



# FEFE NEWS LINK

Family Economics &  
Financial Education



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## SEPTEMBER NEWSLETTER HIGHLIGHTS

- **Credit Issue!** *Some hot topics you may not know about credit.*
- **Maximizing the FEFE Curriculum.** *Learn about resources FEFE has available!*
- **Do you want to become a FEFE Master Teacher?**  
*If you have attended a FEFE National Conference in Tucson, AZ or Bozeman, MT, you are eligible to apply! See page 5 for details!*
- **Meet the Take Charge America Institute Staff!** *Get to know us and see our new home! See page 7 for more information!*
- **U of A Programs.** *Are your students interested in Retailing, Family Studies or FACS Ed? The University of Arizona has AMAZING degree programs for them! Check out page 8!*



The Selecting a Credit Card lesson plan 1.4.1 is being updated and will be available soon!

Watch for the new Book of the Month Club coming in the November newsletter!

## THE DIFFERENCE BETWEEN A CREDIT AND CHARGE CARD

Have you ever heard one individual pull out a VISA card and say "I plan to purchase my items using a **charge card** today," when another individual directly behind them pulls out a similar VISA card and says "I plan to purchase my items using a **credit card**?" These individuals may not know it, but they are referring to two completely different forms of payment. The terms credit and charge are **not to be used interchangeably**. A credit card lets you make purchases for which you are billed later. Most credit cards allow you to carry a balance from one billing cycle to the next; however, you have to pay interest on the balance. A charge card is a specific kind of credit card; the balance on a charge card account is payable in full when the statement is received and cannot be rolled over from one billing to the next. Because of this, a charge card doesn't have a periodic or annual percentage rate.<sup>4</sup>

**CardRatings.org** features an independent, free consumer credit card ratings report which compares credit card interest rates, fees, benefits, rewards, rebates, annual fees, etc! The report is compiled by the consumer credit organization Citizens for Fair Credit Card Terms (CFCCT).



## CREDIT CHECKS FOR EMPLOYMENT

Finding a job can be a very competitive process. Often candidates are worried about what suit to wear to the interview, how to answer interview questions, and what type of information they should include on their resume. Many individuals seldom check their credit report prior to searching for a job. However, employers are now using credit reports as a way to differentiate between competitive job candidates. What is found on the credit report may be the deciding factor if an individual receives a job offer.<sup>1</sup>

Jobs which typically require credit checks are occupations that deal with money or personal belongings. Examples include those in the banking industry, law enforcement, or those which handle money in any way. Employers do this because they have to trust the individuals they hire in these types of positions. In addition, if an individual is in debt, the business may have an increased risk of theft because the individual is in a position where money or personal possessions of others are handled and may be used themselves to solve their debt.<sup>1</sup>

A full background check for new employees often includes education and employment verification, criminal history investigation, and a credit report check. Therefore, it is imperative that an employee be honest on their application. And, if a job candidate knows there may be a blemish on their credit report it is better to be honest with the company in advance so there are no surprises. According to the Fair Credit Reporting Act (FCRA) which is enforced by the Federal Trade Commission (FTC) and your state Attorney General, an employer must get your permission to look at your credit report.<sup>2</sup> When asked for personal information, including a social security number, for the credit check to be conducted the candidate should:

- ★ Not provide their social security number until they know they are a finalist for a position;
- ★ Ask what will be done with the information and who will be reviewing it.

If the employer does not offer you the job because of information from your credit report, they are required by law to show you the credit report. If you request your own credit report within 60 days then there will be no charge for the report.<sup>2</sup>

## SIGNING THE BACK OF A CREDIT CARD

When using a credit card, sign the back with a **signature** and **"Please see I.D."** According to creditcards.com, credit card companies such as VISA require a signature on the back of a credit card as part of the contract that the credit card user agreed to when they originally signed up for the credit card.<sup>3</sup> Including "Please see I.D." is important to alert a merchant to check the identification of the consumer and compare it to the name and signature on the card.



## SUBSTITUTE CREDIT CARD #'S

What are they? Why would I want to use one? Substitute credit card numbers are also called **"controlled payment numbers"** or **"virtual account numbers"**. Controlled payment numbers help protect your privacy and your security. They are substitute numbers that let you shop online without using your real credit card number. These substitute numbers link back to your credit card number without you ever having to reveal your actual credit card number when you shop. Typically, controlled payment numbers expire after one use (although their use can be extended for repeating monthly bills). Contact your credit card company to learn more about this service.



91% of respondents in a VISA survey said they supported requiring financial education be taught in every high school in the country. Currently just fifteen states have some sort of financial education requirement for high school students.<sup>7</sup>

2.4% of teens admitted to occasionally skipping credit card payments. Just over 15% make the minimum monthly payment, and unfortunately, some teens make no contribution whatsoever to their credit card debt.<sup>6</sup>

The Fair Credit Billing Act limits your responsibility for unauthorized credit card charges to \$50 whereas debit cards do not have that regulation protecting them.

According to a 2007 Federal Reserve Payments Study, debit cards now surpass credit cards as the most frequently used electronic payment. The number of debit card payments, the study reveals, totals \$25.3 billion for a value of \$1.0 trillion.

## 15 CREDIT CARD SAFETY TIPS

1. Keep an eye on your credit card every time you use it and make sure you get it back as quickly as possible.
2. Be very careful who you give your credit card to. Don't give out your account number over the phone unless you initiate the call and you know the company is reputable. Never give your credit card information out when you receive a phone call. Legitimate companies don't call you to ask for a credit card number over the phone.
3. Never respond to emails that request you provide your credit card info via email—and don't ever respond to emails that ask you to go to a website to verify personal (and credit card) information. These are called 'phishing' scams.
4. Never provide your credit card information on a website that is not a secure site indicated by a lock box and https.
5. Sign your credit cards as soon as you receive them.
6. Shred (with a crisscross shredder) all credit card applications you receive.
7. Don't write your PIN number on your credit card—or have it anywhere near your credit card (in the event that your wallet gets stolen).
8. Shield your credit card number so that others around you can't copy it or capture it on a cell phone or other camera.
9. Keep a list in a secure place with all of your account numbers and expiration dates, as well as the phone number and address of each bank that has issued you a credit card. Keep this list updated each time you get a new credit card.
10. Only carry around credit cards that you absolutely need. Don't carry around extra credit cards that you rarely use.
11. Open credit card bills promptly and make sure all charges are correct. Treat your credit card bill like your checking account—reconcile it monthly. Save your receipts so you can compare them with your monthly bills.
12. If you find any charges that you don't recognize, report these charges promptly with a phone call (and in writing) to the credit card issuer.
13. Never sign a blank credit card receipt. Carefully draw a line through blank portions of the receipt where additional charges could be fraudulently added.
14. Never lend your credit card to anyone else.
15. If you move, notify your credit card issuers in advance of your change of address.

1. Credit Checks for job applications become more common

[www.creditcards.com](http://www.creditcards.com)

2. Negative Credit can Squeeze a Job Search

[www.ftc.gov](http://www.ftc.gov)

3. Credit Cards

<http://www.creditcards.com/credit-card-news/sign-or-write-see-ID-1282.php>

- Providing information to search, compare, and apply for credit cards

4. Credit and Charge Cards

[www.frbsf.org](http://www.frbsf.org)

5. ScamBusters.org

<http://www.scambusters.org/CreditCardFraud.html>

6. Junior Achievement Poll

[http://www.ja.org/about/about\\_newsitem.asp?StoryID=421](http://www.ja.org/about/about_newsitem.asp?StoryID=421)

7. VISA Poll

<http://www.practicalmoneyskills.com/english/presscenter/releases/081307.php>

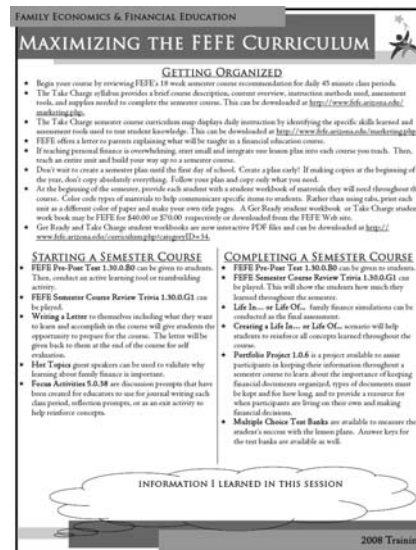
# MAXIMIZING THE FEFE CURRICULUM



## MAXIMIZE THE FEFE CURRICULUM!

The FEFE curriculum has many great resources to support educators when teaching family finance! This will provide you with information, resources, and ideas to get your semester course off to a running start. To receive more information about how to maximize the FEFE curriculum, download the complete information from the FEFE Web site [www.fefe.arizona.edu](http://www.fefe.arizona.edu).

## GETTING YOUR COURSE ORGANIZED



- ★ Begin your course by reviewing FEFE's **18 week semester course recommendation** for daily 45 minute class periods.
- ★ The Take Charge syllabus provides a brief course description, content overview, instruction methods used, assessment tools, and supplies needed to complete the semester course. This can be downloaded at [www.fefe.arizona.edu/marketing.php](http://www.fefe.arizona.edu/marketing.php).
- ★ FEFE offers a **letter to parents** that can be completed explaining what will be taught in a financial education course.
- ★ If teaching personal finance is overwhelming, **start small** and integrate one lesson plan into each course you teach. Then, teach an entire unit and build your way up to a semester course.
- ★ At the beginning of the semester, provide each student with a **student workbook** of materials they will need throughout the course. **Color code types of materials** to help communicate specific items to students. Rather than using tabs, print each unit as a different color of paper and make your own title pages. A *Get Ready student workbook* or *Take Charge student workbook* may be purchased from FEFE for \$40.00 or \$70.00 respectively or downloaded from the FEFE Web site at [www.fefe.arizona.edu/curriculum.php?categoryID=34](http://www.fefe.arizona.edu/curriculum.php?categoryID=34).

*Combine Take Charge and Get Ready lessons to meet the diverse needs of your students.*

## STARTING A SEMESTER COURSE

- ★ FEFE Pre-Post Test 1.30.0.B0 can be given to students. Then, conduct an active learning tool or teambuilding activity.
- ★ FEFE Semester Course Review Trivia 1.30.0.G1 can be played.
- ★ Have students **write a letter** to themselves including what they want to learn and accomplish in the course. This will give students the opportunity to prepare for the course. The letter will be given back to them at the end of the course for self evaluation.
- ★ **Hot topics** guest speakers can be used to discuss why learning about family finance is important.

## COMPLETING A SEMESTER COURSE

- ★ FEFE Pre-Post Test 1.30.0.B0 can be given to students.
- ★ FEFE Semester Course Review Trivia 1.30.0.G1 can be played. This will show the students how much they learned throughout the semester.
- ★ **Multiple Choice Test Banks** are available to measure the student's success with the lesson plans. Answer keys for the test banks are available as well.

*Partner with local businesses such as a financial institution for funding and speaker support.*

# MASTER TEACHER PROGRAM



## APPLY TO JOIN THE FEFE MASTER TEACHER PROGRAM

The Family Economics & Financial Education project began in 2001 with the goal of determining what makes a curriculum work and how to effectively disseminate it to educators. In a collaborative effort with educators, FEFE offers one of the only family finance curriculums which is “*designed, tested, and edited by educators for educators.*”

FEFE attributes its success to the utilization of educator feedback in every aspect of the project. The FEFE Master Teacher team has worked diligently to review curriculum, provide feedback, and conduct educator trainings.

More information about the master teacher program can be found on the FEFE Web site at [www.fefe.arizona.edu/masterTeacher.php](http://www.fefe.arizona.edu/masterTeacher.php)

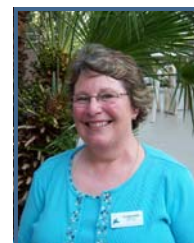
Master teachers selected via a written application process will have the opportunity to serve as a FEFE Master Teacher – National Conference trainer. Team members play an active role with curriculum development, programming, and serve as facilitators at the FEFE National Conference.

*We are now accepting Master Teacher applications for 2008-2009.  
Application deadline December 1, 2008*

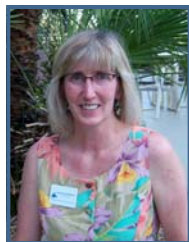
*All educators who have attended the week-long FEFE National Conference “Take Charge of Your Finances” are eligible to apply to become a FEFE Master Teacher.*

## UNIQUE WAYS FEFE MASTER TEACHERS MAKE THEIR COURSE A SUCCESS

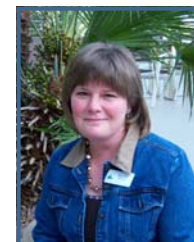
Margie Chinadle helps her students learn to be organized by requiring them to create a portfolio during the semester. The **Financial Literacy Portfolio 1.0.6** can be used as a guide for this project. This can be incorporated as a part of the individual’s final grade! This can be downloaded at [www.fefe.arizona.edu/curriculum.php?categoryID=39#258](http://www.fefe.arizona.edu/curriculum.php?categoryID=39#258)



Using an ice breaker or teambuilding activity is an excellent way to get a semester course started. Glenda Seward suggests using active learning tool **Focus Activity 5.0.38** which have been created for journal writing, reflection prompts, or as an exit activity to help reinforce concepts and analyze individual’s attitudes about money. Download at [www.fefe.arizona.edu/curriculum.php?categoryID=27#246](http://www.fefe.arizona.edu/curriculum.php?categoryID=27#246)



Joanna Krogstad uses the **Zip Active Learning Tool 5.0.37** to help participants review important terminology within the FEFE curriculum. Currently, Zip Around activity cards have been developed for **Language of the Stock Market 1.12.2** and **Savings Terminology Activities 1.14.4**. Zip is designed to reinforce a vocabulary word based on the definition as students continue to “Zip Around” the classroom as quickly as possible to review content. [www.fefe.arizona.edu/curriculum.php?categoryID=27#241](http://www.fefe.arizona.edu/curriculum.php?categoryID=27#241)





## SAVE THE DATE FOR THE 2009 NATIONAL FEFE CONFERENCE!

Mark your calendars and get ready to attend the **FEFE National Training June 15-18, 2009** in Tucson, Arizona. This one-of-a-kind, highly interactive training honors educators for their diligent work improving the lives of individuals, families and communities with financial education training. The greatly subsidized registration package allows participants to revitalize while receiving an abundance of ready-to-teach curriculum materials and new ideas guaranteed to make you want to begin using the materials immediately. Grants will be available in December so watch for more detailed registration and grant information in upcoming newsletters, email updates and on the FEFE Web site at [www.fefe.arizona.edu](http://www.fefe.arizona.edu).



*I cannot think of any training I have gone to that has been so organized, well run, or that has made more impact on my teaching. – Vivien Brown, UT*

### SUMMER TRAININGS

The FEFE staff and Master Teachers would like to thank the **660 educators** and state leaders we worked with while traveling to 7 states this past summer conducting trainings. Trainings held in **Nevada, Arkansas, Michigan, North Carolina, Pennsylvania, Maryland, and Missouri** ranged in length from one hour to four days and prepared educators to teach family finance in their classrooms.

If you are interested in attending or having a training in your community, contact [fefe@cals.arizona.edu](mailto:fefe@cals.arizona.edu). We are currently scheduling state trainings for the 2008-2009 year and look forward to hearing from you!

*The **Values Auction Lesson Plan 1.17.4** has been updated. The directions and rubric for the values auction activity are now more clear and concise. Please be sure to go on the FEFE website <http://www.fefe.arizona.edu/curriculum.php?categoryID=22#79> and download the newest version!*

### WORKSHOP GUIDES

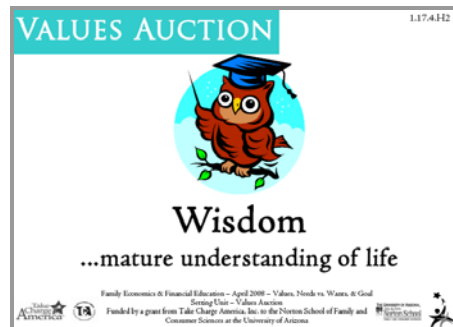
Workshop guides have taken some of FEFE's core lesson plans and condensed them into a 60 minute workshop guide for educators that may not be in a traditional classroom setting. All of the workshop guides have been recently revised. However, the following have had substantial edits:

#### **NEW!**

- ★ Understanding Credit Scores Introduction 7.4.3
- ★ Understanding Credit Scores Advanced 7.4.4

#### **New Note Taking Guides**

- ★ Spending Plans Introduction 7.15.1,
- ★ Spending Plan Advanced 7.15.2, and
- ★ Credit Advanced 7.4.2





## RESEARCH BASED EDUCATION

The Institute's mission is to *create research-based educational programs that will improve personal financial education and ultimately change consumer behavior*. A major endowment gift to the University of Arizona in 2003 from the credit counseling agency Take Charge America established the Institute. Located in the Norton School of Family and Consumer Sciences, the TCAI has focused its efforts during its first five years on educating young people how to manage their finances and make informed choices as they move into adult life.

### RESEARCH

Research provides the foundation of the Institute's activities. To support and enhance its outreach programs the Institute works with scholars from other universities and a wide variety of academic disciplines including behavioral finance and economics, psychology, sociology, consumer sciences and family studies. This interdisciplinary approach is expanding the research agenda to generate insights regarding consumer financial decisions. These insights guide the development of the Institute's financial education workshops, curriculum and delivery methods. In addition, the Institute's research agenda includes studies of the impact of existing financial education programs across the country to measure program effectiveness, including measures of subsequent change in behavior.



### EDUCATION PROGRAMS

The TCAI has developed an array of financial education outreach programs. Each academic year, hundreds of University of Arizona students take a 3-credit elective course developed by the Institute that focuses on the intersection of personal finance and American culture. Two other university courses developed through the Institute offer deeper exposure to personal finance topics as well as an introduction to the functioning of the retail financial services industry. The Institute's "**Credit-Wise Cats**" program recruits and trains university students to be financial education ambassadors who present dozens of financial education seminars each semester on campus and in high schools and middle schools across the greater Tucson community. To complement the outreach to local schools, each year the Institute organizes and hosts a **personal finance case study competition** that brings several hundred of high school and middle school students to campus to analyze true-to-life cases of household financial distress and compete to offer the best solutions.

In terms of sheer numbers of students reached, the Institute's **Family Economics and Financial Education (FEFE)** project has the broadest impact. The FEFE program develops and continually updates a financial education curriculum for high school students. Provided free of charge by the Institute, the curriculum is being used by more than 12,000 teachers nationwide and reached several hundred thousand students during 2007.

## TCAI & FEFE STAFF

All TCAI educational outreach programs utilize FEFE's curriculum as the premier foundation for facilitating student learning at all levels including K-12, higher education, and case study competitions. The integrated model provides improved service for the end user in mind by capitalizing on integral distinctive competencies that overlap with core operational and technological function such as training, event planning, Web site development, and curriculum creation. An integrated approach to staffing maximizes resources by leveraging current talents among TCAI's team, enables strategic innovation, and positions the unit as the destination of choice for consumer financial education and research.

- Dr. Michael Staten, Professor and Director, Take Charge America Institute
- Nicole Chinadle-Wanago, Director, Family Economics & Financial Education
- Kim Brooke, Assistant Director, Marketing and Program Development
- Kristy Ruiz, Programming Manager
- Jennifer Warner, Educational Programming Manager
- Juan Ciscomani, Senior Program Development Specialist—CWC
- Tiffany Kiramidjian, Program Coordinator
- Kari Steffens, Administrative Assistant
- Annette Garcia, Administrative Assistant



## NORTON SCHOOL OF FAMILY & CONSUMER SCIENCES

### Terry J. Lundgren Center for Retailing

The Terry J. Lundgren Center for Retailing supports students with resources and opportunities to network within the industry. Through the Center, you will have the opportunity to network with executives from some of the nation's top retail, wholesale and consulting firms.



*The network established by the TJJ Center and our corporate partners will help you obtain internship positions with some of the nation's foremost retailers and supply chain partners!*

More info can be found on the Web:  
<http://cals.arizona.edu/fcs/rcsc/>

### Undergraduate Programs

- ★ Retailing and Consumer Sciences (RCSC) offers a broad selection of courses emphasizing principles needed to manage the retail supply chain in order to satisfy consumer needs.

Courses in the major cover operations and strategies used by diverse types of retailers and manufacturers who conduct business in both domestic and global markets. You will gain a foundation in business basics through completion of required courses providing the equivalent of a business administration minor. Students complete a variety of courses in business, mathematics, statistics, accounting and economics.

### The Frances McClelland Institute for Children, Youth, and Families

Serves as a catalyst for cross-disciplinary research on children, youth, and families at The University of Arizona. Our research initiatives address questions important to the development and well-being of contemporary children, youth, and families, with the goal of improving basic understanding to enhance the lives of the people of Arizona and the world.



More info can be found on the Web:  
<http://ag.arizona.edu/fcs/fshd>

### Undergraduate Programs

- ★ Family Studies and Human Development (FSHD) allows students to explore issues such as divorce, child rearing, adolescence, and family relationships.
- ★ Family and Consumer Sciences Education (FACS Ed) focuses on teacher preparation.

### Graduate Program

- ★ Our graduate program offers doctoral level training for students interested in pursuing research, teaching, or other professional careers in academic, public, and private sector settings.

*The experiential opportunities of the FSHD program help target future career goals. The learning experience is enhanced through graduate school workshops, career speaker series, community philanthropies and more!*