



## Standard Course Outline

FIN 600 Seminar in Business Finance

### I. General Information:

Units: 3 credits  
Prerequisites: Graduate business standing.  
SCO prepared by: Dr. Hojong Shin  
Date Prepared: Feb. 2020

### II. Catalog Description:

An in-depth analysis of financial theories and analytical techniques with an emphasis on case study and computer application. Topics include: securities valuation, capital budgeting, cost of capital, dividend policy, capital structure, and mergers and acquisition. 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 regarding traditional and forward-looking topics.
  - Students will be able to analyze and apply finance theories related to risk-return tradeoff, capital budgeting, securities valuations, mergers and acquisitions, capital structure, dividend policy, and initial public offering in corporate finance decisions.
- ♦ **Ethics:** Students will be able to demonstrate awareness and knowledge of ethical, social responsibility, social impact and citizenship issues in the local, regional, and world communities.
  - Students should be able to describe the agency problem and agency costs, identify the two main types of agency relationships in a corporation, and discuss different measures to minimize the agency problems.
- ♦ **Interpersonal, Leadership & Team Skills:** Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.
  - Students will be able to develop these skills as result of group homework assignments, case assignments and/or research projects.

#### 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 practically use and apply finance theories in the decision-making process of corporations.
- ♦ **Quantitative & Technical Skills:** Students will develop the competence of quantitative and technological skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
  - Students will be able to perform quantitative analyses related to risk-return tradeoff, capital budgeting, securities valuations, mergers and acquisitions, capital structure, dividend policy, and initial public offering.



- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's dynamic and globally-oriented business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.
  - Student will evaluate corporate domestic and global strategies to meet the needs of dynamic business environment. Students will demonstrate introductory level knowledge of forward-looking topics and social impact of CFA charter-holder decisions.

#### **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 be able to (a) apply CFA charter-holder concepts 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 multiple choice and problem-oriented exams and quizzes, short answer and essay exams, and in-class problem-solving assignments.

###### **C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:**

Instructors will review the key knowledge before the assignments and provide feedback on the assignments.

##### **OBJECTIVE - Business Functions:**

###### **A. MEASURABLE STUDENT LEARNING OUTCOME(S):**

After taking this course, 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, (b) apply capital budgeting techniques to make long-term investment decisions, and (c) apply CFA charter-holder level knowledge to decision making.

###### **B. EVALUATION INSTRUMENTS (ASSIGNMENTS):**

Specific assignments will vary by instructor, but typical assignments include excel valuation group case assignment and valuation project (e.g. a simple regression to calculate beta using excel).

###### **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.

##### **OBJECTIVE - Quantitative and Technical Skills:**

###### **A. MEASURABLE STUDENT LEARNING OUTCOME(S):**

After taking this course, students will be able to (a) apply preparation towards CFA charter-holder examinations, and (b) demonstrate that they have a strategic plan towards CFA charter-holder professional experience requirements. As part of this course, students will be recommended to obtain a working knowledge of CRSP and Compustat database.



**B. EVALUATION INSTRUMENTS (ASSIGNMENTS):**

Specific assignments will vary by instructor, but typical assignments include excel 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, 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:

Week	Topics	Possible CFA Readings and Assignments
1	Corporate Governance: Objectives and Guiding Principles, Forms of Business and Conflicts of Interest, Agency Relationships, Corporate Governance Evaluations	Reading 27
2	Capital Budgeting: Basic Principles of Capital Budgeting, Investment Decision Criteria	Reading 23
3	Capital Budgeting: Cash flow Projections, Project Analysis and Evaluation	Reading 23
4	Capital Budgeting Cases	
5	Cost of Capital: Costs of the Different Sources of Capital, Weighted Average Cost of Capital	Reading 36
6	Capital Structure: the Modigliani-Miller Propositions, Capital Structure Decisions, Practical Issues in Capital Structure Policy	Reading 24
7	Capital Structure Cases	
8	Measures of Leverage: Introduction of Leverage, Business and Financial Risk	Reading 37
9	Dividends: Forms of Dividends, Dividend Payment Chronology	Reading 25
10	Share Repurchases: Share Repurchase Methods, Financial Statement Effect of Repurchases	Reading 25
11	Dividends and Share Repurchases: Analysis	Reading 38
12	Payout Policy Cases	



Week	Topics	Possible CFA Readings and Assignments
13	Working Capital Management: Liquidity Measurement, Liquidity Management	Reading 39
14	Mergers and Acquisitions: Motives of Mergers, Transaction Characteristics	Reading 28
15	Mergers and Acquisitions: Regulations and Analysis	Reading 28
16	Final examination/presentation/etc	

**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.

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 includes a combination of lecture, class discussions, homework assignments, case studies, and student presentations.

### EXTENT AND NATURE OF TECHNOLOGY USE

Instructors will recommend students to use CRSP and Compustat database for data retrieval and data processing tool 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



California State University, Long Beach  
**College of Business**

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](mailto:helpdesk@csulb.edu) or (562) 985-4959.

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

*Corporate Finance: A Practical Approach*, by M. R. Clayman, M. S. Fridson, G. H. Troughton and M. Scanlan, Wiley Publishing.

## **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



California State University, Long Beach  
**College of Business**

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:

<b>Percent</b>	<b>Grade</b>	<b>Grade Description</b>
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: [amac@csulb.edu](mailto:amac@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](mailto: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](mailto: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](#)**