



Call for Radow College Faculty Financial Education Innovators

This call seeks faculty interested in “investing” financial education concepts into their course content in an innovative way.

Overview:

Participating faculty will integrate badges from the Merlin Wealth Management Financial Literacy Badge Collection into their course as a springboard for an innovative approach to content, theory, or activities. Current micro-credentials are:

- Understanding Income
- Spending Habits
- Budgeting Basics
- U.S. Taxation Basics
- Introduction to Financial Planning
- Fundamentals of Investing
- Decoding Student Debt
- Finance Basics for New Graduates

To participate, visit <https://radow.kennesaw.edu/academic-innovation/> and click the **Apply for Faculty Financial Education Innovators Stipend to complete the online form. Approved faculty will receive a \$500 a semester stipend for developing this approach between their course content and financial education.** Faculty must submit a one-page description of their proposed innovation, identifying the financial literacy unit(s) they will utilize and describing their integration with course content. They must also explain how student learning will be assessed, for example, will students receive a grade for completing the credential, will they receive participation credit, etc. As part of this process, faculty will submit a list of all students who successfully complete any and all micro-credentials within the course.

Examples:

- A Psychology faculty member teaching Learning and Behavior, after students complete the Understanding Income, Spending Habits, and Budgeting Basics, could have students develop a media campaign to explore the psychology of spending.
- A Geography faculty member teaching the course Geography of Clothing could have students explore the cost of sustainable fashion versus “fast fashion” in a global context after finishing the Understanding Income, U.S. Taxation Basics, and Fundamentals of Investing credentials.
- A Political Science faculty member teaching Governmental Budgeting could use the U.S. Taxation Basics and Budgeting Basics as a basis for an exercise where students determine and justify how and where to cut or raise taxes in a government budget.
- A Sociology faculty member teaching Social Class and Mobility could introduce the Understanding Income, Spending Habits, Budgeting Basics, and Introduction to Financial Planning credentials. Students could then use sample budgets from various socio-economic backgrounds to budget for specific financial goals in order to illuminate the relationship between social and financial mobility.