



Standard Course Outline

FIN 300 Business Finance

I. General Information:

Units: 3 credits

Prerequisites: None.

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II. Catalog Description:

Time Value of Money, Risk, Valuation, Cost of Capital; Capital Budgeting; Long-Term Financing Decisions; Working Capital Policy and Management; Financial Analysis and Planning; International Finance; Mergers, Acquisition and Bankruptcy. Letter grade only (A- F).

III. Curriculum Justification:

The course addresses a number of [COB Undergraduate Program Learning Goals](#):

General

- ◆ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
 - Students will be able to (a) demonstrate the competence of applying 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, and (b) show that an analysis of historical financial performance and long-term financial planning can improve current and relevant business decisions and value.
- ◆ **Ethics:** Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and apply them in decision making in the local, regional, and global communities.
 - Students will be able to (a) distinguish ethical corporate actions from ones that are not, and (b) understand how unethical behavior can lead to a loss of value and decline of a firm.
- ◆ **Team & Interpersonal Skills:** Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
 - Students will work on a valuation-type excel project, produce investment decisions and deliver oral presentations while working through managing interpersonal conflict, negotiating and integrating their skills with team members. Students will also demonstrate that they understand the common issues in team/group decision making setting and should be able to resolve them within the team.
- ◆ **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills in English.
 - Students will improve in written communication skills given the significant amount of writing requirement in this course. Students will also develop the skills enabling them to conduct a combination of the oral and written group presentation.

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.
 - 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, and (b) apply capital budgeting techniques to make long-term investment decisions.
- ◆ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's domestic and global-oriented business environment (e.g., legal, regulatory, political, cultural, and economic).
 - Students will be able to (a) evaluate economic and business risk in both domestic and global environment, and (b) appraise legal, regulatory, political, cultural and economic environmental factors to make financial management decisions.
 - ◆ **Quantitative & Technical Skills:** Students will develop the competence of quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
 - 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.

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 learn to (a) 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, 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 problem solving-oriented exams and quizzes, short answer and essay exams, case studies, presentations, and in-class problem-solving assignments. Students are expected to demonstrate the competence of EXCEL application in case studies.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will review the key knowledge before the assignments and provide feedback on the assignments. Instructors will explain rubrics for writing and quantitative expectations both before and after case studies discussions and presentations.

OBJECTIVE - Business Functions

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will learn 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, and (b) apply capital budgeting techniques to make current and relevant investment decisions.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include excel valuation 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 and case studies.



OBJECTIVE - Quantitative and Technical Skills

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, 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.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include excel group case studies, assignment and valuation project EXCEL, WRDS and Bloomberg terminal must be implemented whenever possible.

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.

V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

Topics to be covered in this class typically include:

1. An overview of financial management and the roles of financial
2. managers
3. Introduction to financial markets and institutions
4. Interest rates: Determinants of market interest rates and term structure
5. of interest rates
6. Financial statements, cash flows and taxes
7. Analysis of financial statements
8. Time value of money
9. Bond valuation
10. Stock valuation
11. Risk and rates of return
12. The weighted average cost of capital (WACC)
13. Basics of capital budgeting, cash flow estimation and risk analysis
14. Dividend policy and share repurchases
15. Introduction to multinational financial management
16. Financial planning and forecasting
17. Working capital policy and management

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 etc.

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.



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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, and subject to program requirements and college guidelines.

✓ Traditional ✓ Hybrid ✓ Local Online ✓ Distance Education

CLASSROOM ACTIVITIES

Method of instruction generally comprises a combination of lecture, class discussions, and in-class exercises. Homework assignments, case studies, reports of current financial topics, and group projects may be used to strengthen students’ knowledge of relevant finance theories and applications.

EXTENT AND NATURE OF TECHNOLOGY USE.

Instructors will require students to use WRDS (Wharton Research Data Services) and Excel for data retrieval and data processing tool (such as a simple regression to calculate beta using excel) 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 or (562) 985-4959.

VII. Information about Textbooks/Readings

Examples of textbooks used in this course are:

- *Fundamentals of Corporate Finance*, by Brealey, Myers and Marcus; McGraw- Hill/Irwin
- *Essentials of Corporate Finance* by Ross, Westerfield and Jordan; McGraw- Hill/Irwin
- *Principles of Corporate Finance* by Brealey, Myers and Allen; McGraw-Hill/Irwin



- *Intermediate Financial Management* by Brigham and Daves; Thomson/South-Western

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 textbooks](#). 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

The exact set o of course assignments will vary depending on the instructor. However, at least one Excel group case assignment and valuation project is strongly encouraged and will count for some percentages of final grade.

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.

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.

XI. Assistive Technology

The SCO should contain a statement regarding the university policy on 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, 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.

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](#)