

Syllabus for Fundamentals of Life Centered Planning

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Course Access: Blackboard 9.1: <https://ttu.blackboard.com>

E-mail: All email communication is through Blackboard 9.1 (BB9)

Office Hours: See Blackboard for times.

Course Descriptions and Purpose:

In this course (Fundamentals of Life Centered Planning) students will learn role of the client's story and the relationship of that story to the numbers articulated in a plan. Broadened client discovery techniques will be learned. They will learn to engage in various dialogues around fiscal philosophy, meaningful financial objectives and life transitions.

Required Reading:

Selected chapters from books in the Instructors Bibliography

(2014) *The New Retirementality*, Wiley (4th Edition)

(2006) *Your Clients for Life*, Kaplan

(2008) *From the Boiler Room To The Living Room*, John Wiley

(2005) *Your Clients Story*, Kaplan

Software and Hardware Requirements:

- Acceptable Browser for access to Blackboard 9.1 Learning Management System
- Adobe Reader, Microsoft Skype for Business, Word, and Excel software (sign in at <https://www.office.com/> to access)
- IT Help Central provides information on hardware/software configurations, please consult the website:
<http://www.depts.ttu.edu/ithelpcentral/recommend.php>

Blackboard (Version 9.1/Learn):

The on-line portion of this course will be managed through Blackboard 9.1 (accessible at <https://ttu.blackboard.com>). You will be responsible for checking the site regularly for announcements and e-mails from the instructor. You are advised to log on to Blackboard and conduct a

browser tune-up to ensure that your computer is Blackboard ready (this may require downloading software). We recommend using Google Chrome or Firefox when accessing Blackboard.

All tasks that require submission through Blackboard have an availability period. It is your responsibility to ensure that all tasks are completed AND submitted before the end of the availability period.

****If you initiate a task before the deadline, but do not successfully submit before the end of the availability period, your submission will not be subject to late penalties. All work must be submitted within the Blackboard 9.1 environment.*

Having computer problems does not constitute a legitimate reason for not completing tasks in the course, so plan on attempting to submit work at the beginning of the availability period to allow any time necessary to work out any technical/computer problems you may encounter. Any technical difficulties should be handled through the IT Department (806-742-HELP). Do not contact the instructor with computer problems. It is your responsibility to allow ample time to deal with computer glitches.

Expected Learning Outcomes: Upon completion of this course, students will be able to:

- Understand the necessary dynamics of a Life Centered planning practice and how they differ from the traditional Investment centered approach.
- Become skilled in acting as a client's biographer in critical areas of financial history, present circumstances and future orientation.
- Enhance ability to understand a clients fiscal philosophy, life transitions and general sense of Return on Life.
- Understand the life centered approach to retirement planning and how it differs from traditional retirement dialogues.
- Demonstrate for clients the connection between their means (assets) and meaning (purpose) in clearly communicated messages.
- Integrate client narratives and stories cohesively into the financial planning process.

Methods of Assessment of Learning Outcomes:

Methods used will include: Unit quizzes, case study projects, and written reports.

Teaching Procedures:

This course will be taught through on-line delivery of learning materials.

The on-line portion of the class will be managed through Blackboard 9.1 as discussed earlier in this syllabus. You will have an opportunity to practice emailing, submitting documents, and taking a quiz via Blackboard in Unit 0 (an ungraded section of the course). Please open and complete Unit 0 as soon as you can. Unit 1 will not become available for you to work on until you complete Unit 0, and you don't want to get behind so early in the semester. You can watch a video on how to use our Blackboard site at <https://www.youtube.com/watch?v=nrtISVEVmtI>.

The course content is divided into eight units:

Fundamentals of Life Centered Planning

Unit 1:LCFP: A New Value Proposition

- The Evolution of financial services; from the Boiler room to the living room.
- Quantum leaps in Financial services

Unit 2: Financial Planner as biographer

- Past experience as a window to future behavior.
- Return on Life as a central planning value

Unit 3: Life Centered Planning Techniques

- Measuring progress outside of market returns
- Introducing the ROL Index
- Understanding the client's Fiscalosophy
- The representative value of money

Unit 4: The Strategic Role of Tracking Transitions

- Key transition periods

Unit 5: Life Centered Retirement Planning

- Brief history of retirement
- Conducting the retirement transition dialogue

Unit 6: Retirement Transition and Lifestyle Challenges

- Impact of retirement on financial behaviors
- Maslow meets retirement

Unit 7: Life Centered Dialogues

- The four uses of money
- Narratives before numbers in the review process
- Core competencies of the Life-centered planner

Unit 8: Financial Well-being

- The wealth-care assessment

- Venture-philanthropy dialogue

Grading Information

	Percent	Points	
Quizzes	20%		
Unit 2	5%	50	
Unit 5	5%	50	
Unit 4	10%	100	
Written Reviews, summaries and profiles	80%		
Unit 1 Company Commentary	7.5%	75	
Unit 2-History Paper	7.5%	75	
Unit 3-ROL index summary	5%	50	
Unit 3- Fiscalosophy profile	2.5.0%	25	
Unit 4- \$ Lifeline	7.50%	75	
Unit 4 - Life Transition case paper	10.0%	75	
Unit 5- Retirement paper	7.5%	75	
Unit 6-Work Benefits paper	7.5%	75	
Unit 7- OGLG Paper	7.5%	75	
Unit 8- Wealth Care assessment	7.5%	75	
Unit 8- Concepts in practice paper	7.5%	75	
Interview –Representative Value of money	5%	50	
Total	100.0%	1,000	

Do not count on extra credit—and grades are not based on need.

- A: (at or above 90%) 900 – 1000 points (excellent work)
- B: (at or above 80%) 800 – 899 points (above average work)
- C: (at or above 70%) 700 – 799 points (average work)
- D: (at or above 60%) 600 – 699 points (below average work)
- F: (below 60%) <600 points (unacceptable work)

Submission of Assignments

Late Work Policy:

A quiz or project is considered late if it is not submitted through BlackBoard by the stated due date.

Case study or written reports that are submitted late will be accepted with 10%

being deducted for each 24 hours following the due date (no prorating of time) unless a documented university excused absence is presented.

ADA Compliance Statement:

Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

Students requiring assistance should contact the instructor during the first week of class for pre-existing disabilities or as soon as the students receives verification from Student Disability Services. <http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Absence Due to Religious Observance:

A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day. This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment.

Academic Integrity:

It is the aim of the faculty of Texas Tech University and the Department of Personal Financial Planning to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

“Cheating” includes, but is not limited to:

- (1) Copying from another student’s test paper;
- (2) Using during a test materials not authorized by the person giving the test;
- (3) Failing to comply with instructions given by the person administering the test;
- (4) Possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
- (5) Using, buying, stealing, transporting, distributing, or soliciting in whole or in part the contents of an un-administered test, test key, homework solution, or computer program;
- (6) Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with other assignment without authority;
- (7) Discussing or providing the contents of an examination with another student who will take the examination;
- (8) Divulging the contents of an examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- (9) Substituting for another person or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- (10) Paying or offering money or other valuable thing to or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program;
- (11) Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- (12) Taking, keeping, misplacing, or damaging the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
- (13) Distributing, possessing, or using current or previous class material such as exams, projects, papers, computer files, or homework assignments without expressed consent of the faculty.

“Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. Students should confirm with the faculty or instructor the ability to work together on non-group oriented assignments.

“Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

“Misrepresenting facts” to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Suspicion of Academic Dishonesty by Faculty and Instructors:

The Department of Personal Financial Planning has a zero tolerance policy relating to Academic Dishonesty. If a reasonable suspicion of acts of Academic Dishonesty as described above are evident, faculty in the Department of Personal Financial Planning will refer the facts to the Associate Chair, Dr. John Salter, and coordinate a meeting with the student. If suspicion remains or is confirmed, the Associate Chair and the faculty member or instructor will initiate a report to the Office of Student Conduct. The office of Student Conduct will then determine whether such acts were academic dishonesty through either a judgement by an Office representative or a faculty panel. If found responsible, the student faces university sanctions ranging from probation to suspension. Department faculty then will determine sanctions in the class which range from failing the assignment to failing the course and possible dismissal from the PFP program.

Resolving Student Issues:

Should a student encounter an issue in the course, the following chain of authority should be followed and not circumvented:

- Students should first discuss the issue with the instructor of the course in an attempt to resolve the issue;
 - If the issue is not resolved, or the issue is of a matter that the student is not comfortable discussing with the instructor, the student should contact the program director, Dr. John Gilliam (john.gilliam@ttu.edu).
- If the issue remains unresolved, the student and program director should contact the Associate Chair, Dr. John Salter (john.salter@ttu.edu).
- Under no circumstances should the students start a resolution process with the Dean's office without attempting to have discussions with the course instructor or program director.

Alternatively, The Ombuds for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may call the Ombuds at 806.742.SAFE.