

FIN 320 Corporate Finance-CrsRvs-2015-10-21

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

Form Information



First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

Second Step: Click save on bottom right

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

Fourth Step: Click on **EDIT CONTENTS** and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

Proposer* Dr. Daniel Lawson	Dr. Daniel Lawson	Proposer Email*	Daniel.Lawson@iup.eduDaniel.Lawson@iup.edu
Contact Person* Dr. Alan Eastman	Dr. Alan Eastman	Contact Email*	aeastman@iup.eduaeastman@iup.edu
Proposing Department/Unit* Department of Finance & Legal Studies	Department of Finance & Legal Studies	Contact Phone*	724-357-5738724-357-5738

Course Level*	Undergraduate undergraduate-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: Modify Prerequisite mod_prereq	Category B: <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	Although a "D" is a passing grade for FIN 310, Fundamentals of Finance, FIN 320, Corporate Finance, requires a solid understanding of the concepts covered in FIN 310 and experience indicates that students who struggle in FIN 310 do not perform well in FIN 320, often repeating the class or perhaps choosing another major within the Eberly College of Business. and Information Technology, but after receiving a "D" or "F" in FIN 320. Therefore, it is reasonable to demand that students demonstrate an understanding of financial fundamentals by earning a grade of "C" or higher in FIN 310 before taking FIN 320.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> Although a "D" is a passing grade for FIN 310, Fundamentals of Finance, FIN 320, Corporate Finance, requires a solid understanding of the concepts covered in FIN 310 and experience indicates that students who struggle in FIN 310 do not perform well in FIN 320, often repeating the class or perhaps choosing another major within the Eberly College of Business. and Information Technology, but after receiving a "D" or "F" in FIN 320. Therefore, it is reasonable to demand that students demonstrate an understanding of financial fundamentals by earning a grade of "C" or higher in FIN 310 before taking FIN 320.

(C) Implications of the change on the program, other programs and the Students:*	The proposed change should have a beneficial impact on the finance program by making sure students are well prepared for finance coursework beyond the core class, FIN 310. Less time may be spent in FIN 320 reviewing basic material from FIN 310, leaving more time to help students learn the more advanced topics in Corporate Finance. The change may help students avoid getting in over their heads in FIN 320, making it less likely that they will find it necessary to withdraw from the class or complete a D/F repeat. This prerequisite change should have no impact on other programs.
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Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*	FIN	Proposed Prefix	
(E) Current Number*	320	Proposed Number	
(F) Current Course Title*	Corporate Finance	Proposed Course Title	
(G) Prerequisite(s)	FIN 310	Proposed Prerequisite(s)	Grade of C or better in FIN 310
(H) Current Catalog Description	The study of corporate financial management and decision making, its theory, and applications. Provides a higher level of study and many of the same topics covered in Fundamentals of Finance, particularly in the area of capital budgeting. Topics include capital asset pricing models, costs of capital, capital structure, leasing, bond refunding, and financial distress.	Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>			
Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours: Lab Hours: Credits:	Proposed Number of Credits	Class Hours: Lab Hours: Credits:
(J) Current Course (Student Learning Outcomes)		Proposed Course (Student Learning Outcomes)	
(K) Dual Listed Courses Only: List Current Learning Objectives for the Higher-Level Course		Dual Listed Courses Only: List Proposed Learning Objectives for the Higher-Level Course	

<p>(L) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</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>	<p>Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>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>
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Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<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>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	

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:	<input type="checkbox"/>
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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)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

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

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>Course Designations:</p>	
<p>Key Assessments</p>	
<p>Narrative Description of the Required Content</p>	<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 <div style="text-align: center; margin: 10px 0;"> <p>File Modified</p> <hr style="width: 100px; margin: 0 auto;"/> <p>No files shared here yet.</p> </div> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

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>