

FIN 630 Corporate Finance and Valuation-CrsRvs-2019-09-12

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the bracketed text in the proposal name to match one of the following naming formats. **You should remove the brackets as you do so.**

- For a course revision proposal: **SWST 201 Sidewalk Construction and Planning-CrsRvs-2019-09-02**
- For a course deletion proposal, you may modify the page code: **SWST 217 Construction of Cobblestone Sidewalks-CrsDel-2019-09-02**
- For a course revision that includes a new request for distance education approval, you may modify the page code: **SWST 440 Computer-Aided Sidewalk Design-CR/DE-2019-09-02**

Note - you generally do not need to request DE approval again if the course is already on the approved list: [CLICK HERE TO SEE ALL APPROVED DE COURSES](#)

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Namrata Saikia	Proposer Email*	snamrata@iup.edu
Contact Person*	Namrata Saikia	Contact Email*	snamrata@iup.edu
Proposing Department/Unit*	Finance and Legal Studies	Contact Phone*	(724) 357-4818

Course Level*	graduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change_course_title_change	<p>course_revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p><i>Check the APPROVED DE Course List - ON THE I-WIKI DOCUMENTS PAGE before completing the Distance Education (DE) section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.</i></p>

Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p>	<p>The course content has changed significantly to reflect current modifications required in the MBA curriculum. The modified course includes rigorous quantitative financial models which require superior excel and other econometric proficiencies. The MBA landscape is changing rapidly and, as a result, we have gone through many discussions on revising the MBA curriculum. These changes are the result of these discussions.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course content has changed significantly to reflect current modifications required in the MBA curriculum. The MBA landscape is changing rapidly and, as a result, we have gone through many discussions on revising the MBA curriculum. These changes are the result of these discussions.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>Students will receive increased exposure to rigorous quantitative content through applied case analyses using real world data obtained from Bloomberg and other global data sources. This will make graduates more marketable given the constantly changing requirements of today's employers.</p> <p>There will be no impact on other programs.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	FIN
Proposed Prefix	
(E) Current Number*	630
Proposed Number	
(F) Current Course Title*	Financial Management
Proposed Course Title	Corporate Finance and Valuation
(G) Current Prerequisite(s)	FIN 310
Proposed Prerequisite(s)	FIN 310 <i>Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. <u>Please do not leave either prerequisite field blank.</u> If both the current and proposed prerequisites are 'none', please write 'none' in both boxes.</i>
(H) Current Catalog Description	An extension of basic managerial finance, dealing with theory and practice of analyzing companies, financial planning, capital budgeting, management of working capital, and obtaining funds for the corporation.
Proposed Catalog Description	Apply financial models to assess the fundamental value of corporations and various financial securities by incorporating concepts from interest rates and bond valuation, cost of capital, capital structure decisions, cash flow estimation and risk analysis of capital budgeting projects and stock valuation.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
<p>(I) Repeatable Course</p> <p>This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does not refer to the D/F repeat process.</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>

<p>Proposed Repeatable Course</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																							
<p>(J) Number of Credits</p>	<p>Class Hours per week:2.5</p> <p>Lab Hours:0</p> <p>Credits:3</p>																							
<p>Proposed Number of Credits</p>	<p>Class Hours:Lab Hours:Credits:</p>																							
<p>(K) Current Course Student</p> <p>Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. The student will be able to analyze and understand various financial instruments that are available to investors and the ways that these instruments are traded in the markets. 2. The student will be able to apply valuation concepts to a wide ranging of assets, including equities, fixed-income securities, etc. 3. The student will be able to understand financial principles and to critically examine proposed solutions to solve complex world problems faced by the management of the companies. (Goal 5, Objective 12) 4. The student will be able to use their knowledge of financial theories to solve realistic management problems. (Goal 5, Objective 12) 5. Students will be able to use data from on-line sites such as EDGAR and SEC financial reporting database, and other sources of financial information to aid in developing sound investment policies. 																							
<p>(L) Proposed Course Student</p> <p>Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="602 951 1484 1667"> <thead> <tr> <th data-bbox="602 951 691 1052">SLO #</th> <th data-bbox="691 951 1308 1052">Outcome</th> <th data-bbox="1308 951 1484 1052">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 1052 691 1144">1</td> <td data-bbox="691 1052 1308 1144">Apply valuation concepts to a wide range of assets, including equities, fixed-income securities, etc.</td> <td data-bbox="1308 1052 1484 1144">Case-studies, quizzes and exams</td> </tr> <tr> <td data-bbox="602 1144 691 1236">2</td> <td data-bbox="691 1144 1308 1236">Utilize quantitative models to solve for valuation inputs, such as cost of equity, cost of preferred stock and cost of debt.</td> <td data-bbox="1308 1144 1484 1236">Case-studies, quizzes and exams</td> </tr> <tr> <td data-bbox="602 1236 691 1329">3</td> <td data-bbox="691 1236 1308 1329">Analyze the computation and use of free cash flow, net present value, internal rate of return, modified internal rate of return and profitability index.</td> <td data-bbox="1308 1236 1484 1329">Case-studies, quizzes and exams</td> </tr> <tr> <td data-bbox="602 1329 691 1442">4</td> <td data-bbox="691 1329 1308 1442">Apply financial principles to critically examine complex quantitative models and world problems faced by the management of the companies. (Goal 5, Objective 12)</td> <td data-bbox="1308 1329 1484 1442">Quantitative Valuation Project and decision-making</td> </tr> <tr> <td data-bbox="602 1442 691 1556">5</td> <td data-bbox="691 1442 1308 1556">Use quantitative models based on financial theories to solve realistic management problems. (Goal 5, Objective 12)</td> <td data-bbox="1308 1442 1484 1556">Quantitative Valuation Project and decision-making</td> </tr> <tr> <td data-bbox="602 1556 691 1667">6</td> <td data-bbox="691 1556 1308 1667">Apply rigorous quantitative models based on financial information from financial reporting databases and other online data sources to aid in the development of sound investment policies.</td> <td data-bbox="1308 1556 1484 1667">Quantitative Valuation Project and decision-making</td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	Apply valuation concepts to a wide range of assets, including equities, fixed-income securities, etc.	Case-studies, quizzes and exams	2	Utilize quantitative models to solve for valuation inputs, such as cost of equity, cost of preferred stock and cost of debt.	Case-studies, quizzes and exams	3	Analyze the computation and use of free cash flow, net present value, internal rate of return, modified internal rate of return and profitability index.	Case-studies, quizzes and exams	4	Apply financial principles to critically examine complex quantitative models and world problems faced by the management of the companies. (Goal 5, Objective 12)	Quantitative Valuation Project and decision-making	5	Use quantitative models based on financial theories to solve realistic management problems. (Goal 5, Objective 12)	Quantitative Valuation Project and decision-making	6	Apply rigorous quantitative models based on financial information from financial reporting databases and other online data sources to aid in the development of sound investment policies.	Quantitative Valuation Project and decision-making
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(M) Previous Brief Course Outline

*(It is acceptable to copy
from old syllabus)*

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

An Overview of Financial Management and the Financial Environment
Financial Statements, Cash Flows and Taxes
Analysis of Financial Statements
Time Value of Money
Bonds, Bond Valuation and Interest Rates
Risk and Return: and CAPM and Portfolio Theory and Asset Pricing Models
Stocks and Their Valuation
The Cost of Capital
The Basics of Capital Budgeting: Evaluating Cash Flows
Cash Flow Estimation and Risk Analysis
Financial Planning and Forecasting Financial Statements
Corporate Valuation and Value Based Management

(N) Brief Course Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

Time Value of money, Relate Quantitative Models, and Future Computations

- Present values, future values, annuities, amortization, and retirement models

Bond Valuation and Determination of Interest Rates

- Quantitative models to value bonds and determine the interest rates
- Duration and convexity

Cost of Capital

- Quantitative models to determine cost of equity, cost of preferred stock, and cost of debt
- Computation of weighted average cost of capital (WACC)

Capital Structure Decisions

- Modigliani and Miller Models
- Determine of business and financial risk
- Estimation of optimal capital structure
- Use of Black Scholes options pricing model to value equity

Cash Flow Estimation and Risk Analysis of Capital Budgeting Projects

- Computation of cash flows, net present value, internet rate of return (IRR), Modified IRR and profitability Index

Valuation Exercises and Quantitative Models

Risk and Return

- Expected return and risk using probability of states and nature
- Risk in a portfolio context computation, determination of portfolio, and stock risk
- Computation of minimum variance portfolio calculation
- Capital asset pricing model to determine the value of beta of a company
- Regression analysis using Fama-French three-factor model

Corporate, Stock Valuation, and Quantitative Models

- Introduction to infinite geometric series
- Gordon's dividend growth model to value stocks
- Non-constant growth model to value stocks
- Computation of residual income model
- Computation of discounted free cash flow model
- Computation of the value of preferred stocks

Corporate Valuation and Quantitative Financial Planning Models

- Implementation of target capital structure in projected financial statements
- Computation of additional funds needed to implement financial strategic plans

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,

NOTE: you must check this box if the Course has previously been approved for Distance Education

Check the Box to the Right:

Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	

Knowledge Area:																																			
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>																																		
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas </td> <td></td> </tr> <tr> <th>Responsible Learners demonstrate:</th> <th>Course SLO #</th> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 		<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 		<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 		<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 		<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 		<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 		<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 		<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 		Responsible Learners demonstrate:	Course SLO #
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	<ul style="list-style-type: none"> • intellectual honesty 	
	<ul style="list-style-type: none"> • concern for social justice 	
	<ul style="list-style-type: none"> • civic engagement 	
	<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured (note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>								
	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.


<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
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<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	

Key Assessments	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>