**>>>>>>> Technology and Career Center**

COURSE SYLLABUS

COURSE TITLE: BANKING & FINANCE I

CREDIT HOURS: 2

GRADES: 11, 12, ADULT

COURSE DESCRIPTION

This is an introductory course for Banking and Financial Support Services which operates a student

bank. This course also introduces the student to personal finance, including opening and maintaining

a checking account, and credit card pitfalls and proper use - a very important skill for all young

adults. It is designed to familiarize the student with all aspects of a typical bank including savings,

loans, operations, and audit functions. It also covers the history of banking, the organizational

structure, and the operations and marketing of a student bank.

COURSE RATIONALE

Financial literacy is essential in meeting the financial challenges of the 21st Century. The course

provides valuable experience in running an actual bank while learning to analyze personal financial

decisions, evaluate the costs and benefits of their decisions, recognize the rights and responsibilities

as consumers, and apply the knowledge learned in school to financial situations encountered later in

life.

COURSE OBJECTIVES

1. Describe why and how the Federal Reserve System was created and its regulatory powers.

List the services offered by the Federal Reserve and explain its impact on the banking

system.

. Define terminology related to cash control and banking activities.

. Introduce banking’s role in the economy.

. Introduce the various types of financial institutions.

. Learn about careers in banking and the Federal Reserve System.

. The development of US banking with the creation of a national currency

. Banking before 1913 and the remainder of the twentieth century.

. The money supply and money creation and circulation

. The Fed's control of interest rates

. Federal Deposit Insurance Corporation

. Introduce the early banking system and it's weaknesses

. Introduce the Federal Reserve Act of 1913 and the National Bank Act

. Learn about The Great Depression

. The post depression changes in banking philosophy

2. Identify major departments of a bank, interpret an organizational chart, explain the differences in

organizational strategies, and describe responsibility of bank personnel.

. Introduce the role of the bank employee.

. Learn about the services that banks and similar financial institutions provide.

. Introduce the function of the bank in the community.

. Coverage of the bank as a business organization

. The deposit function.

. Type and ownership of accounts

. Who has authority to open accounts?

. The types of deposit items

. How customers make deposits

3. Introduce the student to the available banking positions within a student run bank and instruct students in the preparation of resumes and the interview process. Conduct interviews and assign students to specific responsibilities within a student bank organization.

. Developing personal, educational, and professional goals

. Formulating goals that are achievable, specific, dated, realistic, detailed, personal, measurable, and positive

. Develop a workable resume

. Develop a cover letter to the resume

. Prepare for an effective interview that provides the student with experience and essential skills

. Conduct interviews by bank sponsors or community business leaders

4. Explain the deposit function performed by banks and distinguish among the various types of

deposit accounts as performed by a student bank and the record keeping procedures of a student bank. Operate a student bank throughout the school year with monthly plans, reporting, and goals.

. Define terminology related to deposit functions

. Identify type and ownership of accounts

. Authority to open accounts

. Types of deposit items

. How customer deposits are made

. Deposit regulations

. Define terminology related to negotiable instruments

. Parties to Negotiable Instruments and their liabilities

. Types of checks

. Negotiation and transfer

. Endorsements

. Holder in Due Cause

. Wrap up and Assignment

. Student project will be conducted via the business operation of a student bank

5. Explain the payment function (check clearing) of a bank. Learn the loan functions and importance of lending operations within a bank. Develop a viable lending program for the student bank.

. Define terminology related to payable items.

. Identify encoding and proofing

. Item capture and sorting

. Clearing alternatives

. Receipt by the paying bank.

. Document examination and filing

. Statements for customers

. Dishonored items

. Fraud schemes and security issues

. Negotiable instruments

. Develop a marketing plan and advertising plan encourage school wide participation in a student bank which fosters student savings and loan accounts.

6. Explain and conduct the bookkeeping functions of a bank.

. The importance of accurate accounting procedures and methods in banking

. Basic accounting methods

. Performance ratios

. Impact of financial data

. Planning and budgeting

7. Explain the credit function of a bank and establishing a credit record. The five Cs of credit are introduced. Credit reports and how to read them is introduced. Develop a plan and implement this plan to encourage student loan activity which supports school club, project, and activity financial needs.

. The lending function

. Legal restriction and lending policy

. The lending process

. Loan categories

. Obtaining a consumer loan

. Obtaining a real estate loan

. The five Cs of credit

. How to read a credit report and how to challenge erroneous entries and how to fix a credit rating

8. Explain the need to plan for the future, develop a career plan, make a budget and list proper

ways to manage money.

. Determine your current financial situation

. Develop your financial goals

. Evaluate alternatives

. Influences on personal financial planning

. Opportunity costs

. Planning for successful money management

9. Explain the power of saving and investing money, describe how businesses make money,

understand the risk and potential return in the Investment Stock market. Read and understand Stock Tables and describe the role of a stock holder. Describe mutual funds, explain the advantage of mutual fund investing, and analyze statistical information.

. Diversification of investments

. Studying mutual fund types and diversification

. Stock Funds, Bond Funds, and others

. Managed Funds versus Indexed Funds

. The value of long term investment programs

. The cash flow statement: Where did your money go?

. The power of compounding

. Selecting a saving plan

. Safety and risk of the Stock Market

. Stock investment

. Achieving wealth thru retirement accounts, ROTH and traditional IRAs

. Reading financial data

10. Job shadowing and internship program for high school and adult students. Adult students will have an additional component of job shadowing and subsequent internship with local businesses as an essential part of their program of instruction and preparation. High school students will be hired into banks and credit unions whenever possible as an internship program. Second year high school banking students will be a priority for internship placement, however, bright first year students will perform well.

. Local banks will be solicited to assist in course guidance through serving as advisory members and highly encouraged to hire student bankers for teller positions.

. Internships will include early release invariably due to normal operating hours of banks. 1:30pm or 2pm until close of business is the goal for this program. Credit by the school for the internship is arranged as an elective in addition to this curriculum when possible.

. Performance appraisals by the hiring financial institution will be every 30 days.

INSTRUCTIONAL METHODS

Work practicum, demonstration, GIST, (Dr. Mark Forget), Prep, Think-Pair-Share, lecture,

Co-operative learning, and projects

PREREQUISITE(S)

School Application

Instructor Approval

RESOURCES

Texts: Banking and Financial Systems, 2003, ISBN 0-538-43241-1

Principles of Banking by G. Jay Francis and Susan Siegel, 7th edition,

ISBN 0-89982-107-3

Software: Microsoft Word, Excel

MATERIALS NEEDED FOR CLASS

Pen & Paper

CLASS SCHEDULE

2 Semester Course

EVALUATION

Assigned coursework (and timeliness) 20%

Examinations 20%

Work performance in student bank 40%

Research Projects 10%

Oral and Written

Discussions/Presentations 10%

GRADING SCALE

All class work has a bearing on student grades. The grading scale is as follows:

90% - 100% A

80% > 90% B

70% > 80% C

60% > 70% D

Below 60% F

ATTENDANCE POLICY

This policy pertains to all students enrolled in Lebanon High School except those students with an

active federally required Individualized Educational Plan (IEP) who are exempted. Students who

miss 9 or more days of school without documentation will be required to attend summer school.

Please refer to the student handbook for further details. Sending school students should follow their

home high school's attendance policy.

INSTRUCTOR INFORMATION

…………………….Name

……………….. Technology & Career Center

…………….. Street

…………, MO 65…

XXX-XXX-XXXX ext. Fax XXX-XXX-XXXX

xxxxxxxxxxx@xxxxxxxx.k12.mo.us

NOTICE OF NON-DISCRIMINATION

Applicants for admission or employment, students, parents of elementary and secondary school

students, employees, sources of referral and applicants for employment, and all professional

organizations that have entered into agreements with the Lebanon R-III School District are hereby

notified that our School District does not discriminate on the basis of race, color, national origin, sex,

age, or disability in admission or access to, or treatment or employment in, its programs and

activities.1

Any person having inquiries concerning our School District's compliance with the laws and

regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education

Amendments of 1972 (Title IX), the Age Discrimination in Employment Act (ADEA), Section 504 of

the Rehabilitation Act of the 1973 (Section 504), or Titles II and III of the Americans with Disabilities

Act of 1990 (ADA) is directed to the Compliance Coordinator below, who has been designated by our

School District to coordinate our School District's efforts to comply with the laws and regulations

implementing Title VI, Title IX, the ADEA, Section 504, and the ADA.

Our School District has established grievance procedures for persons unable to resolve problems

arising under the statutes above. The Compliance Coordinator for the applicable law, whose name is

listed below, will provide information regarding those procedures upon request.

Any person who is unable to resolve a problem or grievance arising under the laws and regulations ~

cited above may contact the Office for Civil Rights, Region VII, 8930 Ward Parkway Suite 2037,

Kansas City, MO 64114; phone (816)268-0550.

Questions, or to request for additional information regarding Title VI, IX, ADA, ADEA or Section 504

may be forwarded to the designated Title VI, IX, ADA, ADEA or Section 504 compliance coordinator:

This notice may also be requested from the Title VI, IX, ADA, ADEA or Section 504 compliance coordinator in large print, on audiotape or in Braille.