



**FINA 2103 – Personal Financial Management and Planning
Fall 2018**

Instructor:
Office Location:
Office Phone:
Email Address:
Office Hours:
Mode of Instruction: Face to Face
Class Days & Times:
Section # and CRN:

Course Description:

The course will improve a student’s conceptual understanding of how the modern financial services industry works to create wealth for individuals and the role of financial markets and institutions in the process. Topics include economic and financial theories pertaining to the market system and to savings and investment, risk-return trade off, time value of money, cash and credit management, assessment of financial need during retirement and a plan to achieve it, tax analysis and risk management.

Prerequisites: None
Co-requisites: None

Required Text and Readings:

1. Keown, Arthur J. Personal Finance, Turning Money into Wealth, 6th edition, Prentice Hall, 2013 (ISBN 978-0-13-271916-2 or 0-13-271916-9)
2. Handouts on demand-supply analysis and market dynamics, others

Course Learning Outcomes & Alignment with Specific Goals:

Upon successful completion of this course, students will be able to:	Core Curriculum Learning Outcomes	BBA Program Learning Outcomes
1. Identify financial objectives and set goals.	CT, C	MC, C, GP
2. Analyze financial status and prepare budget.	CT, EQS	MC
3. Analyze and assess personal credit worthiness and identify warning signs in debt management and steps to correct these.	CT, C, EQS	MC, ET, C
4. Describe and apply the time value of money concepts	CT, EQS	MC
5. Understand the intricacies of savings/loans, financial options and consequences.	CT, EQS	MC, ET
6. Analyze and assess buying vs. renting	CT, EQS	MC
7. Assess insurance needs and options	CT, EQS	MC, ET
8. Analyze investment options and development of savings and investment plan.	CT, C, EQS	MC, C, GP
9. Understand market demand and supply analysis and the dynamics; apply to the market for loanable funds	CT, EQS	MC, GP
10. Assess financial need during retirement, analyze options and set up a plan	CT, EQS	MC

11. Integrate various financial concepts into a comprehensive financial plan	CT, C, EQS	MC, C
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Core Curriculum Learning Outcomes:

- Critical thinking skills (CT): Creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Communication skills (C): Effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical & Quantitative Skills (EQS): Manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

BBA Program Learning Outcomes:

- Mastery of Content (MC): Graduates will demonstrate an ability to integrate and use knowledge from multiple business disciplines, and will demonstrate proficiency in their major area of study.
- Ethics (ET): Graduates will have an ethical perspective.
- Global perspective (GP): Graduates will have a global perspective.
- Communications (C): Graduates will demonstrate an ability to be effective communicators.

Method of Determining Final Course Grade:

The course grade will be determined based on the factors below and their associated weights.

Grade Component	Points (percentages)
Four tests (@100 pts)	400 (57.14%)
Final examination**	100 (14.28%)
Assignments	100 (14.28%)
Project	100 (14%)
Total:	700 (100%)

** Final examination will be cumulative, covering materials covered during the semester including any assigned videos, handouts, and online readings.

Grades will be based solely on performance in the above categories. No credit for any extra work is allowed and the grade will not be curved. You will have to earn your grade and the grade earned will be the grade received.

Examination Policy:

1. The tests are closed book, timed and should be taken as scheduled.
2. Exams may consist of multiple choice questions, problems, and short essays.
3. No makeup examination will be allowed except for University approved absences.
4. Nobody will be allowed to take a test if she/he arrives 10 minutes after the test begins.
5. If anyone misses a test, a score of zero will be assigned to the missed test. If anyone misses the final exam without prior approval, the student will have failed the course.
6. For those with a University approved absence, it is the student's responsibility to notify the instructor prior to the exam in order to be eligible to sit for a make-up examination. Along with written excuse, arrangements for a make-up exam will need to be made by the student within two (2) days of return.
7. A calculator will be required for exams and a cell phone will not be allowed to be used as a calculator during exams. Students won't be allowed to share a calculator during an exam.
8. The final exam is mandatory. If the performance on final exam is better than the worst test score, the latter will be replaced by the equivalent score on the final exam.

Grading Criteria and Conversion:

The total points earned will be converted into a letter grade based on the following scale

A = 630 – 700 points (90 – 100%)

B =	560 – 629 points (80 – 89%)
C =	490 - 559 points (70 – 79%)
D =	420 – 489 points (60 – 69%)
F =	below 420 points

Detailed Description of Major Assignments:

See addendum on page 8 for assignment details for this course.

Assignments Overview:

Several homework assignments will be assigned throughout the semester in addition to the required reading. All assignments will need to be submitted at the beginning of the class on the dates they are due. Late submission of homework will not be accepted. As such, if a student is expected to be absent on a day when a particular homework is due then the student should email the said homework (in MS Word® document) to the instructor before the beginning of the class. It is the student's responsibility to obtain all information from a missed class period. This includes any assigned homework or announced changes in exam dates, etc.

Term Project:

The term project would integrate important financial concepts learned in the course including personal statement and goals, financial statements, budgeting, credit worthiness, purchasing a house and a car, and investment risk assessment and tolerance. The project will be a cumulative product developed by the students throughout the semester with feedback from the instructor.

See attached assignment addendum.

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Procedures or Additional Instructor Policies

Course Procedures:

Lectures and discussions will be the primary format of class sessions. The course, being technical in nature, will require regular and punctual attendance to properly understand the course materials. Students will be expected to read materials prior to discussion in the class. Students may be required to participate in on-line exercises during the class and classroom discussions will tend to focus on "how to" aspects of the learning objectives. Students may be called upon to discuss some of the assigned homework. Opportunities will be provided to students throughout the class period to ask questions on materials that they do not understand or need further elaboration.

Classroom participation:

Students will be required to participate in all class room discussion to get the maximum learning from the course. Excessive absences (excused or un-excused) or tardiness will adversely affect the overall grade in the course.

Calculator Policy:

Part of the objectives of this course is to prepare students with necessary knowledge and skills to perform well in the business world. Financial calculator is a very helpful tool, accordingly, students will be taught how to use a financial calculator and it is necessary to have one.

COURSE OUTLINE AND CALENDAR

Week One

Chapter 1: The Financial Planning Process

Chapter 2: Measuring Your Financial Health and Making a Plan

Assignment #1 due

Week Two

Chapter 2: Measuring Your Financial Health and Making a Plan (continues)

Chapter 3: Understanding and Appreciating the Time Value of Money

Assignment #2 due

Week Three

Chapter 3: Understanding and Appreciating the Time Value of Money (continues)

Assignment #3 due

Week Four

TEST 1 (Over chapters 1, 2, and 3)

Chapter 4: Tax Planning and Strategies

Week Five

Chapter 4: Tax Planning and Strategies (continues)

Chapter 5: Cash or Liquid Asset Management

Week Six

Chapter 5: Cash or Liquid Asset Management (continues)

Chapter 6: Using Credit Cards: The Role of Open Credit

Assignment #4 due

Week Seven

Chapter 6: Using Credit Cards: The Role of Open Credit (continues)

Chapter 7: Using Consumer Loans: The Role of Planned Borrowing

Assignment #5 due

Week Eight

TEST 2 (Over chapters 4 through 7)

Chapter 8: The Home and Automobile Decision

Assignment #6 due

Week Nine

Chapter 8: The Home and Automobile Decision (continues)

Chapter 9: Life and Health Insurance (Limited coverage) (pp.277-287, 293-303, 307-309)

Assignment #7 due

Week Ten

Chapter 9: Life and Health Insurance (Limited coverage) (pp.277-287, 293-303, 307-309)

Chapter 10: Property and Liability Insurance

Assignment #8 due

Week Eleven

Chapter 10: Property and Liability Insurance (continues)

TEST 3 (Over chapters 8 through 10)

Week Twelve

Handout: Demand, supply and market equilibrium
Chapter 11: Investment Basics
Assignment #9 due

Week Thirteen

Chapter 11: Investment Basics (continues)
Chapter 12: Securities Markets
Assignment #10 due

Week Fourteen

Chapter 12: Securities Markets (continues)
TEST 4 (Over handout (demand and supply, market equilibrium), chapters 11, 12)
Assignment #11 due
Review for the Final exam

Week Fifteen

Chapter 15: Mutual Funds: An Easy Way to Diversify
Term Project Due

Week Sixteen**FINAL EXAM**

According to the final exam schedule published by the university.

Student Support and Success**John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/>
Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston

Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

FINA 2103: Description of Assignments and the Term Project

I. Assignments

1. (a) Introduce yourself and describe where you come from, what your values are, what's important to you, what drives you, what your priorities are, what you want to be in life and why.
(b) Where do you see yourself in 5 years? What are the steps you would need to get there? What is at stake if you don't get there?
(c) Where do you see yourself in 10 years? What are the steps you would need to get there? What is at stake if you don't get there?
- 2 (a). Following the examples from the book, prepare your (i) personal income statement for the year and (ii) balance sheet at the end of the year.

(NOTE: If you are being supported by your parents or on a scholarship, use the total amount of support you are getting as your income. If you are living with your parents, try to estimate YOUR portion of the household expenses. For example, if you use one of the five rooms in the house, find out the monthly mortgage payment or rent that your parents make and divide that number by five to get the equivalent rent for the room that you are using. Use similar logic for all the other expenses which your parents are paying for you while you live with them.)

- b) Following the example in the book prepare a budget (i.e., anticipated income and expenses) for the month of, say, October. After you make the budget, keep track of your actual expenses throughout the month and once the month is over, compare the actual income and expenses against the budget to find out the variances.
3. Solve the following time value of money problems and show your work.
 - a) If you deposited \$3,000 today in an account that could earn 5% APR, how much would you have when you graduate in 4 years?
 - b) Suppose you want \$20,000 in your bank account when you graduate in four years, how much would you have to invest today at 7% APR to reach your goal?
 - c) If you want \$20,000 in four (4) years and an investment plan offers 6% return, how much would you have to invest each month to reach your goal? (Note: the rate of return is annual but the period is monthly)
 - d) If your bank offered you 6% APR interest how long would it take for \$1,000 balance to become \$2,000 (i.e., double)?
 - e) Suppose D'Jaiya would like to accumulate \$500,000 when she retires in 30 years. If she has found a mutual fund that expects to earn 12% return annually, how much must she invest every month to reach her goal?
 - f) If Jordan invests \$1,000 into a bank account that earns 6% APR (annual) but compounded monthly and Trinetta invests \$1,000 into a separate account that earns 3% APR but compounded semi-annually who will have more money at the end of 5 years?
 - g) Suppose you are considering buying a house that costs \$250,000, how much would your monthly payment be if the going rate for a 30-year mortgage rate is 4% APR?
 - h) How much would be in your retirement account after 30 years if you made \$3,000 deposit at the end of every year and the funds earned 8% return annually?
 - i) Suppose you can afford \$750 monthly mortgage payment and you qualify for 4% APR, 30-year mortgage loan, how expensive of a house can you afford to buy?
 - j) Suppose you entered into a payment plan over 18 months to buy a \$2,000 3D projector. If the store charged you 15% APR interest rate, how much would the projector end up costing you after you pay it off?
 4. a) The best way to receive a favorable interest rate on a loan is to have a good credit rating. The Federal Trade Commission's web site (www.ftc.gov) offers good information to consumers on using credit wisely. Visit the link <http://www.consumer.ftc.gov/articles/0152-how-credit-scores-affect-price-credit-and-insurance> and **write a short report detailing the benefits of having good credit and how to achieve a good credit score.**

b) Using the link <http://www.bankrate.com/calculators/credit-cards/credit-card-payoff-calculator.aspx> answer the following question: If you had \$3,000 credit card debt with an interest rate of 14% (APR), find out the
 - (a) Payoff time and
 - (b) Interest you paid

using different payment amount. What did you learn from this exercise?

5. Go to www.annualcreditreport.com, and select **any one** of the three credit bureaus and print out your credit report. (NOTE: It is free. You would have to provide some identity verification information and you will have access to your credit report.)
 - (a) Review the report and write a paragraph narrating what you observe in the report. If you see something that is questionable be sure to mention it. Consult the textbook and write a paragraph on how to resolve the questionable items on the report. (NOTE: Redact (black out) any personal information that you don't want to share and turn in at least the first page of the report and the write up).
 - (b) If the credit bureau website you visited says that it does not have a report on you, try the other bureaus listed on the previous page. Print out the screen from EACH of the credit bureaus that says that you do not have a credit report. Make sure the print out shows your name.
6. a) Very few people can afford to pay cash for a new or used automobile. Use the following calculator: <http://www.timevalue.com/calculators/car-affordability-calculator.aspx> to decide how expensive of a car you can afford given the monthly payments and down payment you can make. If you don't have any current income then use an amount you think you would earn once you graduate. Input your information, and write a brief summary of the results and your observation of the results that you get if you finance an automobile at 2.5% over (i). Three years (ii). Four years and (iii). Five years.
 - b) Based on the result that you got for a three-year loan, using the Internet, find a car that fits your budget and answer the following.
 - i. Why would you choose the particular car and what is the economic sense behind it?
 - ii. How would you pay for it i.e., what would you do to make room in your budget for the monthly payment?
7. The <http://finance.yahoo.com/calculator/real-estate/hom01> site has a way to calculate how big of a mortgage one can afford based on some pertinent information about him/her. Use the site to calculate how big of a house you would be able to afford based on your current income or, in the absence of a current income (or expected income once you graduate). Use \$2,500 for property tax, \$1,200 for home insurance, and \$5,000 for down payment.
 - a) Calculate how big of a loan you could qualify for and the monthly payment amount for a 3.5%, 15-year mortgage.
 - b) Calculate how big of a loan you could qualify for and the monthly payment amount for a 4.5% 30-year mortgage.
 - c) Describe your observation of the process and what steps you would take to reach your goal of owning a home in the future.
 - d) Compare monthly payment on a mortgage loan with the monthly rent you could be paying for a similar house (or apartment) and comment on which one makes the most economic sense.
8. a) Click on the following link which describes the different types of life insurance: <http://ezinearticles.com/?The-Different-Types-of-Life-Insurance-Explained&id=116463>. Use the information to write a short report describing the differences between term, whole, and universal life insurance policies, and the stages of life where each would be most appropriate.
 - b) The United States Department of Health & Human Services has an Agency for Healthcare Research and Quality (www.ahrq.gov). View their checkup on health insurance choices at the following link: <http://archive.ahrq.gov/consumer/insuranceqa/>. Click the following links:
 - i) Describe your choices. <http://archive.ahrq.gov/consumer/insuranceqa/>

- ii) Which type is right for you? <http://archive.ahrq.gov/consumer/insuranceqa/insuranceqa5.htm> and <http://archive.ahrq.gov/consumer/insuranceqa/insuranceqa6.htm> and <http://archive.ahrq.gov/consumer/insuranceqa/insuranceqa9.htm>
 - iii) Review the checklist in the following link and identify the most important one to you. List them according to your priorities and explain your choices. <http://archive.ahrq.gov/consumer/insuranceqa/insuranceqa5.htm>
9. The CNN Money website offers advice to investors on a variety of subjects. View their link on how to get started, investment choices and pros and cons of different types of investment at <http://money.cnn.com/pf/money-essentials/index.html>. Based on the information, answer the following.
- a) Write a summary of the basics of investing.
 - b) Who invest in bonds? Why?
 - c) Who invest in stocks? Why?
 - d) Compare the risk and return in bond investment with that of stock investment.
10. Consider the following chart which gives possible interest rates and the market demand for and supply of loanable funds. Answer the questions that follow.

Interest rate	Demand for funds (mill \$)	Supply of funds (mill \$)
3%	1,000	200
5%	800	500
7%	500	700
10	200	1,000

- a) Plot the interest rate along the Y-axis and the demand for funds along the X-axis and join the points to form a curve. Does the curve slope up or down? What does the slope of the curve mean? What is this curve called?
 - (b) Plot the interest rate along the Y-axis and the supply of funds along the X-axis and join the points to form a curve. Does the curve slope up or down? What does the slope of the curve mean? What is this curve called?
 - © Read the interest rate and the amount of \$ where the two curves intersect. How much \$ is demanded at this rate? How much is supplied? Are the two amounts same/different?
 - (d) Take any interest rate **above** the rate at which the two curves intersect (in part ©). Is demand more than supply or vice versa? Can the rate stay in the market? Explain.
 - (e) Take any interest rate **below** the rate at which the two curves intersect (in part ©). Is demand more than supply or vice versa? Can the rate stay in the market? Explain.
 - (f) What is special about the rate in part ©? What is this point called?
 - (g) Assume that, for whatever reason, the demand curve is pushed up (supply curve remains the same), what would happen to the equilibrium interest rate?
11. a). If you plan to invest money, you need to know how much financial risk you can tolerate. So,
- Go to the following website and take the quizzes and report the results.
<http://www.learnvest.com/knowledge-center/quiz-whats-your-risk-tolerance/>
- (b) Select any three (3) stocks you like. Record the price for each stock (i) Today (ii) Three months ago (iii) One year ago and (iv) Five years ago and compute the rate of return in each case.
 - © Look up the following T. Rowe Price Mutual Funds website for the following funds: Balanced Fund, Growth Stock, Trgt Retirement 2055, & Tot Equity Mkt Index. For each fund report the (i) current NAV (ii) Investment objective (iii) Investor profile & (iv) Morning Star rating.
 - (d) Look up the following ETFs on TD Ameritrade website. iShares Russell 2000 Growth ETF, iShares Core Conservative Allocation ETF, & Dow Jones Global Real Estate ETF. For each ETF, report the (i) Current price (ii) Information on the ETF (iii) Risk & return information & (iv) Morning Star rating.

II. Term Project:

The project will be the integration of the concepts and tools you learned throughout the course. Include the following issues.

- a) State your personal statement and intermediate as well as long-term goals and how you would go achieve your goals.
- b) Start with the budget you prepared earlier for your homework and fill in the "Actual" column for income and expenses for the month and then calculate the variances from the amount budgeted. Explain how you would reconcile the budget variance. In other words, what would you do with the difference between what you thought you were going to spend versus what you ended up spending. Would you change any of your behavior, habits or lifestyle in the future to stay within your budget?
- c) Share your analysis of your credit report and how you will improve or maintain your credit worthiness.
- d) Share your analysis and assessment of your housing and transportation buying power and what steps would you take to achieve your goal.
- e) Considering your investment risk profile that you developed during the semester share your thoughts and your investment as well as your retirement plan.