

FINANCIAL LITERACY – A FOUR SEGMENT HOW-TO WORKSHOP



Credits

Sara M. Lorenzen
The University of North Carolina

Jodi Cataline
Drexel University

Scott Holmquist
Second Alliance



SESSION A

FINANCIAL LITERACY AWARENESS

Research and Statistics

- 54% of students said they would struggle to access \$500 in cash or credit to cover an unexpected expense.
- 65% reported running out of money at least once since the start of the year.

SESSION A

FINANCIAL LITERACY AWARENESS

Research and Statistics

Students who would struggle to access \$500 for an unexpected expense were significantly more likely to report:

- Anxiety symptoms: 52% vs. 30%
- Indicators of depression: 37% vs. 19%
- Loneliness: 63% vs. 48%

SESSION A

FINANCIAL LITERACY AWARENESS

Contributing Factors to the Financial Literacy Gap

- Inconsistent financial education in schools: While many states have established K-12 financial literacy standards, requirements and implementation vary widely across states
- Cultural taboos and silence: Many families still consider money a private or uncomfortable topic. This can limit opportunities for young people to learn about money through conversation and experience.

SESSION A

FINANCIAL LITERACY AWARENESS

Contributing Factors to the Financial Literacy Gap

- Complex financial systems and terminology: Consumers often receive limited guidance on navigating financial products, including interest rates, fees, hidden costs, and other potential risks.
- Behavioral and psychological barriers: Financial trauma, learned behaviors, and other psychological factors can influence spending habits, financial decision-making, and an individual's willingness or ability to seek help.

SESSION A

FINANCIAL LITERACY AWARENESS

Contributing Factors to the Financial Literacy Gap

- Socioeconomic disparities: Lower-income and historically underserved populations may face greater barriers to banking services and financial education, contributing to persistent wealth gaps.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Students -

- Basic needs insecurity: Food and housing insecurity remain persistent challenges for college students. Forty-two percent of undergraduates reported low or very low food security in the 30 days prior to the survey, while 35% experienced housing insecurity in the past year. Overall, 54% experienced at least one form of basic needs insecurity, with disproportionate impacts on first-generation students, students of color, and students with foster care experience.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Students -

- Academic impact: Among students who experienced financial challenges while in school, 49% reported difficulty concentrating on schoolwork because of their financial situation.
- Persistence and completion: Prior research from Trellis Strategies found that 41% of students who stopped out of college without completing a degree or credential cited finances as a contributing factor.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

- Cohort Default Rate and federal financial aid: The cohort default rate (CDR) is the percentage of a school's federal student loan borrowers who default within three years of entering repayment. Institutions can face restrictions on federal financial aid eligibility if their CDR reaches 30% for three consecutive years or 40% in a single year.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

- The financial education gap: Research suggests that approximately 65% of people do not receive financial education in school or college.
- Financial knowledge improves outcomes: Students who receive financial education demonstrate stronger financial knowledge and are more likely to answer personal finance questions correctly.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

- Debt counseling matters: The U.S. Department of Education has highlighted high nonpayment rates at some institutions as a potential indicator of inadequate debt counseling and financial guidance, creating additional risk for institutions as they work to prevent student loan default.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions - Collector's Corner

- U.S. Department of Education Urges Institutions of Higher Education to Implement Best Practices to Reduce Default Rates
- <https://www.ed.gov/about/news/press-release/us-department-of-education-urges-institutions-of-higher-education-implement-best-practices-reduce-default-rates>

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions

The guidance also outlines best practices for institutions to consider when developing and strengthening their default management and prevention plans, such as leveraging existing communication channels and technology. For example, institutions could consider developing a new borrower portal linked on their website with financial literacy resources and loan repayment information or dedicate staff to financial literacy services to offer in-person assistance to current and former students. Furthermore, the guidance emphasizes that default management is not solely the responsibility of the financial aid office; it should be a priority for institutional leadership.

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

“With nonpayment rates rising at hundreds of colleges and universities across the country, institutions must do more to support successful loan repayment outcomes,” said Nicholas Kent, Under Secretary of Education. “Student borrowers have an obligation to repay their loans, but **institutions also share a responsibility to ensure their students are prepared** to enter repayment and understand the consequences of nonpayment. Institutions cannot benefit from taxpayer dollars while ignoring the fact that a significant share of their students are not well-prepared to repay their loans. It’s time for institutions to step up or risk losing access to federal student aid.”

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

- (GENERAL-26-12) Request for Institutions to Update and Maintain Default Management and Prevention Plans; Publication of Updated Nonpayment Rates by Institution
- <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2026-02-18/request-institutions-update-and-maintain-default-management-and-prevention-plans-publication-updated-nonpayment-rates-institution>

SESSION A

FINANCIAL LITERACY AWARENESS

Why Financial Literacy Matters - For Institutions -

In a May 2025 electronic announcement, *the Department reiterated the key role that institutions of higher education play in improving loan repayment outcomes*, especially as the number of delinquent and defaulted borrowers continue to rise. The announcement strongly urged all institutions to begin proactive and sustained outreach to former students who are delinquent or in default on their federal student loans to ensure that such institutions will not face high cohort default rates (CDRs) and lose access to federal student assistance.

SESSION A

ONE PROGRAM MAY NOT FIT ALL

What is Financial Literacy?

Financial literacy is:

The possession of knowledge and understanding of financial matters. www.investopedia.com/terms/f/financial-literacy.asp

SESSION A

ONE PROGRAM MAY NOT FIT ALL

What is Financial Literacy?

Student Accounts:

- Understanding the billing statement
- How to remit a payment
- Loan rights & responsibilities
- Identifying late penalties & interest

SESSION A

ONE PROGRAM MAY NOT FIT ALL

What is Financial Literacy?

Life Skills:

- Applying budgeting skills
- Making educated decisions about choosing debt products
- Understanding credit card terms
- Setting financial goals
- Other

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Determining the Most Effective Financial Literacy Program for Students

“Psychologists have found that simple information is more easily absorbed and recalled. This insight points to alternative ways to deliver financial literacy training. Reducing content complexity, and replacing classroom-based delivery with a lighter-touch method offers fresh promise for improving business decisions and outcomes.”

<http://www.cgap.org/blog/heuristics-behavioral-approach-financial-literacy-training>

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Determining the Most Effective Financial Literacy Program for Students

Higher One surveyed 65,000 first-year college students on financial attitudes and behaviors. The survey found that campus-based financial literacy education programs should use innovative approaches to address financial literacy issues with students early on in their academic careers. - See more at: <http://www.cr80news.com/news-item/higher-one-opens-financial-literacy-grant-program-to-universities-nationwide/#sthash.F72juYv7.dpuf>

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Determining the Most Effective Financial Literacy Program for Students

What do undergraduate students need to know about their finances?

- First-Year: Student financial services/ managing student account
- In progression: Students need information about making prudent financial choices
 - Identifying daily expenses
 - Spending trade-off's (ex. Netflix vs. movie theater, bargain store vs. Nordstrom)
 - Debt management, credit card terms, rates
 - Costs involved with a vehicle purchase/expenses versus public transportation or carpool

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Determining the Most Effective Financial Literacy Program for Students

What are the financial literacy needs of graduate students?

- How to manage a budget
- How to cut expenses
- For some, making choices between debt products, or debt consolidation

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Determining the Most Effective Financial Literacy Program for Students

What are the financial literacy needs of graduate students?

- Emergency savings
- Managing student loan debt
- Investing for their future

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Partnering with Other Departments

- Pool resources
- (Another area may already be working with student, helps to understand whole picture)
- Seek summer programs to capture students early in the “finance” process
- Partner with student clubs”
- Target the residential life programs
- Visit the Athletics Department
- Work with the Educational Opportunity Programs (EOP)

SESSION A

ONE PROGRAM MAY NOT FIT ALL

Partnering with Other Departments

- Financial Aid Office
- Diversity Center
- Graduate Studies Office
- International Student Center
- Health & Counseling Center
- Undergraduate Housing Office

SESSION A

ONE PROGRAM MAY NOT FIT ALL

10 Steps to Create a Financial Literacy Program

1. Budget about 5 hours of time for a 4-week period (One hour a day for 30 days)
2. Choose a target topic
3. Partner with a department
4. Determine a method of presentation
5. Develop the content

SESSION A

ONE PROGRAM MAY NOT FIT ALL

10 Steps to Create a Financial Literacy Program

6. Invite 50 students in order to conduct a 10-student pilot group
7. Survey students for feedback
8. Make any needed adjustments to the program
9. Select another group of students
10. Try the program again

SESSION A
ONE PROGRAM MAY NOT FIT ALL

QUESTIONS

SESSION B

ACHIEVING CHANGE ON CAMPUS

The College Campus Today

http://www.youtube.com/watch?v=I_ZbOPnL7_M&feature=related

ACHIEVING CHANGE ON CAMPUS

If nobody wants it, your passion won't save it.

Faced with resistant departments and oblivious students, how do we raise interest, awareness and enthusiasm so your campus can embrace financial wellness?

WHAT IS FINANCIAL LITERACY?

Financial literacy is the ability to understand finance. More specifically, it refers to the set of skills and knowledge that allows an individual to make informed and effective decisions through their understanding of finances

PLANNING MATERIALS

- Budget Worksheet
- Debt Management Worksheet
- Financial Goals Worksheet
- Priority Calculator
- Budget Tools

ASSESSMENT WORKSHEETS

- Assessment Worksheets
- Personal Financial Assessment
- Net Worth Worksheet
- Credit Control
- Debt Load Worksheet
- Debt to Income Ratio Formula

FINANCIAL DISCIPLINE

- Borrowing Conservatively
- Spending Wisely
- Living Within a Budget

AND SO MUCH MORE

- Student Loans
- Buying a Car
- Buying a House
- Shopping for One
- Shopping for a Family
- The Cost of Fast Food
- The Cost of Auto and Medical Insurance
- The Cost of Not Having Insurance
- Keeping a Savings Account

AND SO MUCH MORE

- Having and Using Credit Cards
- The Cost of Living on Credit Cards
- Interest Rates
- Buying Furniture – New or Used
- Screening a Roommate
- Lease Agreements
- Early Termination
- Foreclosure
- Default

AND SO MUCH MORE

- Understanding Your Credit Report
- Fair Issac Score FICO
- Building Your Credit Wisely
- Maintaining Your Credibility
- Getting Married
- Having a Baby
- Taking Vacations
- Entertainment Expenses

WHAT IS FINANCIAL ILLITERACY

- The Cost of Ignorance
- Interest Rates
- Grades and Transcripts
- Promotions and Salaries
- Living Behind the Curve

HIGH INTEREST LOANS

[Customer Log](#)

Loans that fit *Your* Lifestyle

At _____ we understand that life can be unpredictable. That's why we offer a quick and convenient application process so you can get the money you need, when you need it, even if you don't have perfect credit.

[Apply Now](#)

Apply NOW!
or call us at

Or

We'll call you. Just fill out this simple form:

First Name

How Does

Work?

Just complete our short online application, and

- \$2,600 Loan
- \$5,075 Loan
- \$10,000 Loan
- \$25,000 Loan

Our Products
[More](#)

Get *Your*
Free Credit Score
in Minutes

It only takes minutes to get your free Credit Score. A complete application is required.
[Apply Now!](#)

Frequently Asked Questions
[More](#)

What do our Clients have to say?

HERE'S THE REALITY

\$25,000	\$10,000	\$5,075	\$2,600
\$2,525 Borrower Proceeds		\$2,525 Borrower Proceeds	
\$75 Loan Fee		\$75 Loan Fee	
139.22% APR		184.36% APR	
47 Number of Payments		47 Number of Payments	
\$294.46 Payment Amount		\$388.40 Payment Amount	

TOTAL COST

$$\$294.46 \times 47 = \$13839.62$$

$$\$388.40 \times 47 = \$18,254.80$$

WHO'S RESPONSIBLE?

All of us.

SURVEY ON FINANCIAL LITERACY

48% of financial aid administrators said their school provides Financial Literacy

Of these only 13% make their curriculum mandatory

Almost half indicated less than 10% of their students are served by this program

www.studentlendinganalytics.com

SURVEY ON FINANCIAL LITERACY

Of 156 Schools Surveyed

38% No website presence

13% Webpage dedicated entirely to Financial Literacy

28% Financial Literacy tab or link on main Financial Aid website

5% Information under “Other” or “Resources” page on Financial Aid website

20% Financial Literacy information on a website other than Financial Aid

ACHIEVING CULTURE CHANGE

$$C = (D \times V) + A > R$$

Change will occur when sufficient **Dissatisfaction** (D) with the current system exists, when everyone has a clear **Vision** (V) of the goals for the future, and when it is clear what **Actions** (A) can be taken to move the system in the direction of the vision. All of these elements must be in place and larger than the **Resistance** to change (R) present in the organization.

DISSATISFACTION

is critical because it "unfreezes" the status quo. Once the uncomfortableness of the gap is felt, people are more open to change. In most cases there needs to be a focus on creating a "dissatisfaction" with the current situation and this is achieved with a renewed challenge to the organization and a new set of consequences that discourage the status quo. The dissatisfaction needs to be lead from the top and managed throughout the organization, and needs to maintain the consequences so people are motivated to move away from the present situation.

VISION

is a clear sense of overall direction that guides behavior. Everyone within the organization needs to be committed. When change is as a result of implementing new technology or a change of leadership it is pertinent they take advantage of such a window of opportunity to engage others and ensure understanding of and a recommitment to the vision.

ACTION STEPS

are the tangible milestones that guide and assist the organization progress toward the vision. Although each action plan for change will be different, all action plans should have the following components:

ACTION STEPS

Strategy and measures - a systematic course of action and allocation of resources to achieve the organization's change goals and measurement systems that track progress. It is important to realize that no measurement system is going to perfectly capture all of the important elements of performance or all of the behaviors that people need to do for the organization to be successful. So, measurements should be guides, helping to direct behavior, but not so powerful in the implementation that they substitute for the judgment and wisdom that is so necessary to acquire knowledge and turn it into action.

ACTION STEPS

Project organization - a clear designation of the authority, responsibility and relationships that will drive the change efforts.

Systems and training - the procedures and processes that will facilitate the change implementation throughout the organization that includes teaching the specific skills that people need to enable the change.

ACTION STEPS

Style - the behavior of managers as they move to achieve organizational goals.

Common values - the common bond, culture, and other factors that link team members and make them want to achieve organizational goals. In most organizations there is an opportunity to align these values with the vision and objectives, transforming the objectives into more sensory, emotive and inspirational ideals that motivate all employees and engage the wider group of stakeholders.

ACTION STEPS

Technology - the actual advancements, equipment, tools, or machinery that will affect the way work is accomplished. If new technology is being implemented at the same time as a wider change process it is imperative its implementation is aligned with the organization's values.

RESISTANCE

comes from inadequate and/or inappropriate systems within the organization, which shape the "identity" of the organization. It can also come from a lack of alignment with the organization's values with those of the employees. In organizations with restrictive budgets the resistance may actually come in the form of a lack of capital to invest in employees, revamping workplaces, or enhancing other performance support systems

ADMINISTRATOR BUY-IN

- Reputation
- Success Rate
- Employment Averages
- Salary Averages
- Corporate Leadership
- Societal Impact
- Standards for Future Students
- Name recognition (good or bad)



5 BEST SCHOOLS

FOR ROI

PayScale.com has released its annual College Return on Investment (ROI) Rankings, and these five schools came out on top, showing the best ROI over a 30-year career based on data collected from each school's alumni.

See the full list of ROI rankings for 2012 here:
<http://www.payscale.com/average-cost-for-college>.

ROI Rank	#1	#2	#3	#4	#5
School	 HARVEY MUDD College	 CALIFORNIA INSTITUTE OF TECHNOLOGY	 MASSACHUSETTS INSTITUTE OF TECHNOLOGY	 STANFORD UNIVERSITY	 PRINCETON UNIVERSITY
30 Year Net ROI	\$1,467,000	\$1,417,000	\$1,238,000	\$1,194,000	\$1,163,000
2011 Cost	\$212,900	\$207,400	\$208,100	\$220,200	\$205,600
Graduation Rate	91%	89%	91%	95%	97%
Most Common Major	Engineering, General	Mechanical Engineering	Mechanical Engineering	Biology	Economics
Popular Alumni Job Title	Electrical Engineer	Mechanical Engineer	Software Developer	Mechanical Engineer	Financial Analyst
Median Annual Alumni Pay (US)	\$132,000	\$126,000	\$120,000	\$116,000	\$129,000

View the methodology:
<http://www.payscale.com/education/compare-college-costs-and-ROI>

Additional sources:

Special Report

America's Best Colleges

08.13.08, 06:00 PM EDT

Rank 1 - 25

Rank	Name	State	Cost	Freshman Class Size
1	Princeton University	NJ	47,975	1,242
2	California Institute of Technology	CA	46,560	231
3	Harvard University	MA	48,550	1,668
4	Swarthmore College	PA	48,215	365
5	Williams College	MA	47,140	540
6	United States Military Academy	NY	NA	1,272
7	Amherst College	MA	48,352	NA
8	Wellesley College	MA	47,870	590
9	Yale University	CT	50,350	1,318
10	Columbia University	NY	49,260	1,333
11	Northwestern University	IL	49,779	1,981
12	Wabash College	IN	35,550	250
13	Centre College	KY	37,000	316
14	Massachusetts Institute of Technology	MA	48,200	1,067
15	Bowdoin College	ME	48,260	476
16	United States Air Force Academy	CO	0	1,214
17	Middlebury College	VT	50,160	644
18	University of Chicago	IL	49,976	1,300
19	Smith College	MA	47,976	656
20	Pomona College	CA	47,580	375
21	Wesleyan University	CT	49,346	733
22	Haverford College	PA	48,932	315

Top US Colleges — Graduate Salary Statistics

If you want to compare the salaries of grads who attend an engineering school with those from a liberal arts college, use our complete list of all the schools in our study, organized by school type and ranked by starting and mid-career salary.

Filter list by School Type:

All Schools

School Name	School Type	Starting Median Salary	Mid-Career Median Salary
Princeton University	Private Research Universities, Ivy League	\$56,900	\$130,000
California Institute of Technology (Caltech)	Private Research Universities, Engineering	\$69,600	\$123,000
Harvey Mudd College	Liberal Arts, Engineering	\$64,400	\$121,000
Harvard University	Private Research Universities, Ivy League	\$54,100	\$116,000
Massachusetts Institute of Technology (MIT)	Private Research Universities, Engineering	\$69,700	\$115,000
Dartmouth College	Private Research Universities, Ivy League	\$51,600	\$114,000
Duke University	Private Research Universities	\$54,400	\$113,000

NEEDS TESTING

Your School Will be Unique

DELIVERY METHODS

- One-time Workshops or Seminars
- Series of Workshops or Seminars
- Session or seminar during freshman orientation
- Online courses (internal and external)
- Academic course offered for credit
- One-on-one counseling with a staff member
- One-on-one counseling with a peer.
- Guest Speakers

RESOURCES

Don't Reinvent the Wheel

PROMOTIONAL PLAN

Sell Sell Sell

ACTIONS STEPS

- Needs Testing
- Vision – Finding Alignment
- Administrator Buy-in
- Resources
- **Culture Change $C = (D \times V) + A > R$**
- Strategy and Measures, Project Organization, Systems and Training
- Delivery Method
- Student involvement
- Promotional Plan

SESSION B
ACHIEVING CHANGE ON CAMPUS

QUESTIONS

Session C – A Syllabus of Program Materials and Delivery Methods

Jodi Cataline
Clinical Professor – Department of Finance
Academic Director – Center for Financial Literacy
jkc27@drexel.edu

The Importance of Teaching Financial Literacy

1

Closes a Real Skills Gap

Most students make major money decisions — loans, cars, credit, insurance — without ever being taught the mechanics behind them.

2

Consequences Can Be Significant and Hard to Reverse

A bad early credit decision can raise the cost of borrowing for years. Understanding credit scores and where they come from, interest rates and amortization before facing them changes financial borrowing outcomes

3

Builds Decision-Making, Not Just Facts – and these decisions are not “approved” or “denied”

Any financial decision is not a ‘right or wrong’ choice and life does not fit into a ‘one size fits all’ model. A tool kit for making decisions can provide a clearer understanding of choices made

4

Affects Wellbeing Beyond Money

Financial stress is linked to anxiety and strained relationships.¹ Having confidence in making financial choices and economics impacts may reduce some of these negative consequences.

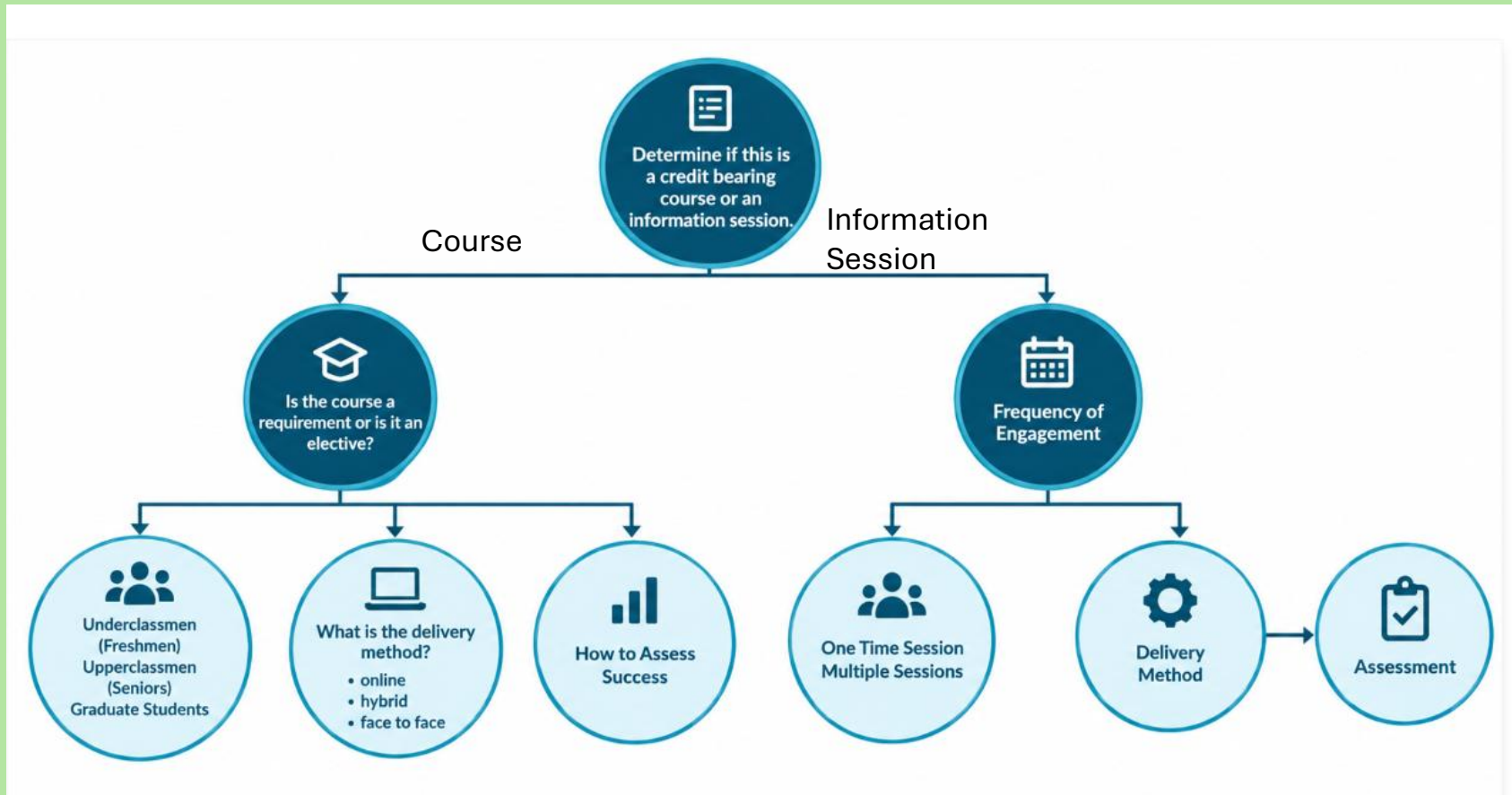
5

Levels an Uneven Starting Point

Financial knowledge is often passed down informally in some families and skipped in others. A formal course offering or seminars that are engaging can close that gap.

¹ <https://pmc.ncbi.nlm.nih.gov/articles/PMC8806009/>

Where to Begin the Process: The Who and The How



*Note that assessing learning outcomes are imperative to measure success

Building a for Credit Bearing Course – More Detail and Items to Consider

Who is the audience?

Graduate or Undergraduate

Major/Concentration exclusive or open to all

Is the Course Structured as an Elective or Requirement?

If required different 'buy in' than elective

How many students are participating?

Larger classes – more observation less discussion

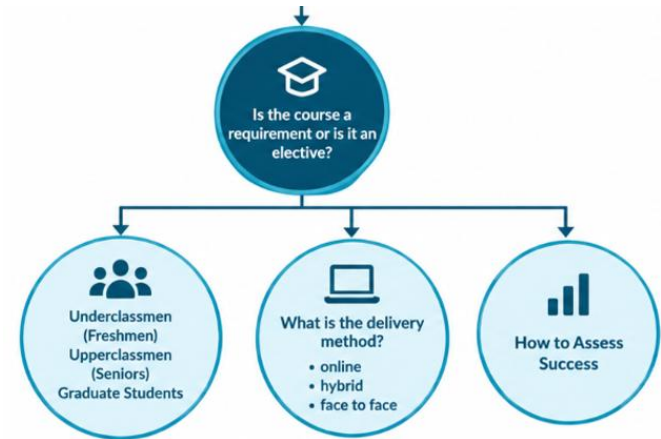
Smaller classes – more dialogue and customization

What delivery method is appropriate?

Online tools can disseminate information in self contained programs but less 'personal'

Hybrid allows for contact hours – even if partial – assessment can be used with online tools

Face to Face – allows for dialogue, speed of delivery, customization



Elements for Inclusion on a Syllabus

– Credit Course

Course Description Overview

Financial Literacy is designed to equip students with the knowledge and skills to manage their personal finances effectively. Through the course, students will learn to navigate everyday financial decisions—such as evaluating whether to rent or buy a home, and whether to lease or purchase a vehicle—while also developing a solid understanding of credit cards, student loans, consumer purchasing decisions, insurance, and other essential areas of personal finance.

Objectives of the Course

This course provides practical knowledge essential for financial planning in everyday life, designed to serve a broad range of students. Topics include basic financial planning, savings and investment products, credit management, consumer purchasing decisions, and insurance, among others. Throughout the course, students will learn key techniques to assess their financial health and develop strategies to strengthen their long-term financial well-being.

Learning Outcomes

Upon successful completion of this course, students will be able to

Develop

Develop critical thinking skills and deepen their comprehension of key personal finance concepts

Understand

Understand the importance of financial decision-making, basic budgeting, and savings alternatives

Comprehend

Comprehend the mechanics of compounding interest and apply the time value of money to decisions related to saving and borrowing

Analyze

Analyze different types of borrowing (credit cards, student loans, home loans) and compare decision-making processes such as buying versus renting a home, or leasing versus purchasing a car

Examine

Examine various types of insurance—life, health, property, and liability—along with the basics of financial planning

Potential Course Topics to Include

Financial Basics

- Financial Goal Setting
- Interest Rates/Inflation
- Budgeting

Investing

- Introduction to Equities
- Portfolio Management/Risk Assessment
- Mutual Funds
- Planning for Retirement – 401K's IRA's Roths
- Estate Planning
- Real Estate as Passive Income

Credit Management

- Credit Scores and Reports
- Credit Card Management
- Home Ownership (Buying vs. Renting)
- Student Loan repayment
- Car Purchasing (Buying vs. Leasing)

Protecting your Assets

- Insurance (Home, Renters, Life, Health, Car)

Assessment Ideas That Can Be Used in a Credit Bearing Course

Setting SMART
Goals

Stocks – Build your
Portfolio

Preparing a Budget

Estimating your
FICO Score

Credit Cards
Assignment

Home Ownership –
a lesson in
amortization

Personal Tax
preparation –
discovering a 1040

Stock Analysis and
Portfolio
Rebalancing

Mutual Fund
Research

Car: Buy vs. Lease

Time Value of
Money impact

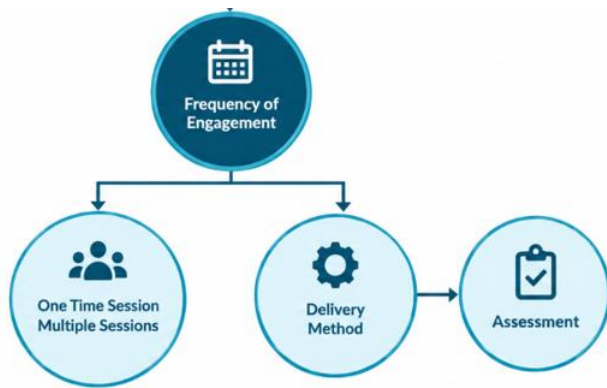
How Risk Tolerant
are you? A
psychological
assessment

Current Syllabus (streamlined) Fall 2026

FIN 150 — Streamlined Weekly Schedule

Week	Date	Topics / Class Activities	Assignments / Points
1	Sept. 21	Establish & Prepare: Financial goal setting; economy, interest rates & inflation; syllabus review	SMART Goals — 2 pts
2	Sept. 28	Investing: Introduction to equity markets; <i>How the Market Works</i> simulation; Rule of 72. Financial Planning: Budgeting—how, why & methodology	Stock HW #1 — 5 pts; Budget HW — 2 pts
3	Oct. 5	No Class — Professor Conference	—
4	Oct. 12	Credit: Credit scores/reports; importance of credit; bankruptcy; identity theft; FICO score estimator	FICO Homework — 5 pts
5	Oct. 19	Credit Cards: Good, bad & necessity; amortization; fees & tables. Investing: Investor types & risk tolerance	Credit Knowledge Quiz — 2 pts; Risk Tolerance Quiz — 5 pts; Credit Card HW — 10 pts
6	Oct. 26	Owning Debt: Buying vs. renting a home; amortization tables; financing beyond revolving credit	Home Ownership / Amortization HW — 10 pts
7	Nov. 2	Debt & Liability Management: Student loans; insurance; homeowners & renters. Investing: Stock portfolio management; realized vs. unrealized gains/losses; dividends & sectors. Taxes	Stock #3 — 5 pts; Tax Day In-Class Work — 1 pt
8	Nov. 9	Investing: Mutual funds; rental real estate as an alternative investment. Liability Management: Life & health insurance	Buy a Mutual Fund — 1 pt; Mutual Fund Research — 10 pts
9	Nov. 16	Consumer Debt: Car purchasing—buy vs. lease. Liability Management: Car insurance	Car Insurance Quiz — 2 pts; Car Buy vs. Lease HW — 10 pts
10	Nov. 23	Wealth Accumulation: Time Value of Money. Summing It Up: Retirement planning. Thanksgiving Holiday	Time Value HW — 2 pts; Financial Dilemma In-Class — 2 pts
11	Nov. 30	Summing It Up: Retirement planning. Adulting 101: Offer letters; 401(k), 403(b), IRA; Roth vs. traditional. Optional consulting / spillover class	Final Assessment: Personal Financial Plan Journal — 20 pts

Building a Seminar/Special Topics or Information Session



Who is the audience?

- Alumni
- Community partners
- Students
 - Transfer
 - Athletes
 - Scholarship Recipients
- High school programs

How many students are participating?

- Larger classes – more observation less discussion

What delivery method is appropriate?

- Online tools can disseminate information in self contained programs but less ‘personal’
- Face to Face – allows for dialogue, speed of delivery, customization

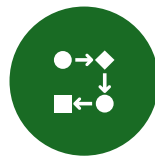
How to you measure program success?

- Surveys/certificates/feedback forms

Some Things to Consider for Special Topics Sessions:



Know your audience and have a dialogue



Know what topics are important and meaningful to them at this point that they find to be 'real'



Use a “toolkit” to deliver content in an engaging way



Get feedback from the participants to assess content delivery and effectiveness

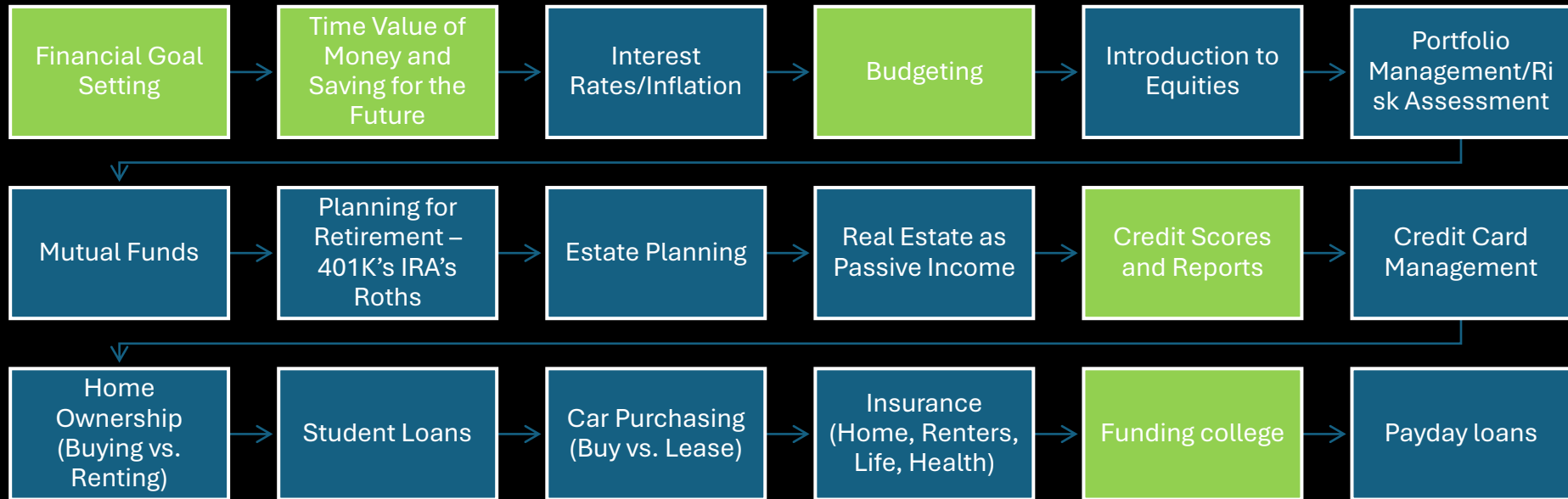


Provide follow up tools or websites



The foundation laid out in planning for an academic course is interchangeable here, pick and choose topics

Interchangeable Topics by Audience



Who is the audience?

High School Students



BUDGETING



CREDIT SCORES
AND REPORTS



STUDENT LOANS



FUNDING
COLLEGE

College Students – Undergraduate Freshmen

ROTH IRA'S

Budgeting

Credit Scores
and Reports

Student
Credit Cards

Living Off
Campus

Renters
Insurance

Managing
Student Loan
Interest

College Students – Athletes

NIL (Name Image
Likeness) Money
Intro to Investing

Budgeting

Credit Scores
and Reports

Student Credit
Cards

Managing
Student Loan
Interest

College Students – Nearing Graduation

Financial Goal
Setting

Time Value of
Money and Saving
for the Future

Interest
Rates/Inflation

Budgeting

Introduction to
Equities

Planning for
Retirement –
401K's IRA's Roths

Mutual Funds

Credit Scores and
Reports

Credit Card
Management

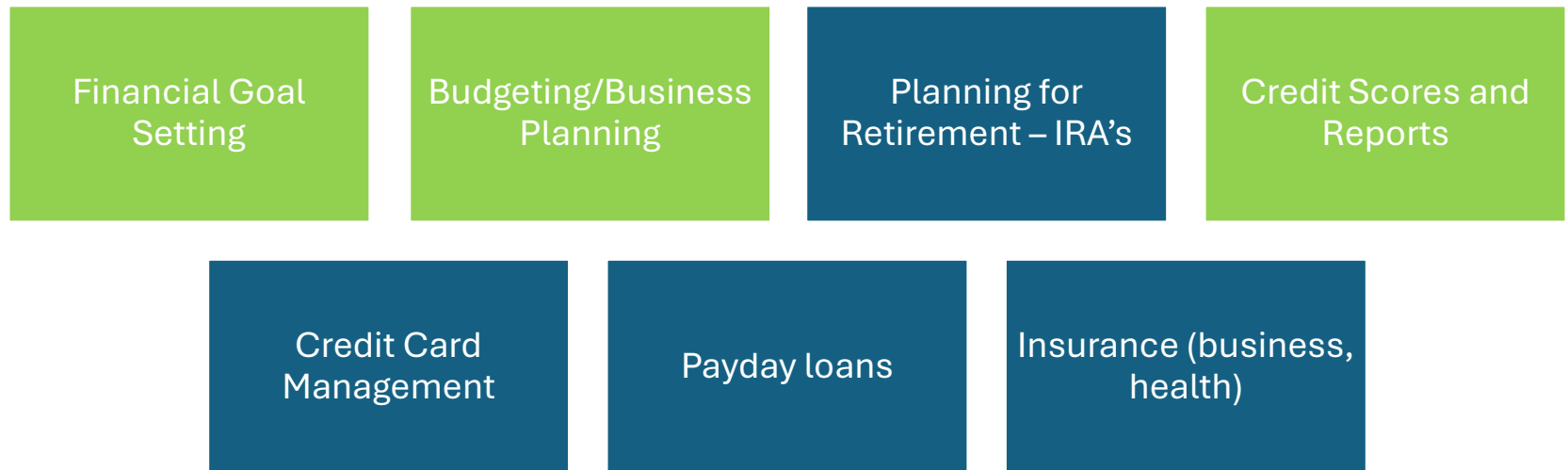
Home Ownership
(Buying vs.
Renting)

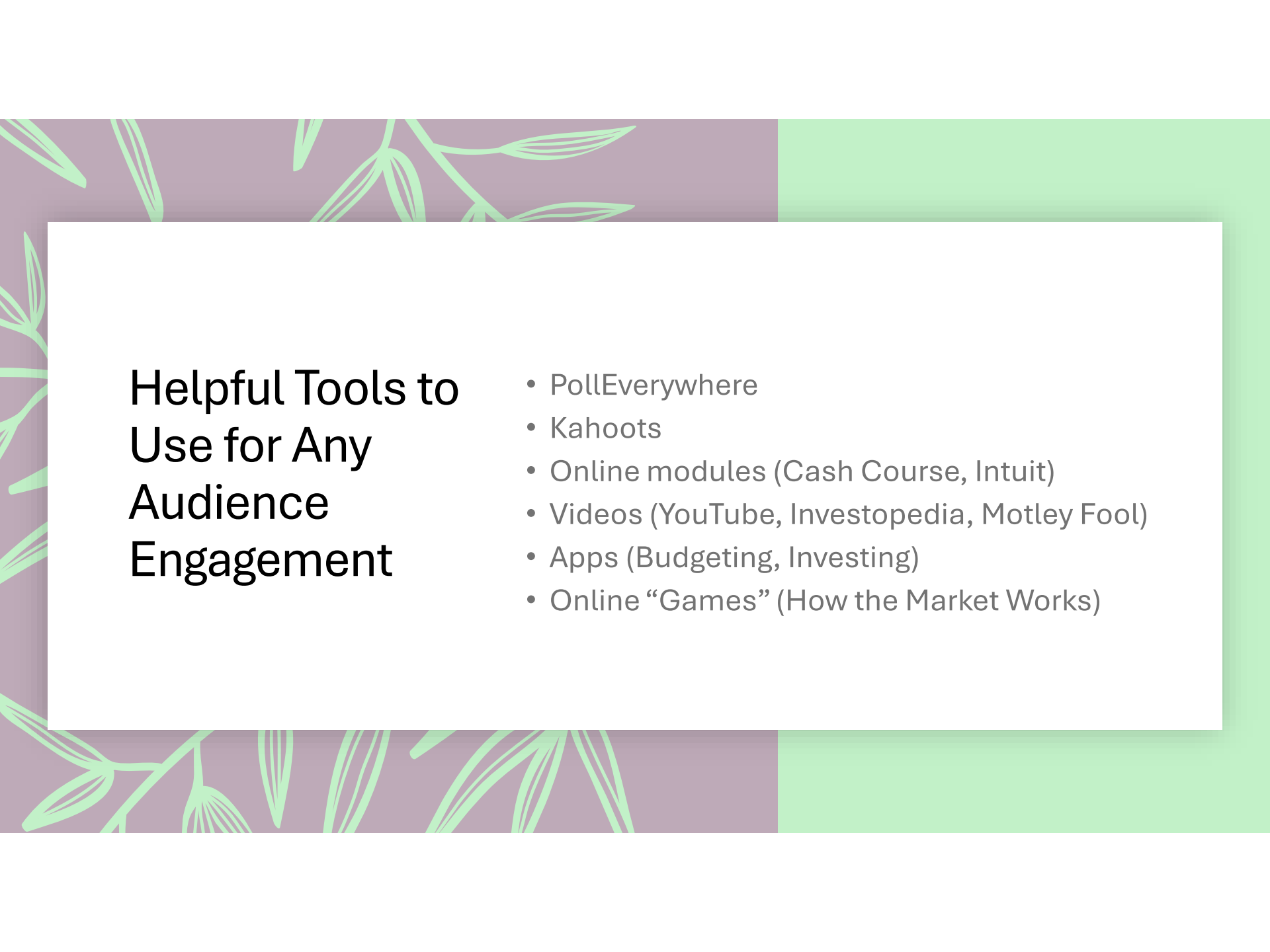
Repayment of
Student Loans

Car Purchasing
(Buy vs. Lease)

Insurance (Home,
Renters, Life,
Health)

Community Engagement – Proprietors in Small Businesses





Helpful Tools to Use for Any Audience Engagement

- PollEverywhere
- Kahoots
- Online modules (Cash Course, Intuit)
- Videos (YouTube, Investopedia, Motley Fool)
- Apps (Budgeting, Investing)
- Online “Games” (How the Market Works)

Student Feedback

(shameless self promotion on program success)

She started the class by explaining why we are able to trust her with this material, including how she also had student loans to pay off. It made her more approachable and I felt more comfortable in the class.

Professor Jodi is one of the best professors at LeBow where she provides us real-life examples of what she has gone through for us to understand financial literacy in a better way. By providing us examples and tips on how to deal with adult life, it provides us more confidence and knowledge on how to utilize these when we are out in the real world.

Great lectures and helpful/interesting homework assignments. Learned a bunch!

Even though I had already began establishing some financial plans before I took this class, you exposed me to topics that I was holding off on learning. Knowing myself as a procrastinator, I would have started getting serious about it late. Thank you for helping me take these first few steps. May your students benefit just as much, if not more, from your teachings.

Some last takeaways from today's session

- Make it as “real” as possible
- Share stories and examples with real data not the “if you have \$100 a week in 30 years.....”
- Use current economic data - the markets and how they are performing, interest rates today
- Get the audience engaged and excited, have them participate and share their concerns (housing prices)
- Make the ‘unattainable’ attainable



Any Questions?

SESSION D

GETTING YOUR FINANCIAL WELLNESS PLAN MOVING



AGENDA

Introduction

Overview to get your plan moving:

- *Effective program traits*
- *Financial literacy topics*
- *Communications templates for:*
 - Upper management buy-in
 - Department outreach
 - Responding to the “NO’s”
 - Contacting outside vendors who are already providing services to your campus

A list of effective student outreach techniques

Review the Resource Vault

OVERVIEW OF EFFECTIVE PROGRAM TRAITS

Student:

- Fun
- Innovative
- Memorable
- Easy to absorb

University:

- Fulfill targeted needs
- Meet budget criteria
- Has measurable results
- Purposeful - provide life skills
- Replicate

FINANCIAL LITERACY TOPICS TO SELECT FROM

General Knowledge

- Managing student account
- Student loan understanding
- Identity Theft

Debt Management

- Credit scores
- Credit reporting
- Credit card rates & terms
- Debt products
- Debt consolidation
- Costs involved with purchasing a vehicle
 - *purchase*
 - *expense*
 - *maintenance*

FINANCIAL LITERACY TOPICS TO SELECT FROM

Budgeting

- Personal finance
 - setting a goal
 - having a plan
- Creating a budget
- Balancing a budget
 - identifying income sources
 - controlling expenses: needs vs. wants
- Monthly budget
- Budget cycle
- Budget percentages
 - 50/30/20

Savings

Types & rates including:

- *emergency savings*
- *retirement savings*
- *retirement investing*

COMMUNICATION – UPPER MANAGEMENT

- Start with your immediate controller or VP
- Introduce the need and the benefit
- Tell them what the program will do for the university
 - *Provide students with life skills (this is what the school is in business to do)*
 - *Perpetuates funding for future students at the university*
 - *Improve cohort default rate for university*

COMMUNICATION – UPPER MANAGEMENT

Hello _____,

I would like to discuss the need for implementing a financial literacy program at our university

We have a need to (select one or two of the below, or add your own):

Curtail financial clearance holds for returning students.

Reduce attrition rates due to financial issues for returning students.

Lessen the cohort default rate.

Assist students in understanding the importance of protecting their personally identifiable information.

Help ensure financial success for our students.

In doing so, we will be providing life skills for our students. Students who are financially successful are more likely to complete their education. These students who are financially successful are more likely to donate back to their alma mater. In addition, they are more likely to repay their student loans.

These payments perpetuate funding for future generations. And in addition, repaying loans lowers the university's cohort default rate.

In closing, my plan is to reach out to other departments to share in this task. I would like to meet with you in two weeks to discuss my progress on this project.

COMMUNICATION – DEPARTMENT OUTREACH

- Pool resources (Another area may already be working with student, helps to understand whole picture)
- Seek summer programs to capture students early in the “finance” process
- Partner with student clubs
- Target the residential life programs
- Visit the Athletics Department
- Work with the Educational Opportunity Programs (EOP)

COMMUNICATION – DEPARTMENT OUTREACH

Hello _____,

I would like to discuss the possibilities of partnering with your department to implement a financial literacy program for our university students. I understand that you have a need to provide programming for students, especially during the _____
(Prefrosh, Orientation, or other time period.)

By partnering together we can (select one or two of the below, or add your own idea for helping students):

Provide a fun and exciting workshop for our students.

Minimize student stress by helping the students to understand financial matters.

Curtail financial clearance holds for returning students.

Assist students in understanding the importance of protecting their personally identifiable information.

Provide life skills for our students' success.

In closing, I would like to understand what type of program students are most interested in, (such as game, workshop, or online resources.) Also I would like to meet back in two weeks to continue the conversation about implementing that program.

COMMUNICATION – RESPONDING TO THE “NO”

Not “my” area of concern/job

- *Students understanding loan responsibilities perpetuates funding for future students*
- *We are here to help our students succeed in their life*

Not “my” area of expertise

- *We do not have to be a CFP to implement financial literacy programs*

I have “budget restrictions”

- *Free available resources*

COMMUNICATION – RESPONDING TO THE “NO’S”

Hello _____,

Thank you for the opportunity to meet regarding the implementation of a financial literacy program. I understand that you have concerns about implementing a program because: (Select one of the objections below, and its rebuttal.)

1. Financial literacy programs are not part of your area of concern or job.

Remember that we are all here to help our students succeed in their life. Also, students who are financially successful have less stress and are able to focus more on their academia.

2. Providing financial literacy training is not your area of expertise.

Please keep in mind that we do not have to be a CFP to implement financial literacy programs. We only need to work together to provide information to our students in a fun and interesting way.

3. You have budget restrictions.

Please consider that there are many free available resources online for us to review. Also, we can split the cost of the lunch, paper and pencils if needed. In addition, we may be able to invite a third party resource pro bono.

In closing, I look forward to the opportunity to discuss the possibilities. Please let me know if you will be available on Tuesday or Thursday of next week.

COMMUNICATION – OUTSIDE VENDOR

Already on at your campus

- *Treasury Services (bankers for operations)*
- *Purchasing Services (bankers for purchasing card)*
- *Human Resources (staff & faculty retirement plans)*

Independent contractor working with special groups (faculty)

- *CFP*

Third Party Processor

- *Online billing and payment providers*
- *Collection companies*

COMMUNICATION – OUTSIDE VENDOR RESOURCES

Hello _____,

Our university is interested in implementing a financial literacy program. Our goal is to provide students with information pertaining to_____ (fill in one or two financial literacy topics.)

I am wondering if your organization would be interested in getting involved. If so, you may contact me at the below e-mail or phone number.

Note: Organizations may get involved in several ways such as providing programming, staff, or other resources including grant money. If an organization would like to get involved, be certain that their contributions will not be considered as an outside conflict in accordance with your university or upper management's policy.

EFFECTIVE STUDENT OUTREACH TECHNIQUES

Form campus leadership teams

Reach out to students using departmental resources

Utilize online resources

- *E-mail*
- *Blog*
- *Website*
- *Drop box*
- *Social Media*

Partner with outside resources from third party site postings

EFFECTIVE STUDENT OUTREACH – PROGRAM VEHICLES

Select the tools you will use to facilitate the program:

- Online programs and apps
- Peer to peer sessions
- Video's
- Alumni participation
- Webinars and workshops kits by faculty members
- Games
- Outside industry speakers
- Certified financial planner (CFP)
- Vendor resources or participation
- Academic programs (both credit or non credit)

Student Group	Current Programs	Sponsoring Department	Resource
Undergrad Student	Undergrad - Prefrosh Orientation	Financial Aid Office	Power point
Undergrad Student	Undergrad Billapalooza	Residence Life	Game recorded using Audacity free software
Student Specific	International Student Budget Workshop	International Student Program Office	Budget workshop introducing online budgeting tools
Student Specific	Cultivating Financial Literacy (Underrepresented Students)	Diversity Center	CFP – Outside Resource
Student Specific	Peer to Peer Program (Behavioral Issues)	Student Club & Student Health Center	Student Volunteers
Grad Student	Grad Budget Workshop	Office of Graduate Studies	Budget workshop including phone app demo
Grad Student	Foundations of Investing	TIAA-Cref	Investment Advisor - Vendor
Grad Student	Budgeting and Savings	TIAA-Cref	Investment Advisor- Vendor

RESOURCE VAULT

Visit Second Alliance's Resource Vault at:

<http://www.secondalliance.com/clients/financial-literacy-schools/>

Select tools for your program:

- *Workshops,*
- *Webinars,*
- *Games,*
- *Videos*
- *Academic programs*
- *Program resources*
- *Financial literacy games*
- *Templates for communication*

RESOURCE VAULT - FINANCIAL LITERACY WEBSITES

<http://financialplan.about.com/>

<https://www.mint.com/>

<http://www.mymoney.gov/>

<http://www.studentdebthelp.org/>

<http://finance.youngmoney.com/credit-debt/>

<https://www.upromise.com/>

<http://www.startwithchange.com/>

<http://www.spendster.org/>

<http://www.collegescholarships.org/student-living/save-money.htm>

<https://www.fdic.gov/consumers/consumer/moneysmart/index.html>

RESOURCE VAULT - FREE APPLICATIONS

Free Applications and Online Tools

<http://www.lifehack.org/articles/featured/the-ultimate-student-resource-list.html>

15 Best Online Resources for College Students

<http://www.lifehack.org/articles/productivity/15-best-online-resources-for-college-students.html>

15 Free Money-Saving Smart Phone Apps

<http://www.fastweb.com/student-life/articles/the-15-free-money-saving-apps-for-students>

Consumer Reports 7 Free Shopping Apps

<http://www.consumerreports.org/cro/news/2015/11/7-free-shopping-apps-that-grab-holiday-discounts-and-deals/index.htm>

Retail Me Not – Coupons and Promo Codes and Mobile App

<http://www.retailmenot.com/>

40 Money Management Tips Every College Student Should Know

<http://www.smartaboutmoney.org/Portals/0/ResourceCenter/40MoneyManagementTips.pdf>

Textbooks – Buy, Sell, Rent and e-books

<https://www.edvisors.com/plan-for-college/money-saving-tips/save-money-on-college-textbooks/>

RESOURCES VAULT - PROGRAM DEVELOPMENT SITES

NEFE.Org National Endowment for Financial Education: is the leading private nonprofit 501(c)(3) national foundation dedicated to inspiring empowered financial decision making for individuals and families through every stage of life.

IGRAD Games, Calculators, Resources & More

<http://www.igrad.com/FinancialLiteracyForCollegeStudents/>

<http://www.higherone.com/knowledge-center/resources>

CashCourse®: is a free website providing students with financial education information for every stage of college life. While this program is available only to nonprofit colleges or universities, you can access abbreviated versions at www.cashcourse.org

Jumpstart is an online library of financial education resources, for anyone committed to financial education for students.

[http://www.jumpstartcoalition.org/jump\\$start-clearinghouse.html](http://www.jumpstartcoalition.org/jump$start-clearinghouse.html)

RESOURCES VAULT - CREDIT RELATED RESOURCES

Obtain a Free Copy of your Credit Report

<https://www.annualcreditreport.com/index.action>

What is a FICO Score

<http://www.myfico.com/CreditEducation/articles/>

FICO Score Calculations

<http://www.myfico.com/crediteducation/whatsinyourscore.aspx>

Get your Credit Score for Free

<https://www.creditkarma.com/auth/logon/>

Household Budget Worksheet

<http://www.kiplinger.com/tool/spending/T007-S001-budgeting-worksheet-a-household-budget-for-today-a/>

Auto Loan Calculator

<http://www.bankrate.com/calculators/auto/auto-loan-calculator.aspx>

Mortgage Loan Calculator

[http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx?ic_id=calc-lead auto mortgages globalnav](http://www.bankrate.com/calculators/mortgages/mortgage-calculator.aspx?ic_id=calc-lead_auto_mortgages_globalnav)

Credit Union Education and Financial Tools

<http://www.mycreditunion.gov/Pages/default.aspx>

RESOURCES

- GAMES

Cashflow Board Game
Video

<https://www.youtube.com/watch?v=bvUXf1nMU94>

<http://www.richdad.com/apps-games/cashflow-boardgame>

<https://www.financialentertainment.org/>

<http://www.practicalmoneyskills.com/games/>

<http://www.themintgrad.org/learn/>

<http://www.edutopia.org/>

SESSION D
GETTING YOUR FINANCIAL WELLNESS
PLAN MOVING

QUESTIONS