PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

HISTORY & PHILOSOPHY OF CREDIT UNIONS
CUE 2000

Class Hours: 2.0  Credit Hours: 2.0
Laboratory Hours: 0.0  Revised: Spring 00

NOTE: This course is not designed for transfer credit.

Catalog Course Description:
A study of the credit union movement, including the 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:


I. Week/Unit/Topic Basis:

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

A. Attendance Policy:

Pellissippi State 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.

B. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.