

**MFP-537-OL  
Retirement Income Planning  
Term 4 2020**

**COURSE TYPE:**

This is an **online course** that is delivered in an 8-week format. It compresses the workload of a full 11-week course into only 8 weeks. You should therefore expect a higher than usual workload during the weeks of the course. Also, it is important that you actively participate throughout the course, starting with the first day of the term. This includes that you ensure access to the necessary technology prior to the start of the course, that you have studied all relevant material *prior* to attending the mandatory, weekly live-chat, and that you deliver all assignments by the deadlines indicated. If you have technical questions, please contact the CLU Help Desk by telephone at 805-493-3698, by email to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu).

**INSTRUCTOR INFORMATION:**



**Name:** Dr. Kimberly Turner  
**Office Location:** Virtual  
**Office Hours:** By appointment  
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**Instructor Profile:**

<https://www.callutheran.edu/faculty/profile.html?id=kturner>

**TIME / PLACE:**

- **Term Dates:** Monday, March 9<sup>th</sup> - Sunday May 3<sup>rd</sup>, 2020
- **Weekly Class Meeting:** Wednesday, 5:30 – 7:00pm
- **Classroom:** Online
- **Last Day to Add:** Saturday, March 7<sup>th</sup> 2020
- **Last Day to Drop (without a “w” or financial penalty):** Sunday March 15<sup>th</sup> 2020
- **Last Day to Withdraw (without academic penalty):** Saturday April 11<sup>th</sup>, 2020

### REQUIRED TEXTBOOK/READINGS:

The required textbook for this course is:

Author(s):	Michael Zwecher
Text Title:	Retirement Portfolios: Theory, Construction, and Management
Year of publication:	2010
Edition:	1st
Publisher:	John Wiley & Sons
ISBN Number:	978-0-470-55681-8

Author(s):	Wade Pfau
Text Title:	How Much Can I Spend in Retirement
Year of publication:	2017
Edition:	1st
Publisher:	Retirement Research Media
ISBN Number:	978-1-945640-025

Various articles are provided which will supplement the textbook chapters.

### COURSE DESCRIPTION:

This course is intended to explore how financial planning practitioners bridge the gap between client's wealth and their cash flow needs during retirement. To do this we will explore the implications of longevity, inflation and return volatility on client funding needs.

Students will create a pro-forma retirement budget in order to define both base and discretionary spending levels. Students will then use both Probability-based and Safety-first methods to determine appropriate asset allocations based on client risk tolerance and capacity. Comparisons will be made between Annuitized products (including Social Security) and capital assets to better understand the risks of both. Students will also explore alternative retirement products such as LT Care Insurance, Longevity Insurance, and Reverse Mortgages as ways to hedge against running out of assets during retirement.

<https://catalog.callutheran.edu/grad/schoolofmanagement/thembainfinancialplanning/#xtab>

### PREREQUISITES:

MFP 513 (BUS 519) and MFP 525 (BUS 505)

### TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follow:

- Check your OS and Java version [here](#), and enter into the Configuration Room to make sure you can get into [Blackboard Collaborate](#) or enter the following in your browser:  
<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>
- Minimum computer requirements:
  - Memory: 4 GB RAM or higher
  - Hard Drive: 10% or more free space on your hard drive
- Broadband connection highly recommended – DSL or above

- Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

### **LEARNING OUTCOMES:**

The MBA-FP Program at California Lutheran University's School of Management has been designed to achieve a total of nine learning outcomes. While each course alone, including this present one, teaches only towards a subset of those nine outcomes, all of them will be accomplished by students upon successful completion of their program.

1. **FUNDAMENTALS:** *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. **PLANNING AND ORGANIZATION:** *Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. **INTERPERSONAL COMPETENCIES:** *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*
5. **GLOBAL ENVIRONMENT:** *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
6. **LEADERSHIP AND CHANGE:** *Graduates of the School of Management are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*
7. **PUBLIC MANAGEMENT SKILLS:** *Graduates of the Master of Public Policy and Administration have knowledge of project management, evaluation of policy alternatives, collaboration, communication and team building, which allow them to effectively work with communities, policy makers and other stakeholders on a wide range of policy issues.*
8. **ETHICS:** *Graduates of the Master of Public Policy and Administration are able to evaluate and apply ethical values to policy practice.*
9. **RESEARCH AND POLICY ANALYSIS:** *Graduates of the Master of Public Policy and Administration are able to conduct research and apply relevant analysis to public administration and policy.*

Information on which learning outcomes are addressed in this course can be found in the section on "Assessments and Learning Outcomes" below.

### **DIDACTIC APPROACH:**

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
  - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
  - Presentation of topics in class by instructor using PowerPoint slides.
- Student-Instructor Interaction
  - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
  - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.

- Direct interaction between student and instructor.
- Practice and Application
  - Preparation of short assignments by students before class.
  - Participation in discussion boards.
  - Deepening of concepts in discussion.
  - Final project / presentation on a selected topic.

### **ASSESSMENT AND GRADING:**

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

#### **Attendance:**

All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student's responsibility to verify course drops dates to avoid academic and financial penalties.

Students may miss a maximum of three weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

#### **Participation**

Class participation and attendance in the discussion board, group case study, and live chats is weighted heavily in this course because discussion and exchange of diverse ideas is what enriches our learning experience. Students will be graded on their ability to provide clear explanations, ask pertinent questions, contribute to overall class learning, participate and contribute to group learning activities, complete team evaluations, and critically discuss and analyze issues. Participation is expected, and student engagement in this process will be monitored. Please notify the instructor in advance, if you will be absent for any module.

The following items will be included in the combined participation grade: attendance, participation within the live chats, the weekly discussion boards, viewing the pre-recorded lectures, timely submission of work, engagement in the group project and extra credit opportunities (when offered).

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
<b>Live Class Participation</b>	Students do not participate actively in class and even when directed do not contribute to class substantively. <b>The grade percentage range for this level is 0%-73.9%</b>	Students are largely passive during the class, but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value. <b>The grade percentage range for this level is 74-83.9%</b>	Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. <b>The grade percentage range for this level is 84-93.9%</b>	Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. <b>The grade percentage range for this level is 94-100%</b>
<b>Weekly Discussion Boards</b>	Students fail to participate in the discussion board or merely attempt to fulfill the minimum, with short posts that lack substance. Any posts are generally made late on the last day of the week. <b>The grade percentage range for this level is 0%-73.9%</b>	Students largely restate the obvious, concur with other students' opinions or simply repeat text from other sources used in the course. There is little to no effort to engage with classmates. Posts generally occur late in the week and all at once. <b>The grade percentage range for this level is 74-83.9%</b>	Students' contributions are substantive and coherent, but they are isolated. Interaction with other classmates is about average or slightly above the average. Students posts tend to occur later in the week. <b>The grade percentage range for this level is 84-93.9%</b>	Students show initiative by initiating or stimulating a discussion with statements or further questions that are challenging and/or foster further dialogue. Contributions and responses to other students' contributions are substantive and coherent. Student posts early and often during the week. <b>The grade percentage range for this level is 94-100%</b>

### **Assignments**

The weekly learning assignments may include: textbook assignments, practitioner readings, group discussions, pre-recorded chat sessions, live online chats, individual or group case studies and end-of-chapter problems. The objective of these multiple activities – both theoretical and practical – is to promote the student's overall learning experience.

Readings and discussions are included in the Participation grade. The quizzes, term paper, class presentation, budget analysis, and other assigned papers are all graded assignments. The term paper accounts for 55% of the grade (5% from the research resource paper, 10% from the class presentation and 40% based on the actual paper) and the research proposal accounts for 10% of the grade. Grading rubrics for all three assignments will be provided at the beginning of the term.

	<b>Student Achievements</b>			
	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Outstanding</b>
<b>Assignments and Papers</b>	Students do not follow the instructions for the assignment and/or are not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. The grade percentage range for this level is 0-73.9.	Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. The grade percentage range for this level is 74-83.9.	Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. The grade percentage range for this level is 84-93.9.	Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. The grade percentage range for this level is 94-100.
<b>Presentation</b>	Students do not sufficiently follow the instructions for the presentation and/or are not sufficiently capable of describing the concept at hand in a concise, relevant, rigorous and coherent manner. There is limited or insufficient use of the knowledge base from the course. The grade percentage range for this level is 0-73.9	Students closely follow the instructions for the final presentation. Their comprehension of the concept at hand is not complete, and they fail to critically evaluate it. Slides lack clarity and/or oral presentation shows considerable room for improvement. There is somewhat limited or insufficient use of the knowledge base from the course. The grade percentage range for this level is 74-83.9.	Students closely follow the final presentation for this assignment. They demonstrate deep comprehension of the concept at hand but fail to fully evaluate it in a structured and critical manner. There's some lack of clarity in the slides and/or some room for improvement of the oral presentation. There is good, but not perfect use of the knowledge base from the course. The grade percentage range for this level is 84-93.9.	Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the concept at hand but are also capable of critically evaluating it. Their slides and their oral presentation have definite clarity. There is good, close to perfect use of the knowledge base from the course. The grade percentage range for this level is 94-100.
<b>Case Study</b>	Students do not follow the instructions for the assignment and/or are not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. The grade percentage range for this level is 0-73.9	Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. The grade percentage range for this level is 74-83.9.	Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. The grade percentage range for this level is 84-93.9.	Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. The grade percentage range for this level is 94-100.

**ASSESSMENTS AND LEARNING OUTCOMES:**

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. Fundamentals               | 6. Leadership and Change        |
| 2. Planning and Organization  | 7. Public Management Skills     |
| 3. Individual Competencies    | 8. Ethics                       |
| 4. Interpersonal Competencies | 9. Research and Policy Analysis |
| 5. Global Environment         |                                 |

The following learning objectives are addressed by each form of assessment used in the course:

Form of Assessment	Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Participation			X				X		X
Quizzes	X		X				X		
Budget Paper	X		X				X	X	
Critical Papers	X		X	X			X	X	X
Case Study	X		X	X			X		
Presentation							X		X

## **OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES**



Session	Week of	Textbook Readings	Topics
1	03/9	Zwecher: Ch. 1, 2  Pfau: Ch. 1(1-21)	Classroom Protocol, Overview, Schedule <b>The Retirement Problem</b> Analysis of assumptions, goals and risks in retirement planning “Psychological Impediments to Retirement Income Planning.” ” Mathew Greenwald “Retirement Income Redesigned: Master Plans for Distribution. ” Harold Evensky “Decision Making at Retirement.” Donald MacGregor
2	03/16	Pfau: Ch. 1 (22-34)	<b>The Two Schools: Probability-Based and Safety First</b> The battle of Retirement Income sources, but with an eye on client wishes and needs. “The Yin and Yang of Retirement Income Philosophies.” Pfau, Cooper Pre-recorded lectures: Prospect Theory and Bengen’s 4% solution
3	03/23	Zwecher: Ch. 3  Pfau: Ch. 2	<b>Breaking the Gordian Knot: Liability: Asset matching</b> Balance Sheet approach to Retirement planning “Using a Hierarchy of Funds to Reach Client Goals.” Branning, Grubbs “Adaptive Investing: A Responsive Approach...” Pittman, Greenshields Pre-recorded lecture on Sequence of Return Risk <b>Create Your Client Profile</b>
4	03/30	Pfau: Ch. 5	<b>Building the pro-forma Retirement Budget</b> The different levels of Retirement spending, from the floor to Legacy. Age-banding techniques to estimate how budgets change over time. The Modern Portfolio Pyramid, client and BLS data to create pro-forma budgets “Using Age Banding to Estimate How Spending with Decline in Retirement.” Michael Kitces “Modern Retirement Theory: Reaching Client Goals in Every Market.” Branning, Grubbs (Supplement to JFP, Dec. 2009) “Exploring the Retirement Consumption Puzzle.” Blanchett, Journal of Financial Planning, May 2014. “Budget Models of Retirement Spending.” Bogleheads (Wiki) “Models of Spending as Retirement Progresses.” Bogleheads “Do we Need a Price Index for the Elderly?” Alice Munnell Pre-recordeds lecture: Building retiree budgets and Age Banding <b>Build Pro-forma Age-band retirement budget for Client</b>
5	04/6	Zwecher: Ch. 4-6, 11	<b>Retirement Assets</b> The Asset side of the balance sheet – funding Liabilities and Legacies ‘Flooring’ products – Annuities, LT Insurance, and Treasury instruments. Returns, Risk, Time, Inflation and Liquidity – considerations when building a diversified portfolio for long term growth. “Retirement Income Showdown: Risk Pooling v Risk Premium” Pfau “Why Bond Funds Don’t Belong in Retirement Portfolios.” Pfau “Understanding Longevity Insurance...” Michael Kitces “Reducing Retirement Risk with a Rising Equity Glide Path. ” Pfau, Kitces Prerecorded lectures on Mortality Credits and Using Time to Reduce Risk

6	04/13	Zwecher: Ch. 7,10,12  Pfau: Ch. 6, 7	<b>Strategies</b> Moving from Modern Portfolio Theory to Modern Retirement Theory. Matching the strategy to the need. Safe Withdrawal Rates and Variable Spending Rules Funding the Floor with Safe Assets Everything that you ever wanted to know about RMD's. Coordinating Social Security Claiming into the Plan. "An Overview of Retirement Income Strategies." Finke, Blanchett "When Should You Claim Social Security?" Wade Pfau
7	04/20	Zwecher: Ch. 14, 15	<b>Reverse Mortgages + Alternatives, Tax Efficiency, Valuation</b> Additional considerations when funding Retiree portfolios "Tax-Effective Withdrawal Strategies." Cook, Meyer, Reichenstein "Incorporating Home Equity into a Retirement Income Strategy." Pfau "Increasing Retirement Withdrawal Rates through Asset Allocation." Kitces, Pfau Presentation – Morton Capital on Alt. Investing in Retirement
8	04/27		<b>Presentations</b> Presentations Class presentations on a Retirement Income plan for their Clients "Financial Professional's Guide to Working with Older Clients" AARP "The Retirement Problem..." Knowledge @ Wharton <b>Case Study Presentations</b> <b>Case Study Due</b>

### COURSE BIBLIOGRAPHY

The following is a sampling of resources available for issues and concepts about behavioral finance. The student should consult multiple sources in order to clarify concepts or methods with which the student is having a particular problem or to extend their knowledge about a subject of particular interest.

- Zwecher, Michael J, Retirement Portfolios: Theory, Construction, and Management. Wiley and Sons, 2010
- Greenwald, Mathew, "Psychological Impediments to Retirement Income Planning." Retirement Income Redesigned: Master Plans for Distribution, Harold Evensky ed., Wiley and Sons, 2006.
- Evensky, Harold, "Retirement Income Redesigned: Master Plans for Distribution." Retirement Income Redesigned: Master Plans for Distribution, Harold Evensky ed., Wiley and Sons, 2006.
- MacGregor, Donald, "Decision Making at Retirement." Decision Making at Retirement; High Stakes for the Long Haul, Harold Evensky ed., Bloomberg Press, 2006.
- Anthony, Mitch, The New Retirementality: Planning Your Life and Living Your Dreams..., Wiley and Sons, 2008
- Anthony, Mitch and Lewis Green Walker, "Maslow Meets Retirement," Retirement Income Redesigned: Master Plans for Distribution, Harold Evensky ed., Wiley and Sons, 2006
- Branning, Jason and Ray Grubbs, "Using a Hierarchy of Funds to Reach Client Goals." Journal of Financial Planning, Dec. 2010, pp 31-33.
- Branning, Jason and Ray Grubbs, "Modern Retirement Theory: Reaching Client Goals in Every Market." Journal of Financial Planning Supplement, Dec. 2009
- Pfau, Wade and Jeremy Cooper, "The Yin and Yang of Retirement Income Philosophies."
- Pfau, Wade, "Making Sense Out of Variable Spending Strategies for Retirees."
- Pfau, Wade, "Two Schools of Thought on Retirement Income." Journal of Financial Planning, 2015
- Pfau, Wade, "What is a Safety-First Retirement Plan?" Retirement Researcher, 2016
- Pfau, Wade, "Incorporating Home Equity into a Retirement Income Strategy."
- Pfau, Wade, "When Should You Claim Social Security?" Retirement Researcher, 2016
- Pfau, Wade, "Why Bond Funds Don't Belong in Retirement Portfolios." Advisor Perspectives, August 2015
- Kitces, Michael, "Understanding Longevity Insurance...", Kitces blog, January 27, 2016

- Kitces, Michael, "Using Age Banding to Estimate How Spending with Decline in Retirement." Kitces blog, Nov. 2016
- Kitces, Michael, "Can Increasing the Long-Term Care Insurance Elimination Period Make Coverage Appealing Again?" Kitces blog, January, 2015
- Kitces, Michael and Wade Pfau, "Reducing Retirement Risk with a Rising Equity Glide Path." *Journal of Portfolio Management*, January, 2014, pp 38-45
- Kitces, Michael and Wade Pfau, "Increasing Retirement Withdrawal Rates Through Asset Allocation." *AAIL Journal*, April, 2015
- Pittman, Sam and Rod Greenshields, "Adaptive Investing: A Responsive Approach..." *Retirement Management Journal*, Vol 2, Number 3
- Bogleheads® wiki, "Budget Models of Retirement Spending."
- Bogleheads® wiki, "Models of Spending as Retirement Progresses."
- Munnell, Alice and Anqi Chen, "Do we Need a Price Index for the Elderly?" *Center for Retirement Research of Boston College*, Oct. 2015 •
- Bosworth, Barry and Gary Burtless, Mattan Alalouf, "Do Retired Americans Annuitize Too Little?" *Center for Retirement Research of Boston College*, June 2015
- Finke, Michael and David Blanchett, "An Overview of Retirement Income Strategies." *Journal of Investment Consulting*, April, 2016
- Cook, Kirsten and William Meyer, William Reichenstein, "Tax-Effective Withdrawal Strategies." *Financial Analysts Journal*, Vol. 71, Number 2 pp 16 - 29
- AARP, "Financial Professional's Guide to Working with Older Clients" *Financial Planning Association*
- US Dept. of HHS, "Long-term Care Insurance Research Brief." 6/01/2012
- "Experiencing Change in Retirement" *Society of Actuaries*, 2014
- "The Retirement Problem: What Will You do With All That Time?"  
<http://knowledge.wharton.upenn.edu/article/the-retirement-problem-what-will-you-do-with-all-that-time/>
- "Retirement Planning in the Age of Longevity Proceedings" (Stanford, 2012) <http://docplayer.net/6132148-Retirement-planning-in-the-age-of-longevity-conference-proceedings-may-9-11-2012-longevity-stanfordedu.html>
- Blanchett, David, "Exploring the Retirement Consumption Puzzle." *Journal of Financial Planning*, May 2014.
- <http://www.advisorperspectives.com/articles/2014/09/23/jeremy-siegel-vs-zvi-bodie-does-equity-riskdecrease-over-time>
- Guyton, Jonathan T. 2004. "Decision Rules and Portfolio Management for Retirees: Is the 'Safe' Initial Withdrawal Rate Too Safe?" *Journal of Financial Planning* 17 (10): 54–62.
- Guyton, Jonathan T., and William J. Klinger. 2006. "Decision Rules and Maximum Initial Withdrawal Rates." *Journal of Financial Planning* 19 (3): 50–58.
- Evensky, Harold, John Salter, Shaun Pfeiffer "Standby Reverse Mortgages: A Risk Management Tool for Retirement Distributions," *Journal of Financial Planning*, December, 2013.
- Sacks, Barry, and Stephen Sacks, "Reversing the Conventional Wisdom: Using Home Equity to Supplement Retirement Income." *Journal of Financial Planning*, date
- BLS data on retiree budgets
- Hurst, Erik, "Consumption in Retirement: Recent Developments," *Recalibrating Retirement Spending and Savings*, ed. John Ameriks and Olivia Mitchell, Oxford University Press, 2008. 10
- Pittman, Sam and Grant Gardner, "Measuring the Risk of Running Out of Money in Retirement," *Journal of Financial Planning*, December 2013.
- <https://www.thebalance.com/should-you-own-alternative-investments-in-retirement-4000513>  
<http://cammackretirement.com/knowledge-center/insights/cammack-retirement-investment-researchalternative-investments-in-defined-contribution-plans-1>
- "Designing and Communicating Retirement Plans for "Humans." Steve Vernon

**GRADING:**

Percentage	Grade	Percentage	Grade
>94%	A	74% to 76.9%	C
90% to 93.9%	A-	70% to 73.9%	C-
87% to 89.9%	B+	67% to 69.9%	D+
84% to 86.9%	B	64% to 66.9%	D
80% to 83.9%	B-	60% to 63.9%	D-
77% to 79.9%	C+	<60%	F

Activity	Weighting
Case Study Presentation	20%
Case Study Paper	30%
Case Study Power Point	5%
Live Class Participation	15%
Discussion Board	10%
Weekly Quizzes	20%
Total Possible Points	100%

**STUDENT WORKLOAD FOR THIS COURSE**

A detailed breakdown of time (1 Carnegie hour = 50 clock minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Required readings			5.25	42	Textbook and outside readings
Pre-recorded lectures & videos	1.25	8			
Other (webinars, tax materials)					
Live weekly chats	1.67	16			
Weekly discussion boards	1.67	8			
Quizzes	1	6	1	8	6 Quizzes
Case Study	2	.8	.5	48	
Presentation preparation	.0625	.4	.5	2	
			.		
<b>Total</b>	<b>7.652</b>	<b>50</b>	<b>16.25</b>	<b>100</b>	

**UNIVERSITY POLICIES:**

The university policies are posted in the Blackboard course in the section listed in the left navigation bar. Please take the time to review the policies.

**DISCLAIMER:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.

END

**COURSE EVALUATIONS:**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

**ELECTRONIC DEVICE USE:**

In many aspects of life, laptops, tablets and smartphones have become essential. Recent studies, however, have shown that the use of electronic devices in the classroom can have adverse effects on learning and academic

performance – often to both the user and the students around him/her. The School of Management therefore strongly recommends not using any such devices unless they are required, or an explicit permission has been obtained from the instructor, the university or the program director.

#### **ACADEMIC INTEGRITY:**

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management, students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

#### **UNIVERSITY HARRASSMENT POLICY:**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

#### **SEXUAL MISCONDUCT:**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

#### **PEARSON LIBRARY:**

The Pearson Library holds over 318,500 volumes including 185,300 full-text e-books; 300 print and electronic journal subscriptions; 161 online databases with over 70,000 full text journals and full-text articles from scholarly journals. Specialized business and management databases include [Business Source Premier](#), [Business Full Text](#), [Data-Planet Statistical Datasets](#), [Emerald eJournals](#), [First Research](#), [LEXIS](#), [Mergent Online](#), [Morningstar](#), [ProQuest](#), [Research Monitor](#), [Westlaw](#), among others. To begin using these materials, visit the Pearson Library's business research guide at <http://libguides.callutheran.edu/BusinessAdmin>. For assistance, you can also contact the library's School of Management liaison, Henri Mondschein MLS, Ed.D., Email [mondsche@callutheran.edu](mailto:mondsche@callutheran.edu), phone: (805) 493-3012. For general assistance, you can chat live on the Library's homepage at <http://www.callutheran.edu/library/> or you can contact the library via email at [clulibrary@callutheran.edu](mailto:clulibrary@callutheran.edu) or via phone at (805) 493-3255.

#### **CLU WRITING CENTER:**

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse

disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

#### **VETERANS RESOURCES:**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or (805) 493-3648 for more information.

#### **DISABILITY STATEMENT:**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Academic Services Building, and can be contacted by calling (805) 493-3464 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

#### **HELP DESK:**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call (805) 493-3698.

#### **DISCLAIMER:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.