

Financial Planning
Course Number: 29:393:495
Course Title: Capstone: Developing a Financial Plan

COURSE DESCRIPTION

The emphasis in this course is on the applications of financial planning concepts in an integrated planning environment. This Capstone course utilizes case studies to tie together the various disciplines studied in the various financial planning courses into a comprehensive financial planning process. The case-study format differs from the traditional lecture format in that students take a more active role in the learning process. Students complete several segmented financial planning cases related to insurance, investing, taxation, retirement planning and employee benefits, and estate planning. Students develop both basic and complex comprehensive financial plans by following the six-step financial planning process. Students complete individual and group work and participate in the presentation of a comprehensive financial plan to the class. This experience serves as a model for application as a professional.

As the subject of financial planning is based on individual situation analysis, students will analyze and present various case studies. It is important that students have an opportunity to make presentations to the class in a manner that attempts to replicate the interaction of financial planners with their clients.

COURSE MATERIALS

Text Books The Process of Financial Planning: Developing a Financial Plan, 2nd Edition
Authors: Ruth H. Lytton, John E. Grable,
ISBN: 978-1-936362-98-1

The Case Approach to Financial Planning: Bridging the Gap between Theory and Practice, 3rd Edition
John E. Grable, Derek D. Klock, and Ruth H. Lytton
ISBN: 978-1-945424-02-1

Please go to www.nucollege.com/students to order the textbooks and you should receive a 25% discount on the textbook bundle package of both texts. The discount should be applied automatically. You can also order by phone by calling customer service at 1-800-543-0874, ext 2207 or 614-562-6462. Please mention that you are a student and reference discount code J02SMNU to receive the discount.

You will need a financial calculator for the class as we will be doing many time value of money calculations

We will also be using Financial Planning Software called MoneyGuidePro. This software is used by many financial advisors and you will have access to the student version throughout this semester and you will utilize this tool to work on the financial planning case studies.

Canvas:

Canvas is the primary course management system tool for this course and it is your responsibility to make sure you have proper access to Canvas and that your email address forwards any emails from Canvas to you.

COURSE EXPLANATION

This course is designed as A Study course. This Study course includes both class sessions and sessions that are completed by the student. There is a total of 18 class sessions and 10 sessions. The sessions are clearly marked in the Course Schedule and Assignments section of the syllabus.

You must fully complete the assigned readings, watching of videos for each session, along with the submission of each assignment. This is necessary so you are prepared for the next session where much of the on-line session assignment will be reviewed and presented by you and your fellow classmates. Failure to complete the sessions and assigned work will result in a reduction in your grade under the grade categories of **The Process of Financial Planning Homework Assignments (TPFP)** – 3% points each and **Bedo Case Study Project** (11 assignments; 4% point each).

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following area(s) associated with the complete Financial Planning Process through a case study approach:

Specific Goals and Objectives for the Capstone: Developing a Financial Plan

1. The primary purpose of this course is to bring together all the academic and professional knowledge you have learned so that you will be able to launch a successful career in providing clients with excellent financial guidance and planning.
2. This course focuses on the application of the knowledge acquired in the following courses: Retirement Planning, Estate Planning, Financial Planning and Insurance, Tax Planning, Investments, Financial Institutions and Markets and Finance.
3. Emphasis will be on the analysis of data, critical thinking about the client's circumstances, the presentation of information and the subsequent recommendations to a client.
4. The interrelationship of all the financial planning areas in the construction of comprehensive financial plans. Assignments, presentations and other evaluations will be used to hone the student's analytical, presentation and financial planning skills.

General Goals and Objectives through the Learning Process

1. **Financial Planning knowledge.** Students graduating with a BS degree will have broad understanding of basic business theory and practice and deep understanding of theory and practice within their major field.

Students will demonstrate:

- a. knowledge of current basic concepts in the functional areas of the financial planning process.
- b. knowledge of current advanced concepts within their major field and an ability to integrate and apply these concepts to practical financial planning problems.
- c. proficiency at using current software tools to manage and present financial planning analysis and financial planning techniques.

2. **Critical Thinking and Ethical judgment.** Students graduating with a BS degree will use reasoned and ethical judgment when analyzing problems and making decisions.

Students will demonstrate:

- a. ability to critically evaluate unstructured financial planning decision-making scenarios and develop solutions
- b. recognition of ethical dimensions in unstructured financial planning decision-making scenarios and implementation of ethical solutions.

3. Student work and **Persuasive communication.** Students graduating with a BS degree will be effective communicators and have interpersonal relation skills.

Students will demonstrate:

- a. ability to construct clear, concise, and effective written financial planning case analysis.
- b. ability to construct and deliver clear, concise, and convincing oral financial planning analysis.

4. **Quantitative Thinking.** Students graduating with a BS degree will understand and be able to apply appropriate quantitative techniques to

- a. analyzing and finding patterns in data
- b. analysis of financial planning decision-making and planning

PREREQUISITES

All RBS students must complete the following courses prior to taking any upper level business courses: 21:355:101(English Composition I); 21:355:102(English Composition II);21:220:101(Intro to Econ-Micro);21:220:102(Intro to Econ-Marco);21:220:231(Statistical Methods (or) 21:640:211(Statistics); 29:010:203(Financial Accounting)29:010:204(Managerial Accounting);21:640:119(Basic Calculus); 29:390:329 - Finance; 29:393:466 – Estate Planning#; 29:393:467 – Retirement Planning#; 29:393:469 – Federal Income Tax for Financial Planning#; 29:393:341 – Financial Planning and Insurance#; 29:390:370 - Financial Institutions and Markets#; 29:390:329 – Investments#

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send me an email with full details and supporting documentation within 3 days of your first absence.

For weather emergencies, consult the campus home page. If the campus is open, class will be held.

GRADING POLICY

Course grades are determined as follows:

- 21% The Process of Financial Planning Homework Assignments (TPFP) – 3 points each.
- 10% Take-Home Exam on TPFP
- 54% Bedo Case Study Project (10 assignments; 5% point each and 4% for the presentations)
- 15% Mini-Case Presentation

The Process of Financial Planning Homework Assignments

The following assignments will be completed individually and submitted via Canvas per the dates shown in the Course Schedule section of the syllabus:

1. Interview a financial planner and submit via Canvas a one-page description of what a financial planner does on a day to day basis.
2. Research the DOL Fiduciary Rule and explain write a one-page analysis of the impact to clients and financial planners.
3. Identify two relatively important decisions that you made recently, and then analyze your decision-making style. Did you follow the general model of decision making? What decision rules, if any, were used? Did you use heuristics or other behavioral finance concepts? Why are values, ethics, and other personal perceptions or attitudes an important part of the decision-making process? (one-page)
4. Answer the sample focused interview questions from Kinder or Levin. How might your answers differ from the answers given by your spouse, partner, or close friend? How might these differences affect your financial choices? (2 pages)

The Kinder questions include:

“If you had all the money you needed, what would you do with your life?”

“If you had only five to ten years to live, but would be in good health the entire time, what would your life look like?”

“If you knew you were going to die tomorrow, what did you miss? What did you not get to do? Who did you not get to be?”

The Levin questions include:

“What financial things do you currently have that you appreciate the most?”

5. For a financial planning goal of your choice, identify two specific examples of each of the factors shown in Figure 7.2 and explain how those factors influence strategies (both product and procedural) and the resultant recommendation Submit via Canvas. (one-page)
6. The seven questions of who, what, when, where, why, how and how much provide guidance in the systematic financial planning process to the framing of recommendations in Step 4 and plan implementation in Step 5. Based on the Kim’s’ three goals to fund education, manage risk to promote financial security, and save for retirement, answer the seven questions as applied to monitoring for **two** of the Kim’s’ goals. (2 pages)
7. Describe and explain the purpose of a financial plan. Why is the message constant, regardless of the style, format, or length of the written document? (one-page)

Bedo Case Study Project

Students will work to complete the 11 assignments associated with the Bedo Case Study project. Students will be assigned to present for 10-15 minutes at the end of certain classes their analysis of the Bedo Case in relation to the topic being discussed. Each student will have two opportunities to present their findings.

Mini - Case Study Project

Students will work to review a case study (student choice). The student will present the facts of the case to the class and address the financial goal/situation of the class by answering the 10 or 20 questions posed in each case. The presentations will be for approximately 30 minutes including the time for Q&A.

<u>Case</u>	<u>Topic</u>
The Zimmer Case	Financial Situation Min-Case (10 questions)
The Shim Case	Insurance Planning Mini-Case (10 questions)
The Andre Case	A Tax Planning Mini-Case (10 questions)
The Little Case	Investment Planning Mini-Case (10 questions)
The Mayfield Case	Retirement Planning Mini-Case (20 questions)
The Dion Case	Estate Planning Mini-Case (10 questions)

Grades

The course will be graded on a curve with the **approximate** grade distribution being the following (with the overall class average being in the range of 2.95 – 3.15):

- A – 15%
- B+ – 30%
- B - 35%
- C+ - 15%
- C - 5%

Grades lower than a C can be earned depending on the work product of the student.

COURSE SCHEDULE**Text Abbreviations**

TPFP = The Process of Financial Planning: Developing a Financial Plan, 2nd Edition

TCAFP = The Case Approach to Financial Planning: Bridging the Gap between Theory and Practice, 2nd Edition

Class #	Subject Covered	Chapters	Assignments
1	What is Financial Planning	1 – TFPF	Read assigned chapters
2	Ethics, Laws and Regulations	2 – TFPF	Read assigned chapter, watch videos and interview a financial planner and submit via Canvas a one-page description of what a financial planner does on a day to day basis.
3	Client Communication Decision Making	3 – TFPF 4 – TFPF	Read assigned chapter. Review the handout on Habit #5 of the 7 Habits of Highly Effective People – Seek First to Understand than to be Understood). We will be going through various listening activities during the class. Research the DOL Fiduciary Rule and explain write a one-page analysis of the impact to clients and financial planners and submit via Canvas.
4	The Systematic Financial Planning Process – An Overview	5 – TFPF	Read assigned chapter and complete the following assignment on Decision Making. <i>Identify two relatively important decisions that you made recently, and then analyze your decision-making style. Did you follow the general model of decision making? What decision rules, if any, were used? Did you use heuristics or other behavioral finance concepts? Why are values, ethics, and other personal</i>

			<i>perceptions or attitudes an important part of the decision-making process?</i> Write a two paper on these questions and submit via Canvas.
5	The Systematic Financial Planning Process: <i>Framing the Relationship, the Situation, and the Goals</i>	6 – TPF	<p>Read assigned chapter. Answer the sample focused interview questions from Kinder or Levin. How might your answers differ from the answers given by your spouse, partner, or close friend? How might these differences affect your financial choices? (2-pages)</p> <p>The Kinder questions include:</p> <p>“If you had all the money you needed, what would you do with your life?”</p> <p>“If you had only five to ten years to live, but would be in good health the entire time, what would your life look like?”</p> <p>“If you knew you were going to die tomorrow, what did you miss? What did you not get to do? Who did you not get to be?”</p> <p>The Levin questions include:</p> <p>“What financial things do you currently have that you appreciate the most?”</p>

Class #	Subject Covered	Chapters	Assignments
6	The Systematic Financial Planning Process: <i>Analyzing the Situation and Developing a Plan</i>	7 – TPF	<p>Read chapter and watch assigned videos. Complete the following homework assignment: For a financial planning goal of your choice, identify two specific examples of each of the factors shown in Figure 7.2 and explain how those factors influence strategies (both product and procedural) and the resultant recommendation Submit via Canvas. (one-page)</p>
7	The Systematic Financial Planning Process: <i>Implementing & Monitoring the Plan</i>	8 – TPF	<p>Read chapter and submit the following homework that will be presented in class by 3 students: The seven questions of <i>who, what, when, where, why, how</i> and <i>how much</i> provide guidance in the systematic financial planning process to the framing of recommendations in Step 4 and plan implementation in Step 5. Based on the Kim’s’ three goals to fund education, manage risk to promote financial security, and save for retirement, answer the seven questions as applied to monitoring for two of the Kim’s’ goals. (two -pages)</p>

8	Developing a Financial Planning Product: <i>Writing a Financial Plan</i>	9 – TPFPP	Read chapter and answer the following: <i>Describe and explain the purpose of a financial plan. Why is the message constant, regardless of the style, format, or length of the written document?</i> Submit via Canvas. Review for first exam. (one-page)
9	Take-Home Exam for TPFPP		Chapters 1-9 exam
10	Review MoneyGuidePro	MGP Demo	We will work through the Bedo case and introduce the MoneyGuidePro software. Bring you computing device to this class.
11	Review MoneyGuidePro Cash Flow Panning	MGP Demo	We will work through the Bedo case and introduce the MoneyGuidePro software. Bring you computing device to this class.
12	Cash Flow Planning	3 – TCAFP	Read assigned chapter and complete the Cash Flow Planning questions in the back of the chapter using MoneyGuidePro. A student will present their answers to the Cash Flow Planning questions.
13	Income Tax Planning	4 – TCAFP	Read assigned chapters and watch assigned videos. Complete the Tax Planning questions in the back of the chapter. A student will present their answers to the Tax Planning questions at the next class.
14	Life Insurance Planning	5 – TCAFP	Read assigned chapter and watch assigned videos. A student will present the Tax Planning questions in class.
15	Health Insurance Planning	6 – TCAFP	Read assigned chapter and complete the Health Insurance Planning questions in the back of the chapter. Complete the Life Insurance Planning questions assigned by the instructor (not the back of the chapter). The Life Insurance questions will be presented in class by a student.
16	Disability Insurance Planning	7 – TCAFP	Read assigned chapter and complete the Disability Insurance Planning questions in the back of the chapter. Students will present the answers to Health Insurance Planning and The Life Insurance. .Disability Planning questions.
17	Long-Term Care Insurance Planning	8 – TCAFP	Read assigned chapters and complete the Long-Term Care Insurance Planning questions in the back of the chapter.

Class #	Subject Covered	Chapters	Assignments
18	Property & Liability Insurance Planning	9 – TCAFP	Read assigned chapter and complete the Property & Liability Insurance Planning questions in the back of the chapter. A student will present the Long-Term Care Insurance and Health Insurance Planning questions.

19	Educational Planning	11 – TCAFP	Read assigned chapter and complete the Educational Planning questions in the back of the chapter.
20	Investment Planning	10 – TCAFP	We will utilize MoneyGuidePro to review the investments of the Bedos and students are to complete the Investment Planning questions in the back of the chapter. A student will present their answers to the Investment Planning questions.
21	Investment Planning	10 – TCAFP	We will utilize MoneyGuidePro to review the investments of the Bedos and students are to complete the Investment Planning questions in the back of the chapter. A student will present their answers to the Investment Planning questions.
22	Educational Planning and Investment Planning	11 – TCAFP 12 – TCAFP	Students will present their answers to Educational Planning and Investment Planning and we will introduce retirement planning with the use of MoneyGuidePro to assist.
23	Retirement Planning	12 – TCAFP	Complete the Retirement Planning questions in the back of the chapter and use MoneyGuidePro to assist in targeting retirement planning. Students will present their Retirement Planning analysis next class.
24	Estate Planning	13 – TCAFP	A student will present their retirement planning analysis and read assigned chapter and complete the Estate Planning questions in the back of the chapter.
25	Mini-Case Presentations		A student will present the Estate Planning questions. Present completed case study to the class.
26	Mini-Case Presentations		Present completed case study to the class.
27	Mini-Case Presentations		Present completed case study to the class.
28	Mini-Case Presentations		Present completed case study to the class.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]