

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**HISTORY & PHILOSOPHY OF CREDIT UNIONS**  
**CUE 2000**

**Class Hours: 2.0**

**Credit Hours: 2.0**

**Laboratory Hours: 0.0**

**Date Revised: Spring  
00**

NOTE: This course is not designed for transfer credit.

**Catalog Course Description:**

A study of the credit union movement including history, legal basis, powers and characteristics of credit unions. Topics include credit union management and the financial system.

**Entry Level Standards:**

None

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

*Introduction to Credit Unions*, 4th edition, Kendall-Hunt Publishing, 1990.  
*The Credit Union Movement*, 2nd edition, Moody and Fite, Kendall-Hunt, 1984.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Basic Information about Credit Unions and the Beginnings of Cooperative Credit
2	The Historical Development of Credit Unions
3	The First Steps Towards a Credit Union Movement
4	Developments on the National Level
5	Launching CUNA and the Expansion of Credit Unionism
6	Stability and Progress in the Credit Union Movement and the Effects of the War Years; Quiz #2
7	The Postwar Decade and Expansion and Stability
8	Development of the National Financial and Support System and the Structure of the Credit Union Movement
9	The Legislative Record and the Credit Union Legal and Regulatory Environment
10	A Profile of Credit Unions

- 11 Credit Union Leadership and the Credit Union System
- 12 Insurance and Bonding and the Future of the Credit Union Movement
- 13 Ethics in the Credit Union
- 14 Professional Concepts
- 15 Review
- 16 Final Exam Period

## II. Course Objectives\*:

- A. Focus on structure of the international, national, and state movement. II
- B. Understand regulatory environment, credit union financial systems. I, II
- C. Explain important historical events and philosophy which have shaped the credit union industry since its inception in Germany. I, II

\*Roman numerals after course objectives reference goals of the Business and Community Services department.

## III. Instructional Processes\*:

Students will:

1. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and followership skills. *Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
2. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. *Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
3. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. *Personal Development Outcome, Transitional Strategy*

\*Strategies and outcomes listed after instructional processes reference Mississippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

## IV. Expectations for Student Performance\*:

Upon successful completion of this course, the student should be able to:

1. Distinguish the major characteristics of credit unions; their purpose, common bonds and operations principles. A

2. Describe the origins of credit societies in Europe and of credit unions in North America. C
3. Briefly explain why 1920 was a turning point in the history of the credit union movement. C
4. Describe events that led up to the creation of the Federal Credit Union Act. B
5. Explain changes and expansion the credit union movement went through in the years 1935-37. C
6. List the major benefits that a league renders to its members. B
7. Describe two types of laws affecting credit unions. A,C
8. Describe recent trends in credit union demographics and in the major loan markets. A,B
9. Describe the basic credit union financial statement. B
10. Explain the importance of a national financial system in meeting credit union liquidity and investment needs. B
11. Describe the history of insurance and types of insurance protection offered by CUNA Mutual. B
12. Identify important aspects of the Federal Credit Union Act. B
13. Define what ethics in business consist of and apply to decision making in credit union policy. A,B
14. Understand how the concept of professionalism is evolving in business. C

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

A. Testing Procedures: 100% of grade

3 quizzes - 60% of grade  
Final - 40% of grade

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

90 - 100 A  
80 - 89 B  
70 - 79 C

60 - 69 D  
Below 60 F

**VI. Policies:**

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.