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| EAGL **Advanced Financial Literacy****Spring 2023****Foy 136Q****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education**Instructor InformationDr. Jessica Miltonjessicamilton@auburn.edu  |  |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number EAGL**

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| **Course Title** | Advanced Financial Literacy |
| **Credit Hours** | 3 credit hours  |
| **Course Meetings** | Thursdays 11:00 – 12:30  |
| **Prerequisites** | Advanced Financial Literacy |
| **Corequisites** | N/A |
| **Professor** | Jessica Milton, PhD  |
| **Office Location** | Foy 136B |
| **Phone/E-mail** | jessicamilton@auburn.edu  |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** December 2022
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course. See “Who’s Future is it anyway?” <http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway>
3. **Course Description-** This course focuses on strengthening skills learned and acquired in Financial Literacy. This course also focuses on developing strong financial competency through the various application-based activities, and real-world practice in their everyday lives. Students' identity spending and budgeting habits and how they will personally incorporate them into all domains of their lives: Academics, Employment, Independent Living, Personal/Social, and Health and Wellness.
4. **Student Learning Outcomes:**

1. Students will explain the importance of Financial Literacy and how they will use it in their life

2. Students will identify their current money habits and develop a new plan

3. Students will identify their attitude towards money and learn how to be confident in their skills.

4. Students will explore new ways to manage their money and learn about resources available to them.

**Course Requirements/Evaluation.**

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| **Advanced Financial Literacy** |
| **DAY** | **DATE** | **CLASS** | **ASSIGNMENT DUE** |
| January 12 |  | Introduce ExpectationsCanvas OverviewPretest | Complete Pretest in class |
| January 19 |  | Making Decisions  |  |
| January 26  |  | Interviews – No Class |
| February2 |  | Money Responsibility  | Need vs. Want Activity DueGuided Notes in Class |
| Feb 9 |  | Budgeting your Money | Future Plan Activity Due Guided Notes in Class |
| Feb 16 |  | Shopping Wisely   | Weekly Budget Due Guided Notes in class |
| Feb 23 |  | **Banking Technology** | Shopping List Activity Guided Notes in Class |
| March 2 |  | Protecting your Money | Banking ActivityGuided Notes in Class  |
| March 9  |  | Spring Break – No Class |
| March 16 |  | Living on your Own  | Marketing in the Community AssignmentGuided Notes in Class |
| March 23 |  | Making Money | Around the House Assignment Guided Notes in Class  |
| March 30 |  | Taxes | Responsibility Assessment DueGuided Notes in Class |
| April 6 |  | Credit/Debt | Documentation Activity Guided Notes in Class |
| April13 |  | Workday  |  |
| April 20 |  | Presentations |  |
| April 27 |  | Post Test |  |

**Assignments & Projects:**

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| **Activity** | **Points** | **Grading Scale**  |
| Participation | 50 | A90% - 100% |
|  |  | B80% - 89%  |
| Homework  | 100 | C70%-79% |
|  |  | D 60%-69% |
| Application Activities | 200 | F59% and below  |
|  |  |  |
| Guided Notes | 100 |
| Total Possible: | 550 |

**Guided Notes:** Students will complete guided notes during classes to actively engage them, require responses during lecture, improve the accuracy and efficiency of students’ notetaking, and increase students’ retention of course content.

**Need vs. Want Activity:** Understanding the difference between a something that is a necessary to live and function and something that can improve your quality of life. Through this activity, students will display their knowledge and growth on this topic.

**Responsibility Assessment:** Using the Money Responsibilityscenarios, students will assess how they would react in various situations involving money.

**Future Plan:** This activity helps students understand the expenses that are required to live indecently.

**Weekly Budget:** Students will create a weekly budget for food, activities and transportation and track the number of items bought during the week (7 days) while staying within budget.

**Shopping List Activity:** Students will create a grocery list with a fixed budget and work to get all the items that they need within the budget that is set by the class.

**Banking Activity:** After noting the banking services that the student has, students will look at the different mobile banking services that are available to them and complete an activity to further their knowledge.

**Marketing in the Community Assignment:** As students, we are exposed to different marketing strategies every day. Students will note the different marketing strategies that they are exposed to and complete the activity.

**Around the House Assignment:** Students will list the items that they have around their room and estimate the price on everyday items. This assignment will allow for students to have a better understanding of the expenses that go into creating a bedroom.

**Documentation Activity:** After learning about Taxes, students will work on an assignment going over various documents of paperwork that will be

**Application Activities:** Students will complete various application activities. These activities will include hands-on activities that directly relate to the weeks’ topic. Application activities will provide an assessment for the students’ newly learned skills.

**Presentation:** After learning about Financial Literacy, students will complete a project describing all the things that were taught throughout the semester.

**Class Policy Statements.**

**Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**Auburn University Policy on Classroom Behavior.** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions. . .Students have the responsibility of complying with behavioral standards. . .Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the assignment is due by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Course Contingency.** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Accommodations for Students with Disabilities.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Academic Grievance Policy.** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F%3A%5C05-SPRING%2018%5Cauburn.edu%5Cstudentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Students officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**Professionalism.** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality.