

# Standard Course Outline

## CBA 321: Business Topics for Non-Business Students

### I. General Information

- Course number: CBA 321
- Title: Decision Making for Non-Business Students
- Units: 3
- Prerequisites: Math 122 or Math 119A, Freshman and sophomore excluded, completion of GE Foundation courses and at least one GE Explorations course
- Course Coordinator: Banafsheh Behzad
- SCO Prepared by: Banafsheh Behzad
- Date prepared/revised: 03/01/2021

### II. Catalog Description

A quantitative business course for non-business students. Topics include quantitative methods for decision making, principles of marketing, introduction to business finance and introduction to supply chain management. Letter grade only (A-F). Freshman and sophomore excluded, completion of GE Foundation courses and at least one GE Explorations course, MATH 122 or MATH 119A.

### III. Curriculum Justification(s)

This course is intended to provide an introduction to business topics for non-business students without any prior business background to familiarize them with the business world and help them to understand business decision making. In particular, the course emphasizes analytical, reasoning, and problem-solving skills.

### IV. COB Undergraduate Program Learning Goals:

Embedded in the specific subject matter of the course is an appreciation of the following COB undergraduate learning goals:

- Quantitative and Technical Skills
- Critical Thinking
- Business Functions

### V. Course Objectives and Student Learning Outcomes

#### A. Quantitative and Technical Skills Learning Goal:

- Students will be able to (a) apply linear regression techniques to analyze the association between different variables and (b) to formulate linear programming models and solve them.
- Students will be able to (a) structure problems and to perform logical analyses and (b) to practice translating descriptions of business situations into formal models, and to solve them in an organized fashion using decision theory and optimization approaches
- Students will be able to (a) apply time value of money quantitative techniques to business

information and show how the techniques are related to investment decisions and improvement of business performance, and (b) demonstrate that they can evaluate a firm's blended cost of capital and understand how it is related to business value.

- Students will be able to (a) explain the role of demand forecasting in a supply chain, identify the components of a forecast, compare & contrast qualitative & quantitative forecasting techniques and (b) describe the concepts and tools of inventory management

#### **B. Critical Thinking Learning Goal:**

- Students will be able to apply time value of money concepts and the risk and return theory and show how they are related to the improvement of business decisions and performance
- Students will be able to (a) demonstrate that they understand the advantages, and disadvantages and costs of the sources of long-term capital and how these sources can be used to support the growth of business, and (b) apply capital budgeting techniques to make long-term investment decisions

#### **C. Business Functions and Oral Communication Learning Goal:**

- Students will (a) demonstrate their proficiency in the fundamental facts related to the marketing functions and practices for the marketing mix (product, price, place, and promotion) (b) understand strategic planning and (c) describe the characteristics of market segments
- Students will (a) demonstrate their proficiency in defining financial management, financial markets, institutions and stock market (b) comprehend financial statements
- Students will be able to (a) define a supply chain and the concept of supply chain management, (b) identify the key links in a supply chain that drives performance, and (c) explain the importance of supplier partnerships.

### **VI. Outline of Subject Matter**

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor.

1. Simple Linear Regression Analysis
2. Multiple Linear Regression Analysis
3. Optimization and Linear Programming
4. Applications of Linear Programming in Staff planning, Transportation, Resource Allocation, Manufacturing, Financial Planning
5. Decision Analysis (Decision Making under Risk)
6. An Overview of Marketing
7. Strategic Planning for Competitive Advantage
8. Segmenting and Targeting Markets
9. An Overview of Financial Management, Financial Markets and Institutions
10. Financial Statements, Cash Flow, and Taxes, Analysis of Financial Statements, The Value of Money

11. Interest Rates, Risk and Rates of Return, The Cost of Capital
12. The Basics of Capital Budgeting, Cash Flow Estimation and Risk Analysis
13. Introduction to Supply Chain Management, Purchasing Management, Creating and Managing Supplier Relationships
14. Demand Forecasting
15. Inventory Management

## **VII. Methods of Instruction**

### **A. Instruction Mode**

- Traditional
- Hybrid
- Local Online

### **B. Classroom Activities**

Classroom activities include lectures, discussion, in class group activities, case studies, group presentations and examinations.

### **C. Extent and Nature of Technology Use**

The use of technology will depend on individual instructors but may include BeachBoard. Students should learn to perform statistical analysis and to solve optimization problems in Excel. The use of other statistical analysis software will depend on individual instructors. Film and video may be used in the classroom.

## **VIII. Information about Textbooks/Readings**

The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings. Instructors may be asked to justify the use of old textbooks if updated texts are available.

- *Statistical Techniques in Business and Economics* by Douglas Lind and William Marchal and Samuel Wathen, 17<sup>th</sup> Edition
- *MKTG* by Charles W. Lamb; Joe F. Hair; Carl McDaniel, 13<sup>th</sup> Edition
- *Fundamentals of Financial Management* by Eugene F. Brigham; Joel F. Houston, 10<sup>th</sup> Edition
- *Principles of Supply Chain Management: A Balanced Approach* by Joel D. Wisner; Keah Choon Tan; G. Keong Leong, 5<sup>th</sup> Edition

## **IX. 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.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabus will include a rubric for how oral communication is to be evaluated.

**X.Course Assessment and Grading (Optional but highly recommended for core courses)**

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of final grade.

The assignments may include the following:

Four short Exams (for each general area)

- Statistical analysis case studies and project to be done in Excel, for regression analysis and linear programming
- One case study for the Marketing section
- Two assignments for the Finance and Supply Chain Management sections

**A. Grading Policies and Procedures**

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.

**XI.Disabilities**

The [Bob Murphy Access Center \(BMAC\)](#) provides certification for students with disabilities and helps arrange relevant accommodations. 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).

**XII.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.

### **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](#)**