

## Standard Course Outline

### FIN 691 Seminar in Integrated Financial Management

#### I. General Information:

Units: 3 credits

Prerequisites: Graduate business standing.

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#### II. Catalog Description:

This seminar explores several important topics: ethical and professional standards, behavioral finance, individual investors, institutional investors, economic analysis, asset allocation, portfolio management, wealth planning, trading and rebalancing, performance evaluation and global investment performance standard. Letter grade only (A-F).

#### 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 regarding traditional and forward-looking topics.
  1. Students will analyze, identify, and evaluate company information and publicly available information in order to provide financial management-related recommendations and actions
  2. Students will apply all the theories and models to analyze financial statements and to evaluate portfolios' performance. By doing so, the students will be armed with essential skills to execute a well-planned asset allocation in the dynamic environment.
- ♦ **Ethics:** Students will be able to demonstrate awareness and knowledge of ethical, social responsibility, social impact and citizenship issues in the local, regional, and world communities.
  1. Students will demonstrate understanding the importance of compliance with applicable of governmental laws, rules and regulations within the environment where companies and financial institutions are operating.
  2. Students will demonstrate to promote organizational culture that encourages ethical conduct and a commitment to compliance with the laws.
- ♦ **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.
  1. In addition to communication skills, facilitating skills, mentoring skills, negotiation skills, and planning skills, an important quality of effective interpersonal leadership involves seeing through multifaceted perceptions. Students will actively work together in diverse groups to tackle issues and to steer the dynamics of the team toward reaching the goal.
  2. Students will collaborate with their peers and nurture their aspirations, while working on case studies, before they submit their ultimate recommendations.

##### 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.
  1. Students will use the concepts and components of finance theory and application in making CFA charter-holder decisions that are appropriate to the business environment.
  2. Students will demonstrate that they understand the structures and comprehensive views of valuation associated with different investment alternatives.
  3. Student will exhibit the knowledge of changes in interest rates, inflation, and foreign exchange rates impact investors' decisions to manage their portfolios.
- ♦ **Quantitative & Technical Skills:** Students will develop the competence of quantitative and technological skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
  1. Students will possess quantitative and technological skills enabling them to identify risks incurred in the portfolios and accordingly conduct risk assessment to enhance portfolio's performance.
  2. Students will demonstrate that they can make decisions based on quantitative analysis using the principles, concepts, and techniques through their performance on exams, assignments, and cases.
- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's dynamic and globally-oriented business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.
  - Student will evaluate corporate domestic and global strategies to meet the needs of dynamic business environment. Students will demonstrate introductory level knowledge of forward-looking topics and social impact of CFA charter-holder decisions.

#### **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 be able to (a) apply CFA charter-holder concepts and show how they are related to the improvement of business decisions and performance, and (b) show that an analysis of historical financial performance and long-term financial planning can improve business decisions and value.

###### **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 - Business Functions:**

###### **A. MEASURABLE STUDENT LEARNING OUTCOME(S):**

After taking this course, students will be able to (a) demonstrate that they understand the advantages, and disadvantages and costs of the sources of long-term capital (specifically bonds, preferred stock, and common stock) and how these sources can be used to support the growth of business, (b) apply capital budgeting techniques to make long-term investment decisions, (c) apply CFA charter-holder level knowledge to decision making.

**B. EVALUATION INSTRUMENTS (ASSIGNMENTS):**

Specific assignments will vary by instructor, but typical assignments include excel valuation group case assignment and valuation project (e.g. a simple regression to calculate beta using excel).

**C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:**

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

**OBJECTIVE - Quantitative and Technical Skills:**

**A. MEASURABLE STUDENT LEARNING OUTCOME(S):**

After taking this course, students will be able to (a) apply preparation towards CFA charter-holder examinations, and (b) demonstrate that they have a strategic plan towards CFA charter-holder professional experience requirements. As part of this course, students will be recommended to obtain a working knowledge of CRSP and Compustat database.

**B. EVALUATION INSTRUMENTS (ASSIGNMENTS):**

Specific assignments will vary by instructor, but typical assignments include excel group case assignment and valuation project.

**C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:**

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

**D. Practical Experience Component**

CFA charter holder designation requires examinations and practical experience.

Students can fulfill part of the seminar requirements through an internship or practical training in the semester when enrolled in the capstone FIN691. Students need to consult the eligibility of the number of hours with the Center for International Education, COB Graduate Programs Office, and MSF Director as well as Finance Chairperson

**V. Outline of Subject Matter**

**SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED**

<u>Week</u>	<u>Topic</u>	<u>Possible CFA Reading and Assignments</u>
1	Ethical and Professional Standards	<p><b>Study session 2: Ethical and Professional Standards in Practice</b></p> <p>Reading 3: Application of the Code and Standards</p> <p>Reading 4: Asset Manager Code of Professional Conduct</p>

2	Behavioral Finance, Individual Investors, and Institutional Investors	<b>Study Session 3: Behavioral Finance</b> Reading 5: The Behavioral Finance Perspective Reading 6: The Behavioral Biases of Individuals Reading 7: Behavioral Finance and Investment Process
3	Behavioral Finance, Individual Investors, and Institutional Investors	<b>Study Session 4: Private Wealth Management (1)</b> Reading 8: Managing Individual Investor Portfolios Reading 9: Taxes and Private Wealth Management in Global Context Reading 10: Estate Planning in a Global Context
4	Behavioral Finance, Individual Investors, and Institutional Investors	<b>Study Session 5: Private Wealth Management (2)</b> Reading 11: Concentrated Single-Asset Positions Reading 12: Lifetime Financial Advice: Human Capital, Asset Allocation, and Insurance
5	Behavioral Finance, Individual Investors, and Institutional Investors	<b>Study Session 6: Portfolio Management for Institutional Investors</b> Reading 13: Managing Institutional Investor Portfolios
6	Economic Analysis and Asset Allocation	<b>Study Session 7: Applications of Economic Analysis to Portfolio Management</b> Reading 15: Capital Market Expectation Reading 16: Equity Market Valuation
7	Economic Analysis and Asset Allocation	<b>Study Session 8: Asset Allocation and Related Decisions in Portfolio Management (1)</b> Reading 17: Asset Allocation
8	Economic Analysis and Asset Allocation	<b>Study Session 9: Asset Allocation and Related Decisions in Portfolio Management (2)</b> Reading 18: Currency Management: An Introduction Reading 19: Market Indexes and Benchmarks

9	Trading and Rebalancing, Performance Evaluation, and Global Investment Performance Standards	<b>Study Session 16: Trading, Monitoring and Rebalancing</b> Reading 29: Execution of Portfolio Decisions Reading 30: Monitoring and Rebalancing
10	Trading and Rebalancing, Performance Evaluation, and Global Investment Performance Standards	<b>Study Session 17: Performance Evaluation</b> Reading 31: Evaluating Portfolio Performance
11	Trading and Rebalancing, Performance Evaluation, and Global Investment Performance Standards	<b>Study Session 18: Global Investment Performance Standards</b> Reading 32: Overview of the Global Investment Performance Standards
12	Putting Integrity into Finance (Business Ethics, Finance and Strategy)	HBR Article
13	Thompson Asset Management (Diversification, Financial Engineering, Portfolio Management, Portfolio Returns, Quantitative Analysis, Risk Assessment)	HBR Case
14	Case Presentation of Thompson Asset Management	
15	Sum of the Parts Valuation: Digital Realty Trust (Assets, Finance, Investment, Real Estate and Valuation)	HBR Case
16	Case Presentation: Sum of the Parts Valuation: Digital Realty Trust	HBR Case
17	Final examination/presentation/etc.	

**At least one class meeting should be devoted to content related to current topic and futuristic trends of finance including but not limited to Fintech, cryptocurrency, augmented reality, cyber security, public cloud, block chain.**

## 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 class 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

- A seminar style approach is utilized by incorporating classroom discussion and presentation of case studies. Grades will be based upon the following activities:
- Participation in class discussions and cases
- Case study assignments and presentations
- 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.
- Another active learning approach is the use of HBR-level case discussion and written analysis. At this level of instruction, MSF students must have some type of pedagogical tools for active learning that are beyond the undergraduate level of lecture and multiple choice examinations.

### EXTENT AND NATURE OF TECHNOLOGY USE

Instructors will recommend students to use CRSP and Compustat database for data retrieval and data processing tool as part of instruction.

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](mailto:helpdesk@csulb.edu) or (562) 985-4959.

## VII. Information about Textbooks/Readings

- CFA Institute-produced publications
- Selection of Harvard Business School Articles and Cases
- Additional readings packages will be handed out in advance of class discussions.

## 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.

## **E. 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](mailto: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](mailto: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](mailto: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](#)**