



Portfolio Management
MBA 552
Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

Learners apply strategic financial decision-making skills to create manage a financial portfolio.

Prerequisites: MBA 550 and MBA 551.

II. Required and Supplementary Instructional Materials

Mishkin, F. (2013) *The Economics of Money, Banking and Financial Markets*. Pearson

III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each program of study that are in line with the institutional outcomes of critical thinking, ethical reasoning, leadership, communication, and career preparation. Course outcomes support program outcomes and are listed below.

Upon successfully completing this course, the learner will be able to:

1. Develop financial portfolio recommendations based upon complex customer requirements.
2. Construct a complex financial portfolio.
3. Select appropriate performance assessment and management techniques for a complex financial portfolio.
4. Critique a financial portfolio’s short and long-term performance.
5. Appraise adaptive, corrective, or financial improvement strategies based upon evaluation of a complex financial portfolio’s performance.
6. Recommend and execute financial portfolio improvements based upon customer preferences.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance. No credit will be awarded, but the grade will be included in GPA calculations.
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor's degree, are pursuing an additional bachelor's degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

VIII. Course Policies

Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

IX. [Technology Requirements](#)

X. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

XII. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussion	6	150	15%
Business Briefs	3	300	30%
Individual Portfolio Assessment	1	300	30%
Group PowerPoint	1	200	20%
Ethics Brief	1	50	5%
Total Points		1000	100%

XIII. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> Read Mishkin, Chapters 1-3 Read Tarasi, O. Bolton, R. Hutt, M., Walker, B. (2011). Balancing Risk and Return in a Customer Portfolio. Journal of Marketing. May2011, Vol. 75 Issue 3, p1-17. 17p. Read Maghrebi, N. Holmes, M, Oya, K (2014). Financial instability and the short-term dynamics of volatility expectations. Applied Financial Economics. Mar2014, Vol. 24 Issue 6, p377-395. 19p. View “Best Places To Invest Your Money For the Short Term” View Ethics multimedia presentation. 	<ul style="list-style-type: none"> Unit 1 Discussion Unit 1 Ethics Brief
2	<ul style="list-style-type: none"> Read Mishkin, Chapters 4-7 Read Baumgartner, D. (2013) Banking 101-- Risk Adjusted Performance Management: An Overview .Journal of Performance Management. 2013, Vol. 25 Issue 1, p3-15. Read Kand, W. and Montoya, M. (2014). The Impact of Product Portfolio Strategy on Financial Performance: The Roles of Product Development and Market Entry Decisions .Journal of Product Innovation Management. May2014, Vol. 31 Issue 3, p516-534. View: “Call Options & Put Options Explained Simply In 8 Minutes (How To Trade Options For Beginners)” View “A look inside hedge funds” 	<ul style="list-style-type: none"> Unit 2 Discussion Unit 2 Business Brief
3	<ul style="list-style-type: none"> Read Mishkin, Chapters 8-9, 13-15 Read Anderson, K. and Murphy, D. (2014) Stocks and Bonds: What to Put In and What to Leave Out of Individual Retirement Accounts and Qualified Plans. Journal of Financial Service Professionals. Sep2014, Vol. 68 Issue 5, p39-52. Read Tokar, C. (2015). Financial literacy and financial behavior: Assessing knowledge and confidence. Financial Services Review. Summer2015, Vol. 24 Issue 2, p101-117. View “Investment Analysis & Portfolio Management” 	<ul style="list-style-type: none"> Unit 3 Discussion Unit 3 Business Brief

Unit	Reading & Preparation Activities	Graded Work Due
4	<ul style="list-style-type: none"> • Read Mishkin Chapters 16-19 • Read Jin-Woo Kim (2010) . Assessing the long-term financial performance of ethical companies. Journal of Targeting, Measurement & Analysis for Marketing. Sep2010, Vol. 18 Issue 3/4, p199-208. 10p. • Read Gaudecker (2015). How Does Household Portfolio Diversification Vary with Financial Literacy and Financial Advice? Journal of Finance. Apr2015, Vol. 70 Issue 2, p489-507. 19p. • Read Alhenawi, Y. and Elkhal, K. (2013). Financial literacy of U.S. households: Knowledge vs. long-term financial planning. Financial Services Review. Fall2013, Vol. 22 Issue 3, p211-244. • View “What Stocks To Buy Now For Long Term?” • View “What is Beta? - MoneyWeek Investment Tutorials” 	<ul style="list-style-type: none"> • Unit 4 Discussion • Unit 4 Business Brief
5	<ul style="list-style-type: none"> • Read Mishkin, Chapters 20-21 • Read Cardoni, M., Melis, R., and Trudda, A. (2015) . Financial Crisis: A New Measure for Risk of Pension Fund Portfolios. PLoS ONE. Jun2015, Vol. 10 Issue 6, p1-12. • Read Gibson, R, Michayluk, D. and Van de Venter, G. (2013). Financial risk tolerance: An analysis of unexplored factors. Financial Services Review. Spring2013, Vol. 22 Issue 1, p23-50. • View “Beginner's guide to investing: the currency markets - MoneyWeek Investment Tutorials” • View “Grow your money: How to invest in global markets” 	<ul style="list-style-type: none"> • Unit 5 Discussion • Unit 5 Group PowerPoint Project
6	<ul style="list-style-type: none"> • Read Mishkin, Chapters 22-25 • Read Grable, J, and Carr, N. (2014). Risk Tolerance and Goal-Based Financial Planning. Journal of Financial Service Professionals. Jan2014, Vol. 68 Issue 1, p12-14. • Read Harden, J. and Upton, D. (2016). An Introduction to the Use of the Balanced Scorecard for Performance Evaluation by Financial Professionals. Journal of Financial Service Professionals. Mar2016, Vol. 70 Issue 2, p81-88. • View ROTH IRA vs. Traditional IRA - Begin To Invest 	<ul style="list-style-type: none"> • Unit 6 Discussion • Unit 6 IPA – Individual Portfolio Assessment

XIV. College Resources

- [Advising](#)
- [Self-Service](#)
- [Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV. ADA Compliance Statement

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: <http://www.sckans.edu/student-services/1st-class/sc-access/>.

XVI. Senior Capstone and Graduate Projects:

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.