



Standard Course Outline

FIN 685 Fixed-Income Securities

I. General Information:

Units: 3 credits

Prerequisites: Graduate business standing.

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II. Catalog Description:

Topics include: fixed income securities; bond market segments; arbitrage free valuation; the impact of embedded options; risk measurement and analysis; bond portfolio management... Letter grade only (A- F). Course fee may be required. Information on course fees.

III. Curriculum Justification:

The course addresses a number of [COB Graduate Program Learning Goals](#):

General

- ♦ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
 - Students will be able to integrate and apply theoretical knowledge fixed income securities to real market applications.
- ♦ **Ethics:** Students will be able to demonstrate awareness and knowledge of ethical, social responsibility, and citizenship issues in the local, regional, and world communities.
 - Students will demonstrate that an awareness of the ethical and social responsibility issues in a financial context and of the increasing impact and importance of ESG (Environmental / Social / Governance) mandates on portfolio management and on the financial markets, in general, and will prepare to make investment decisions in the future with full consideration of these issues.
- ♦ **Interpersonal, Leadership & Team Skills:** Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.
 - Reflecting the greater use of team structures in portfolio management, students must develop and exhibit team/group decision-making skills over the course of completing their case analysis, fixed income security evaluation, and fixed income portfolio construction team projects.

Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of all relevant business functions, forward-looking practices, and related theories, and be able to integrate this functional knowledge in order to address current business problems.
 - Students will understand the interaction between the corporation's financial health, the credit ratings on its debt securities, and its cost of debt capital. They will also understand the interaction between ESG (Environmental / Social / Governance)



mandates and the analysis of fixed income securities and the construction and management of fixed income portfolios.

- ♦ **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
 - Students will possess quantitative and technical skills related to calculating various measures of yield and risks related to fixed-income securities, including various measures of duration and of convexity.
- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.
 - Students will demonstrate that they can use the information-gathering and analytical tools available through Bloomberg to be able to gather and understand up-to-date economic- and fixed income-related information and be able to use this information and analysis to structure a fixed income portfolio to best meet a given client's risk, return, and ESG objectives in light of the current global economic and market environments.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

OBJECTIVE - Critical Thinking:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will learn to integrate and apply their conceptual and theoretical knowledge of fixed income securities to construct a fixed income portfolio that meets specific risk and return requirements.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include research assignments, case analyses, professional trading simulations, trading reports and presentations.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain rubrics for writing expectations both before and after the trading reports, reviewing components of examples of well-written trading reports, incorporating feedback on trading reports with opportunities for revision.

OBJECTIVE - Business Functions:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will learn the properties, risk and theoretical valuation of fixed-income securities. They will also how to construct a portfolio of fixed-income securities to best meet a client's risk and return requirements in light of current market conditions and current types of securities available.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include multiple choice and problem-oriented exams and quizzes, short answer and essay exams, and in-class problem-solving assignments.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will review the key knowledge before the assignments and provide feedback on the assignments.

OBJECTIVE - Quantitative and Technical Skills:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will possess quantitative and technical skills enabling them to improve investment management decisions as investors and as professionals in the financial markets. Students will be able to demonstrate that they can make decisions based on quantitative analysis using the principles, concepts, and techniques. As part of this course, students will be required to obtain a working knowledge of Excel and of the Bloomberg Professional System.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include multiple choice and problem-oriented exams and quizzes, short answer and essay exams, in-class problem-solving assignments, research assignments, professional trading simulations, trading reports and presentations.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain rubrics for writing expectations both before and after the trading reports, reviewing components of examples of well-written trading reports, incorporating feedback on trading reports with opportunities for revision.

V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

1. Part I: Fixed-Income Essentials (Weeks 1-3)
2. Part II: Analysis of Risk (Weeks 4-6)
3. Part III: Asset-Backed Securities (Week 7)
4. Part IV: Valuation (Weeks 8-9)
5. Part V: Term Structure Analysis (Week 10)
6. Part VI: Fixed-Income Portfolio Management (Weeks 11-13)

Week	Topics	Chapter	CFA GBIK*
1	Fixed-Income Securities: Defining Elements	1	VII-A
2	Fixed-Income Markets: Issuance, Trading, and Funding	2	VII-B
3	Introduction to Fixed-Income Valuation	3	VII-C:1-4
4	Understanding Fixed-Income Risk and Return	4	VII-C:5-8 VII-E

5	Fundamentals of Credit Analysis	5	VII-F VII-J
6	Credit Analysis Models	6	VII-F
7	Introduction to Asset-Backed Securities	7	VII-H VII-I
8	Arbitrage-Free Valuation Framework	8	
9	Valuation and Analysis: Bonds with Embedded Options	9	VII-G
10	The Term Structure and Interest-Rate Dynamics	10	VII-D
11	Fixed-Income Portfolio Management – Part I	11	VII-K X-N
12	Fixed-Income Portfolio Management – Part II	12	VII-K X-N
13	Relative Value Methodologies for Global Credit Bond Portfolio Management	13	VII-K

At least one class meeting should be devoted to content related to current topics and future trends in finance, such as ESG investing, Fintech, cryptocurrencies, artificial intelligence, block chain technologies, etc.

VI. Methods of Instruction

INSTRUCTION MODE

Check one or more modes of instruction that this course is authorized to use. Syllabi must also contain an explicit statement describing the mode of instructional delivery.

May refer to university policies on [Academic Technology and the Mode of Instruction](#) and [Course Syllabi and Standard Course Outlines](#) for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

This course can be offered as an online, hybrid, or flipped class, with the approval of the department chair.

Traditional
 Hybrid
 Local Online
 Distance Education

CLASSROOM ACTIVITIES

The course will incorporate a mixture of lecture, seminar discussion of both concepts and problems. Grades will be based upon the following activities:

- Participation in class discussions
- Homework assignments and in-class problem solving
- Teamwork and presentation of bond analysis research
- Examinations

When reading the book in preparation for class it is essential that the students take an *active* approach. This means that the students implement the examples discussed in the book using spreadsheet models and work through them as they read. *The best-prepared student is often the*



one who comes to class with questions about how the concepts and methods can be applied.
Finally, the students should expect to return to the book after class or while reviewing, in order to refine and consolidate their knowledge.

EXTENT AND NATURE OF TECHNOLOGY USE.

Instructors will require students to use the Bloomberg Professional System and Excel as part of instruction. Students are required to finish the course modules of Bloomberg Market Concepts (BMC) which is available on the terminal and eventually adding BMC to the Certificates section of their LinkedIn profile.

If the course is conducted entirely through Alternative Modes of Instruction, both synchronous and asynchronous learning will be incorporated. Students will access the course material and activities on BeachBoard and will be required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality and a webcam to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet with sufficient speed in order to be able to participate in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should notify the instructor via email as soon as possible.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. For laptops, call 562-985-5587, Mo-Fri, 8 am – 5 pm. Click here to access [A map of campus wi-fi coverage](#).

If you need technical assistance at any time during the course or need to report a problem with BeachBoard or Zoom, please contact the Technology Help Desk at helpdesk@csulb.edu or (562) 985-4959.

VII. Information about Textbooks/Readings

1. “Fixed Income Analysis, (CFA Institute Investment Series)” by Jerald Pinto, Barbara Petitt, Wendy Pirie, Wiley
2. “Fixed Income Analysis Workbook, (CFA Institute Investment Series)” by Jerald Pinto, Barbara Petitt, Wendy Pirie, Wiley
3. The above may be supplemented with fixed-income-related material from other upper-level Investments textbooks.

VIII. Instructional Policies Requirements

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to



plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on [Attendance, Course Syllabi & Standard Course Outlines](#), and [Final Course Grades, Grading Procedures, and Final Assessments](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on [Academic Technology and the Mode of Instruction](#). Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate](#) website for campus guidelines and policy statements as they develop their individual course policies.

Lecturing on theories & concepts of finance and applications to investments. Quantitative techniques and problem solving. Managing an investment portfolio, presentation & discussion (group project). Individual hedging strategy using derivative securities.

Instructors in planning the exams, and other grading procedures, should adhere to the relevant [University Policy on Grades, Grading Procedures, and Final Assessments](#).

The textbooks for this course should be chosen in accordance with the university policy on [Selection of Instructional Materials](#). There are many appropriate textbooks for this course; it is generally agreed that none of them is perfect. The following suggestion is based on the special nature of this core MBA course:

- ♦ Students will arrive at this course with extraordinary range of backgrounds; and therefore prior knowledge will be highly variable, however,
- ♦ Students will have a level of maturity that will enable them to look at a broader picture via more advanced cases, simulations, group projects and
- ♦ Examinations must be essay-type and/or problem solving questions and avoid the use of multiple-choice questions.

IX. Course Assessment and Grading

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with University policy on “Final Course Grades, Grading Procedures, and Final Assessments.” Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percent	Grade	Grade Description
90-100%	A	Mastery of the relevant course standards.
80-89%	B	Above average proficiency of the relevant course standards.
70-79%	C	Satisfactory proficiency of the relevant course standards.
60-69%	D	Partial proficiency of the relevant course standards.
Below 60%	F	Little or no proficiency of the relevant course standards.

X. Disabilities

The SCO and syllabi should contain a statement regarding support services for students with disabilities. Under the Office of Civil Rights and the Americans with Disability Act, students may disclose **at any time** during the academic semester that they need a classroom accommodation based on a disability. Thus, it is strongly recommended that all SCOs and syllabi use the following language, as it meets both federal and state legal standards.



The Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations: [Bob Murphy Access Center](#). Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

XI. Assistive Technology

In compliance with university policy on [Accessibility and Faculty Responsibility for the Selection of Instructional Materials](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the [Title IX Office](#) by completing an online reporting form or contacting the Office of Equity & Diversity at OED@csulb.edu.

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIV. [Additional Resources for Development of Syllabi](#)