handed out on Monday and due on Friday. If you receive a 0 in the Oaks grade book it means most of the students have turned in their assignments and you have not. Please get it done and handed in asap.

All annotated homework, once graded must be filed in your binder.

Passion, Intention, Purpose
A 3 page single space (font size 11) Executive Summary is required of all students explaining their Passion, Intention and Purpose. A 15 minute presentation in business attire and a minimum of ten (10) Powerpoint/Slides or other props, is required as well. Your presentation grade is based on critical analysis by your classmates.

15 minute Professor
Each student is required to teach a minimum of one chapter during their 15 Minute Professor presentation, which requires a minimum of ten (10) slides plus one new vocabulary slide. A presentation calendar will be distributed after chapter numbers are selected.

PREPARATION: Come to class prepared. Read the chapter referenced on the syllabus BEFORE coming to class.

The anticipated quiz dates are listed on the Syllabus. Some questions will be taken from the Financial Planning Exercises and from the vocabulary listed at the back of your textbook. The purchase of both books listed below is suggested. Trustee’s Legal Companion is worth keeping in your personal library.
HOMEWORK: Homework will be assigned for all of the chapters for bonus points. Your understanding of the homework assignments will be critical as problems similar to the homework will be on each quiz and midterms. Homework will be handed out Monday and collected Friday. When you receive a 0 in Oaks it signals that most of the students handed in that assignment. Please get it done.

PARTICIPATION: Participation in class discussions through questions and sharing your own stories, articles, etc. is critical to the education process in this class and also makes it more fun for all of us! I will call randomly on students to answer questions from the reading and also just for your life experience.

ZOOM VIDEO ATTENDANCE IS MANDATORY: Oaks attendance is taken daily. Even if you don’t care to do the reading or homework, coming to each class is critical. You will learn from each lecture as well as students’ shared experiences. Attendance is expected at every class. This will help you pass the class with a C- or better.

“The absence memo process will continue to be suspended.”

Class starts promptly at 8:00am with a review of current financial events that may impact your economic future. Withdrawal: Note that “W” is not automatic. You must be doing passing work which is completing 50% of assignments. Withdrawal before the first examination does not guarantee a “W” because of the importance of class participation and quizzes to the course grade.

I am available to answer questions immediately following the class session. Office hours before and after each class are available. Please text me to arrange at 216-406-0256 including your name and request. Thank you!

CONTACT: Feel free to text me on my cell up until 8:00 pm.

Institutional Syllabus Statement Regarding the Fall 2021 Semester

The College of Charleston is committed to promoting the health and safety of our campus community. To that end, all faculty and students must abide by public health guidelines that include practicing social distancing in the classroom and elsewhere on campus, following signage indicating the entrance, exit, and traffic flow in and around campus buildings, wearing a mask or cloth face covering while in the presence of others, washing or sanitizing hands frequently, sanitizing individual and shared learning and work spaces, and staying home when sick. These practices are mandatory. Students will not be allowed to attend class without an appropriate face covering or when showing symptoms of illness.

Due to social distancing requirements, the number of students allowed in the classroom at one time is significantly reduced. As a result, most in-person courses will include a variety of online and technology enhanced components to ensure continuity of learning for each student throughout the semester. These strategies will vary by course section and students are advised to read each syllabus carefully. Faculty have planned each course to enable all students,
whether they are in the classroom or working remotely, to be fully engaged in the learning experience. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstance. All faculty will use OAKS to facilitate student access to the course syllabus, course materials, and the gradebook.

The College of Charleston’s standard grading system is in effect.

There is a possibility that the semester will be disrupted by weather or the pandemic. Every course syllabus will include a plan for a change in modality to ensure the continuity of learning in the event in-person classes must be suspended. Regardless of the method of instruction, all courses will move online for one week after Thanksgiving. Final exams will be administered online. Therefore, all students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

The College anticipates that some members of the community will fall ill or test positive for the coronavirus, and then be required to quarantine thereby missing class, assignments, and assessments. Faculty are expected to provide reasonable accommodations as determined by the content, level, and expectations of their courses for students who become ill or indicate a need to isolate themselves. To the extent possible, arrangements will be made for students with COVID-19 related absences to continue in the class. Faculty are encouraged to make explicit in their syllabus what sorts of accommodations students can expect with respect to missed course meetings, assignments, and assessments. However, students should be aware that extended absences for any reason cannot be accommodated in every course. Missed assignments and assessments may result in poor or failing grades. If a student is absent from class for an extended period, a withdrawal (W) before the deadline should be strongly considered. In all cases, assigning course grades is the responsibility of the instructor consistent with the grading policy published on the syllabus.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two
years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://deanofstudents.cofc.edu/honor-system/studenthandbook/index.php

Disability Statements

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

3. This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.

For more information, you may visit the disability services website:
http://disabilityservices.cofc.edu/

OAKS (for all instructional modalities)

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Continuity of Learning (for hybrid classes with face-to-face meetings)
Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances.

During the course of class, in response to the development of COVID-19, the course delivery mode could be switched among face-to-face, online, or hybrid. The students need to make sure that their study will not be interrupted by the change of the delivery mode.

Recording of Classes (via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**RESOURCES:** There are many resources on campus to assist you.

Also, if procrastination or study skills (or just the pressure of college) are presenting problems for you, please contact me or visit one of the following resources:

**Student Learning Center:** [http://csl.cofc.edu/](http://csl.cofc.edu/)

The Library [https://library.cofc.edu/](https://library.cofc.edu/) or you can be assisted by Amanda Kraft.

The Writing Lab [http://csl.cofc.edu/labs/writing-lab/](http://csl.cofc.edu/labs/writing-lab/) Appointments are not required.


**Inclement Weather, Pandemic or Substantial Interruption of Instruction**

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Center for Student Learning:**

The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.

**Mental & Physical Wellbeing:**

At the college, we take every students’ mental and physical well being seriously. If you find yourself experiencing physical illnesses, please reach out to student health services.
(843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit https://counseling.cofc.edu/s4s/about-s4s/index.php or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources:

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please contact the Charleston Area Senior Citizens’ Services, Inc. at 843-722-4127 and make an appointment to see Karen Carter at 259 Meeting Street. Karen manages the 30 Day Emergency Food Box Program which is available to people of all ages from Charleston, Dorchester, and Berkeley counties. Groceries and personal hygiene products may be picked up at 259 Meeting Street or by car, enter at 71 Society Street.

Please also consider reaching out to Professor Fugo if you are comfortable in doing so.

Inclusion:

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies:

- Preferred Name and Pronoun Information
- On Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
Other items

1. For other matters not specified in this syllabus, we comply with the common policy of the College.

2. Please note the following new changes from the College:

Final Exams and Major Tests during the Last Week of Classes

No major test or final examination may be given during the last week of classes (seven days prior to the designated last day of classes). A major test is defined as an examination worth 20% or more of the final course grade. No test, exam, or other assignment of any weight may be given on or due on Reading Day. Other assignments, such as semester-long projects, quizzes, homework and papers may be due during the last week of classes or during the regularly scheduled final exam period.

This policy does not apply to final laboratory examinations, oral examinations, portfolio or exhibition critiques, individual or group in-class presentations, performance courses, activity classes, bachelor’s essays, tutorials, and/or independent study projects. In exceptional circumstances, the Provost (or Provost’s designee) may waive these restrictions.

REQUIRED COURSE MATERIALS:
The following Textbook is recommended for purchase:
PFIN 4, 5 or 6: Personal Finance by Gitman, Joehnk and Billingsley
ISBN-10: 1305271432 (book only)

The Trustee’s Legal Companion: A Step by Step Guide to Administering a Living Trust by Carol Elias Zolla, Attorney and Liza Hanks, Attorney

Financial Calculations will require use of Excel/Sheets. Professor will individually coach each student in need of assistance in setting up their Personal Financial Statement.
GOAL: This course is designed to provide anyone with the knowledge and skills to manage their personal finances and help encourage others.

OBJECTIVES:
1. Understand the process for making personal financial decisions;
2. Establish personal life and financial goals;
3. Evaluate the factors that influence personal financial planning;
4. Apply strategies for attaining personal financial goals.
5. Be proficient in information retrieval from databases or survey data.
6. Understand the social and economic impacts of saving money over the long term and making investment decisions consistent with your investment risk profile.
7. Discuss the ethical issues (privacy and censorship) surrounding technology and personal financial investigation.
8. Investing with a social conscience i.e. causing no harm to the environment, humanity, or economy.

USE OF TECHNOLOGY:
1. This course is web-based.
2. Original assignments must be typed neatly in a Word or DOCS document. Vocabulary assignments must be handwritten using an ink pen. Excel/Sheets assignments must be in presentation format and set up to save paper.
3. For financial and statistical analysis, students will be learning and working with Excel/Sheets,
4. Internet sources should be used to increase student awareness of current events which could impact future lifetime earnings. Current Events are reviewed and discussed at the beginning of each class starting promptly at 8:00am.
5. Specific assignments from various websites related to financial planning will be given:
6. A minimum of three (3) outside Citations should always be noted in all written work.

COMPUTER COMPONENT:
Excel/Sheets, Word/Docs and Powerpoint/Slides are needed. I will help teach if needed. Financial Calculator is optional, as long as you have Excel/Sheets.

LIBRARY ASSIGNMENTS: Reading one article from The Wall Street Journal, Barrons, The Economist, and the Financial Times of London and writing a one page review. The Charleston Regional Business Review will be distributed in class.

ATTENDANCE is critical to performing well on quizzes and exams:
Experience indicates a student who is not fully engaged in discussion and in class writing assignments or quantitative problems, will not fully develop their reading comprehension, listening, writing maturity, and formal presentation skills. Since the development of these skills is a major course objective, class participation is noted. Class participation is not synonymous with attendance. It means that you are well prepared to discuss the assigned readings and learn through the class discussions. We are developing your personal and organizational leadership skills. Quality is important. Asking questions and sharing personal life experiences in class can be a valuable learning lesson and such questions/discussions are encouraged for that reason.

All homework is equally weighted. You have the flexibility to complete work in areas that are of particular interest to you. There are both math and writing opportunities as well as extra credit/bonus opportunities. This is a lifetime of financial information and it is all important.
Grading Scale:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>95-99%</td>
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<td>A-</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>51-62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 50%</td>
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</tbody>
</table>

The designation “I” (incomplete) indicates that only a small part of the semester’s work remains to be done, that the student is otherwise doing satisfactory work in this course, and that an extension of time is warranted to complete this course. The “I” also signifies that an agreement has been established between the professor and the student as to the quantity of the work remaining to be done, the deadlines established for its completion, and a schedule of meeting times. It is recommended that this agreement be made in writing with both the professor and the student having a copy. The faculty determines the time allowable for the completion of coursework, up to 60 days from the date of the last scheduled examination of the semester in which the “I” is received. If the student does not complete the work within 60 days, the “I” is automatically changed to an “F”.

Class Participation and Community:

I encourage you to get involved. Ask questions, answer them, and make comments. Your participation is vital to the life of the class. Please do not talk when others are talking and make sure all phones, pagers and headsets are turned off and placed out of Zoom site at the beginning of each class session. This will help ensure no distractions to our discussions and demonstrate a respectful commitment to each other and our ideas.

Academic Honesty:

It is your responsibility to read the College Policy on Academic Honesty. This document establishes clear standards for academic honesty and it will be enforced in this course. My policy is completely consistent with that document. A College can successfully function only when its integrity is maintained. One important element of integrity is personal honesty. Cheating, a form of personal dishonesty, is unfair to students who do not cheat because their performance may appear relatively inferior, and it is unfair to students who do cheat because it short-circuits the learning process. In short, cheating is a cancer that invades and subverts the legitimate academic process. It cannot be tolerated at any level. Consequently, my position is simple. All work must be your own and in your own voice. Any student found using case notes prepared by others (including students from prior classes), copying during quizzes or exams, signing someone else’s name to homework, or attempting in any way to promote the work of others as his or her own will receive an F for the course and will be referred to the Honor Board. Note that a person providing assistance is equally as guilty of cheating as the recipient of the assistance. In addition, I will make every effort to see that the guilty party receives the most severe College disciplinary action appropriate. There will be no exceptions or second chances. Period. All suspected cases are referred to the Dean of Students and Honor Board for review, and if appropriate, sanctions. If a student definitively is found to have plagiarized intentionally, he or she will fail the course.
(earning an XXF grade-failure due to academic dishonesty). If you have any questions at all about what constitutes proper citation practice, please let me know and consult a writing handbook for additional details.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the Professor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the Instructor and/ or others having knowledge of the incident to the Dean of Students.

A student found responsible by the Honor Board for academic dishonesty will receive an XXF. The grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor has specified that students can work together on an assignment, quiz and/or test, **no form of cheating**, including possessing or using an unauthorized study aid (which could include accessing information via a cell phone, FitBit or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance, **will be permitted**. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://deanofstudents.cofc.edu/honor-system/studenthandbook/](http://deanofstudents.cofc.edu/honor-system/studenthandbook/)

**Important Websites:** (many more valuable website address references are in the text)

- [https://www.calculator.net/future-value-calculator.html](https://www.calculator.net/future-value-calculator.html)
- [https://financialmentor.com/calculator/present-value-calculator](https://financialmentor.com/calculator/present-value-calculator)

**Understanding Interest Rates:**


**Credit Reports:** [https://www.annualcreditreport.com](https://www.annualcreditreport.com)

**Personal Finance Resource:** [http://money.yahoo.com](http://money.yahoo.com)

**Mortgage Calculator:** [http://money.yahoo.com](http://money.yahoo.com)

**NOTE:** Students are responsible to know and understand the subject matter covered in each textbook chapter, regardless of whether that material has been covered in class. Students are also responsible to know how to solve assigned end-of-chapter problems for each textbook
chapter. Each student will present a minimum of one chapter from the PFIN textbook and The Trustee’s Legal Companion, as the 15 Minute Professor with a powerpoint/slides presentation. Please time your presentation to 15 minutes.

MEMORANDUM: Variances granted from the common final examination date are undesirable for obvious reasons. Intrinsically, early examination exposes students to question, even if innocent, when cheating is discovered. The penalties of cheating are severe.

GUIDELINES FOR REQUESTED VARIANCE
1. A letter must be written to me and must be supported by additional written documentation regarding the student’s conflicting obligations. Job conflicts are to be supported by a letter from the student’s supervisor on company stationery. Variances for students involved in the wedding of an immediate family member will be considered. Others will not. Copies of wedding invitation and statement of kinship must support those considered. Obituaries and verification of kinship must be provided for out of town family funerals for variance consideration.
2. The letter should include your College of Charleston Student ID number, cell number, address, and name of instructor, and course section.
3. Examination after the date of the common final will be granted only when the student has become physically disabled or hospitalized late in the quarter.

DISABILITY Students approved for SNAP Services are instructed to meet with the Professor during the first two weeks of classes or as soon as you are approved for services to discuss accommodations and present a copy of the SNAP-issued Professor Notification Letter (PNL). It is the student’s responsibility to initiate discussion regarding accommodations that may be needed. The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Please visit http://disabilityservices.cofc.edu/

Thank you for attending my class. The skills you will learn in this Personal Finance class you will be able to use for a lifetime and help guide others in your life as well.

Sincerely,
Professor Denise Marie Fugo, MBA text 216-406-0256 FugoDM@CofC.edu
Syllabus Subject To Change at the Professor's Discretion
<table>
<thead>
<tr>
<th>Week Starting Monday</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
<th>Quizzes</th>
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<tr>
<td>January 11</td>
<td>Bucket Email</td>
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<td>January 18 MLK</td>
<td>Financial Planning</td>
<td>Should you Serve as Trustee</td>
<td>Why I am taking this class?; Resume; Values; LinkedIn Profile Page</td>
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<td>Holiday; no class</td>
<td>Process 1</td>
<td>1;Thinking Like a Trustee 2</td>
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<td>Financial Statements and</td>
<td>Working with Beneficiaries</td>
<td>Personal Financial State</td>
<td>PFIN Quiz 1</td>
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<td>Budgets 2</td>
<td>3; The First Few Months</td>
<td>ment; Regional Business</td>
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<td>Review 1 page</td>
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<td>February 1</td>
<td>Taxes 3</td>
<td>Dealing with Taxes 10</td>
<td>Parent's Interview;</td>
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<td>Compounding Worksheet in class</td>
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<td>February 8</td>
<td>Managing Cash 4</td>
<td>Assets in a Trust 5</td>
<td>Checkbook Reconciliation</td>
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<td>Wall Street Journal 1</td>
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<td></td>
<td></td>
<td>page</td>
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<td>February 15</td>
<td>Auto/Home 5; Property</td>
<td>Assets outside Trust 6</td>
<td>Documentary Questionnaire;</td>
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<td>Small is Beautiful</td>
<td>Insurance 10</td>
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<td>First Time Home Buying</td>
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<td>Program/NACA</td>
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<td>February 22</td>
<td>Credit 6</td>
<td>Outside Help 7</td>
<td>Important Papers Binder Mid Term; Barrons 1 page</td>
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|                      | Consumer Loans 7         |                            | https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpartner.barrons.com%2Fp%2Fp_bie%2Fenter-redemption-code%2FOCOCBw2rj3pdd&data=04%7C01%7Cwerkheiserc%40cofc.edu%7Cff2308%7C01%7C00%7C637402806634480217%7CUnknown%7CTWFpbGZsb3
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<tr>
<td>March 1</td>
<td>What the Health? Life/Health Insurance 8/9</td>
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<td>Managing Trusts 8 Life Insurance OnLine Illustrations; Documentary Questionnaire</td>
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<td>March 8</td>
<td>Inside Job Investment Planning 11</td>
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<td>Investing Trust Assets 9 Investment Risk Profile; Documentary Questionnaire; Financial Times of London 1 page</td>
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<td>March 15</td>
<td>Stocks &amp; Bonds 12 Trust Accounting 11</td>
<td>Stock Portfolio Contest begins</td>
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<td>Stock Index 13 Terminating the Trust 12</td>
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<td>Funeral Plan; The Economist 1 page TLC 7-12 Quiz</td>
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<td>Retirement Plan14 Estate Plan 15</td>
<td>Family Foundation Powers of Attorney 2; DNR; Will</td>
<td>Midterm II</td>
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<td>April 5</td>
<td>Passion Intention &amp; Purpose Presentations Three Page Executive Summary</td>
<td>10 Slide PowerPoint + 1 Slide Vocabulary</td>
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<td>April 21</td>
<td>Last Day of Class Passion Intention &amp; Purpose Presentations Three Page Executive Summary</td>
<td>10 Slide PowerPoint + 1 Slide Vocabulary</td>
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<td>April 22</td>
<td>Reading Day Passion Intention &amp; Purpose Presentations Voluntary for students who missed scheduled presentations Three Page Executive Summary</td>
<td>10 Slide PowerPoint</td>
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<td>April 28</td>
<td>Important Paper Binder Due</td>
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<td>May 4th</td>
<td>Final Exam: 20</td>
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<td>Final Grades available after 12 noon</td>
<td>questions long</td>
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<tr>
<td>Thank you!</td>
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