

Standard Course Outline

FIN 501 Financial Management Concepts

I. General Information:

Units: 3 credits

Prerequisites: MBA standing.

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II. Catalog Description:

Integration of computers, management information systems and cases to: time value of money, risk, valuation, cost of capital, capital structure; capital budgeting; long-term financing decisions; working capital policy and management; financial analysis and planning. Letter grade only (A- F).

III. Curriculum Justification:

The course addresses a number of [COB Graduate 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 apply the time value of money principles and related finance theories in financial decisions of individuals, financing and capital budgeting decisions of corporations, and valuations of securities.
 - Students will be able to have knowledge currency and a forward looking perspective by applying financial theories to current events in financial markets and corporations.
- ♦ **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.

Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.
 - Students will gain an insight into how pertaining finance theories and applications affect, and are used in, the decision-making process of corporations.
- ♦ **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
 - Students will be able to perform quantitative analyses related to accounting profits and cash flows, the time value of money, securities valuations, capital budgeting decision criteria, risk and return, and capital structure.

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, (b) show that an analysis of historical financial performance and long-term financial planning can improve business decisions and value; and (c) show that they have knowledge currency and a forward looking perspective related to financial markets and corporations.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific evaluation instruments will vary by instructor, but typical instruments include multiple choice exams, quizzes, short answer and essay exams, and in-class problem-solving assignments. A written assignment that enables students to think critically about whether financial theories can help explain current events in financial markets and corporations and how knowledge learned in class can be used a recommendation for what financial market participants and managers should do is also appropriate as an evaluation instrument.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Extensive in-class exercises and class discussions that help students achieve and enhance their critical thinking skills.

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 long-term investment decisions.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments may include a written project that allows students to apply the knowledge learned in class to real-world business problems and situations.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain the rubrics for evaluation of the written project and will provide feedbacks after the project is completed.

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. As part of this course, students are encouraged to obtain a working knowledge of WRDS (Wharton Research Data Services) and Excel.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific instruments and assignments will vary by instructor.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Extensive in-class exercises and assignments that focus on quantitative analysis and strengthen problem solving skills of students.



V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED.

1. Introduction to the corporation and the roles of financial managers
2. Financial markets and institutions and the opportunity cost of capital
3. Accounting and finance (i.e., accounting profits versus cash flows)
4. Financial statement analysis
5. Time value of money and its applications to individuals and corporations
6. Bond valuation
7. Stock valuation
8. Capital budgeting decision criteria
9. Forecasting cash flows for capital budgeting decisions
10. Risk and Return
11. Capital Asset Pricing Model (CAPM) and its applications
12. The weighted-average cost of capital (WACC) and its applications
13. Financing decisions
14. Dividend policy (if time allows)
15. International finance (if time allows)

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.

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.

✓ Traditional ✓ Hybrid ✓ Local Online ✓ Distance Education

CLASSROOM ACTIVITIES

Method of instruction generally comprises a combination of lecture, class discussions, and in-class exercises and homework assignments.

EXTENT AND NATURE OF TECHNOLOGY USE

Instructors should encourage 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

An example of textbooks used in this class:

Fundamentals of Corporate Finance by Brealey, Myers and Marcus, McGraw-Hill/Irwin.

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 [Selection of Instructional Materials](#). 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

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

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](#)