

FINANCIAL FUNDAMENTALS FOR MANAGERS

**FIN-351
ONLINE**

SYLLABUS

**BACHELOR OF SCIENCE IN MANAGEMENT
BACHELOR OF SCIENCE IN ORGANIZATIONAL MANAGEMENT**

PROFESSIONAL & GRADUATE STUDIES

CORNERSTONE UNIVERSITY

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COURSE DESCRIPTION

Basic theoretical framework for decision making in financial management. Foundational understanding of basic financial reports: balance sheet, income statement, cash flow statement, etc. KPI analysis, break even, planning, debt vs. equity and entrepreneurship are covered.

INTRODUCTORY NOTES TO STUDENTS

FIN-351 works to apply the tools of accounting to the financial management, budgeting, asset management, and investment strategies for the corporation. The textbook embraces a strong real-world emphasis and step-by-step explanations that simplify difficult concepts. The course focuses on the "nuts and bolts" of finance with clear and thorough treatment of concepts and applications.

In addition to your traditional textbook, this course makes heavy use of the financial courses at Lynda.com. As part of your educational resource fee, PGS is providing a paid Lynda.com Pro account to you for the duration of this course. Take advantage of this abundant resource to learn the skills you need to be successful academically and professionally.

TOPICS

The topics to be covered in this course include:

- Financial Reports
- Key Performance Indicators (KPIs)
- Cost Accounting
- Investment
 - Time Value of Money
 - ROI
 - Payback Period
- Breakeven
- Planning
- Debt vs. Equity
- Application of a Christ-Centered Worldview

OBJECTIVES

Upon completion of this course, each student will be able to:

- Explain and utilize basic financial tools to support decision making.
- Describe balance sheets, income statements and cash flow and what each tells us about the organization's financial performance.
- Utilize Key Performance Indicators (KPIs) and articulate the insight they provide.
- Assess investment proposals using Return on Investment (ROI), Internal Rate of Return (IRR), payback period, and time value of money.
- Articulate the different aspects of planning including strategic planning, operational planning, and financial planning.
- Evaluate the differences between debt versus equity.

- Apply a Christ-centered worldview to establish good financial ethics.

MATERIALS

The following materials will be used for this course:

TEXTBOOK(S)

Siciliano, G. (2015). *Finance for nonfinancial managers* (2nd ed.). Madison, WI: McGraw-Hill. ISBN: 9780071824361.

Theology of Work. (2015). *Provision and wealth*. Peabody, MA: Hendrickson Publishers. ISBN: 9781619706620.

ELECTRONIC RESOURCE(S)

Lynda.com <https://www.lynda.com/Home>

COURSE POLICIES

HOMEWORK POLICY

Students should complete all assignments by midnight of the final day of the unit, or, if the assignment specifies a particular day of the unit, by midnight of that day. If an assignment is submitted after its due date, it will be marked down 10%. No work will be accepted more than one week late unless other arrangements have been made with the instructor. All work must be submitted by the final day of the course.

METHODS OF INSTRUCTION

This course will utilize a variety of instructional methods, including readings, discussions, lectures, and group work.

PARTICIPATION POLICY

To receive the most benefit from this course, students are expected to participate fully in every online unit by contributing substantially to online discussions, completing assignments in a timely manner, and being available for group work. Logging in or merely reviewing course materials online does not count as participation; students must add something to the class with their comments and input.

Participation grades are given at the discretion of the faculty member, based on participation in online discussion and activities, demonstrating an understanding of readings and other assignments, and participation in group work outside of class.

DISCUSSION FORUM POLICY

Participation in discussion forums is critical for maximizing your learning experience in any online course. The online community of learners allows students to collectively interact through discussion to enhance and support the professional performance of one another. Part of the assessment criteria for the course includes evaluating the quality and quantity of your participation in the discussion forum. The instructor will facilitate student discussions and share a related idea, intervene when the discussion goes off-track, or tie your comments together to help deepen student learning.

There are two types of discussion requirements in this course:

- **Initial response:** For each discussion prompt posted by the faculty member, each student will start a discussion thread to give an original answer to the questions posted. This will demonstrate each student's mastery of the class material. Students' initial response to the discussion prompt must be posted **by 11:59 pm Eastern Time on day four** of the unit to allow other students adequate time to respond to you.
- **Response to others:** For each discussion question, each student will read the discussions of other students in the course. He/she will respond at least once to two other students' initial discussion responses to offer constructive criticism or affirmation, or pose an additional question. This allows for new thoughts, ideas, and information to be presented and exchanged. These peer responses must be posted **by 11:59 pm Eastern Time on day seven** of the unit.

Below are some characteristics that are a part of excellent discussion contributions. These will be considered when assessing the quality and level of student participation.

- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from it.
- Posts and responses should be thorough and thoughtful. Just posting "I agree" or "Good ideas" will not be considered adequate. Support statements by including examples, prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create threads of discussion. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. These do not count towards your two required responses; however, it is factored into your participation grade.
- Contributions to the discussions (posts and responses) should be free of grammatical or structural errors.

Please Note: All discussions must be completed within the unit it is assigned. No credit will be given after the unit has ended.

UNIVERSITY POLICY STATEMENTS

Information regarding the following university policies is published in the current Student Handbook and are posted on Moodle at <https://goo.gl/r2W1xp>. Ultimate responsibility for knowledge of and compliance with these policies rests with the student.

- Copyright Violation and Plagiarism
- Family Education Rights and Privacy Act (FERPA)
- Academic Integrity
- American with Disabilities Act
- Student Grievance and Complaint Process

MAJOR ASSIGNMENTS

Individual Project (Due in Unit Six)

Each student will prepare a major project that includes a 10- to 12-page, typed research paper in APA format, and a brief oral presentation. Each student will select a U.S.-based, publicly traded corporation for analysis.

This analysis should include the following:

- Executive Summary
- Company Background
- Competitive Position
- Industry Trends
- Potential Ethical Issues the Company May Face
- Financial Ratios
- Financial Analysis (Balance Sheet and Income Statement)
- Significant Events Since Publication of Annual Reports
- Financial Recommendations
- Summary and Conclusion
- Reference List

During Unit Four, you will need to submit a rough draft of the first half of the paper (through the Financial Ratios section). This draft should be in APA format.

During Unit Six, you will need to make an executive presentation that is neat, clean, and can be shown to an executive group. Each of the main sections of your report should be represented in the presentation. This requires the use of Microsoft PowerPoint in order to familiarize students with this professional tool. This is **not** a narrated presentation. Instead, type any notes you may want to share in the comment section of each slide. You will share this presentation to a discussion forum by day FOUR of Unit Six in order to provide your classmates time to view your presentations and provide feedback before your written paper is due on day SEVEN of Unit Six.

Paper Scoring Information: The entire project is worth 100 points.

- Executive Summary 5 points
- Company Background 5 points
- Competitive Position 10 points
- Industry Trends 10 points
- Potential Ethical Issues the Company May Face 10 points
- Financial Ratios 10 points
- Financial Analysis (Balance Sheet and Income Statement) 15 points
- Significant Events Since Publication of Annual Reports 10 points
- Financial Recommendations 10 points
- Summary and Conclusion 5 points
- Reference List 5 points
- APA, Grammar, and Mechanics 5 points

Christ-Centered Worldview Discussion Forums

Financial management is the stewardship of corporate resources. During this course, students will examine the application of a Christ-centered worldview as it relates to a financial management topic from the *Provision and Wealth* text. Students will be answering the questions at the end of each lesson. They will select one of these questions to address in the discussion forum for the unit. This discussion will take place on Moodle. Students will post their initial response to the question by Friday at midnight. This post should be between 150 and 200 words and demonstrate reflection on the topic presented. Students must also respond to at least two other students' postings in a manner that adds to the conversation. These responses should be a minimum of at least 75 words and occur prior to the next classroom session.

GRADING

Grading Criteria:

Lynda.com and Discussion Forums.....	15%
<i>Provision and Wealth</i> Questions.....	10%
Chapter Comprehension Questions	10%
Key Performance Indicators and Yahoo!	5%
Individual Project Rough Draft.....	10%
Individual Project	35%
Individual Project Presentation	10%
TOTAL	100%

PGS OFFICIAL GRADING SCALE

A:	96-100
A-:	93-95
B+:	90-92
B:	87-89
B-:	85-86
C+:	82-84
C:	79-81
C-:	77-78
D+:	75-76
D:	72-74
D-:	70-71
F:	69 and below

ASSIGNMENTS FOR EACH UNIT AND VALUE

Assignments are due **BY MIDNIGHT** of the last day of each unit.

UNIT	ASSIGNMENT	POINTS
ONE	1. Participate in the discussion forum Introductions.	10
	2. Read the following: <ul style="list-style-type: none"> a. <i>Finance for Nonfinancial Managers</i>, chapters 1–3. b. <i>Provision and Wealth</i>, chapter 1. c. Read through the syllabus, paying specific attention to the directions for the Major Assignments. 	
	3. Complete the Unit One <i>Provision and Wealth</i> Questions. <ul style="list-style-type: none"> a. After reading chapter 1 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The 	100

	<p>questions will provide a foundation for the following discussion forum.</p> <ol style="list-style-type: none"> 4. Participate in the Unit One <i>Provision and Wealth</i> Discussion. 5. Complete the following activities on Lynda.com: <ol style="list-style-type: none"> a. Activate your Lynda.com account. Simply follow the directions provided in the email you receive from Lynda.com at your Cornerstone.edu account. If you have not received an email from Lynda.com with activation instructions by the first day of the course, please contact your instructor right away. You will use this account to access lectures later in this course. b. Then watch the provided video on financial literacy. 6. Complete the Unit One Chapter Comprehension Questions. Each question requires a 250-word response. <ol style="list-style-type: none"> a. Why is financial information valuable to ALL managers? b. Explain the various financial statements (differences, intended purpose). c. Explain the main sections of a balance sheet and the components that are included in these sections. 	<p>10</p> <p>100</p>
<p>TWO</p>	<ol style="list-style-type: none"> 1. Read the following: <ol style="list-style-type: none"> a. <i>Finance for Nonfinancial Managers</i>, chapters 4–6. b. <i>Provision and Wealth</i>, chapters 2 and 3. 2. Complete the Unit Two <i>Provision and Wealth</i> Questions. <ol style="list-style-type: none"> a. After reading chapters 2 and 3 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The questions will provide a foundation for the following discussion forum. 3. Participate in the Unit Two <i>Provision and Wealth</i> Discussion. 4. Using your Lynda.com account, view the series in your playlist labeled “Running a Profitable Business: Understanding Cash Flow.” 5. Complete the Unit Two Chapter Comprehension Questions. Each question requires a 250-word response. <ol style="list-style-type: none"> a. Explain the main sections of an income statement and the components that are included in these sections. 	<p>100</p> <p>10</p> <p>100</p>

	<ul style="list-style-type: none"> b. Give a brief description of accrual accounting and explain the four types of transactions that account for the differences between Net Profit and Cash Flow? c. Explain the main sections of a cash flow statement and the components that are included in these sections. <p>6. Choose a U.S.-based company for your Individual Project and submit it to the instructor via the provided dropbox.</p>	5
THREE	<ul style="list-style-type: none"> 1. Read the following: <ul style="list-style-type: none"> a. <i>Finance for Nonfinancial Managers</i>, chapters 7–9. b. <i>Provision and Wealth</i>, chapter 4. 2. Complete the Unit Three <i>Provision and Wealth</i> Questions. <ul style="list-style-type: none"> a. After reading chapter 4 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The questions will provide a foundation for the following discussion forum. 3. Participate in the Unit Three <i>Provision and Wealth</i> Discussion. 4. Using your Lynda.com account, view the series in your playlist labeled “Balanced Scorecard and Key Performance Indicators.” 5. Complete the Key Performance Indicators and Yahoo! assignment. <ul style="list-style-type: none"> a. Begin by selecting a U.S.-based company on Yahoo! Finance. Next, identify KPIs for this company. Analyze the KPIs and provide a two-page summary of the “health” of the organization. 6. Complete the Unit Three Chapter Comprehension Questions. Each question requires a 250-word response. <ul style="list-style-type: none"> a. Explain the purpose of KPIs. Choose two from the chapter explain the function of the KPI and provide a calculated (do the math) example of a good performing company. b. Provide an explanation of cost accounting and the benefits that it provides to an organization. c. What are the key ways that a company can measure whether an investment is good or bad? d. Provide an example of an ROI calculation and a Payback Period calculation. 	<p>100</p> <p>10</p> <p>100</p> <p>100</p>

	<p>7. Continue to work on the Individual Project. During Unit Four, you will need to submit a rough draft of the first half of the paper (through the Financial Ratios section). This draft should be in APA format.</p>	
FOUR	<p>1. Read the following:</p> <ul style="list-style-type: none"> a. <i>Finance for Nonfinancial Managers</i>, chapters 10–12. b. <i>Provision and Wealth</i>, chapters 5 and 6. <p>2. Complete the Unit Four <i>Provision and Wealth</i> Questions.</p> <ul style="list-style-type: none"> a. After reading chapters 5 and 6 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The questions will provide a foundation for the following discussion forum. <p>3. Participate in the Unit Four <i>Provision and Wealth</i> discussion.</p> <p>4. Using your Lynda.com account, view the series in your playlist labeled “Break Even and Cost-Volume-Profit (CVP) Analysis.”</p> <p>5. Complete the Unit Four Chapter Comprehension Questions. Each question requires a 250-word response.</p> <ul style="list-style-type: none"> a. How does the breakeven point relate to profitability on a new product and for the organization overall? b. Explain the reality of planning and the benefits that stem from it. c. Give an overview of annual budgets and then choose two parts of the budget and explain them in more detail. <p>6. Submit a rough draft of the first half of the Individual Project (through the Financial Ratios section). This draft should be in APA format.</p>	<p>100</p> <p>10</p> <p>100</p> <p>100</p>
FIVE	<p>1. Read the following:</p> <ul style="list-style-type: none"> a. <i>Finance for Nonfinancial Managers</i>, chapters 13–14. b. <i>Provision and Wealth</i>, chapters 7 and 8. <p>2. Complete the Unit Five <i>Provision and Wealth</i> Questions.</p> <ul style="list-style-type: none"> a. After reading chapters 7 and 8 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The questions will provide a foundation for the following discussion forum. 	<p>100</p>

	<ol style="list-style-type: none"> 3. Participate in the Unit Five <i>Provision and Wealth</i> Discussion. 4. Using your Lynda.com account, view the series in your playlist labeled "Entrepreneurship: Raising Startup Capital." 5. Complete the Unit Five Chapter Comprehension Questions. Each question requires a 250-word response. <ol style="list-style-type: none"> a. Should a company be without debt? Why or why not? b. Explain the options for financing business operations. c. What are the key factors to attracting outside investors to launch an entrepreneurial venture? d. What outcome is best for a small business: sell it through an IPO, sell a part of it to a strategic partner or running it as a private business? 6. Continue finalizing your Individual Project. Make sure to utilize any feedback provided by your faculty member. 	<p>10</p> <p>100</p>
SIX	<ol style="list-style-type: none"> 1. Read <i>Provision and Wealth</i>, chapter 9 and Final Reflections. 2. Complete the Unit Six <i>Provision and Wealth</i> Questions. <ol style="list-style-type: none"> e. After reading chapter 9 in the <i>Provision and Wealth</i> text, complete the questions at the end of each lesson. These questions will be graded on a credit/no-credit basis. The questions will provide a foundation for the following discussion forum. 3. Participate in the Unit Six <i>Provision and Wealth</i> Discussion 4. Complete your Presentation and submit it to the discussion forum by day FOUR of the unit. Refer to the Major Assignment section of the syllabus for specific details on this assignment. 5. Submit your Individual Project. Refer to the Major Assignment section of the syllabus for specific details on this assignment. 6. Complete the End-of-Course Evaluation. A link to this survey will be sent to your Cornerstone email. 	<p>100</p> <p>10</p> <p>100</p> <p>100</p>

CASE STUDY RUBRIC

	LEVEL 4 (0-2 Points)	LEVEL 3 (0-2 Points)	LEVEL 2 (3 Points)	LEVEL 1 (4 Points)	Points Earned
Identification of the Main Issues/ Problems	Identifies, labels and understands five to seven main issues from five to seven different chapters, and the problems/questions are all relevant and diverse.	Identifies, labels and understands four of the main issues from four of the chapters, and the problems/questions are mostly relevant and diverse.	Identifies, labels and understands three of the issues from three of the chapters, and the problems/questions are somewhat relevant and diverse.	Identifies, labels and understands two of the issues from two of the chapters, and the problems/questions are relevant and diverse.	
Analysis of the Issues	Insightful and thorough analysis of all the problems/questions	Thorough analysis of most of the problems/questions	Superficial analysis of some of the problems/questions in the case	Incomplete analysis of the problems/questions	
Comments on effective solutions (Solution in the case already or proposed by you)	Well documented, reasoned and pedagogically appropriate comments on solutions to all problems/questions	Appropriate, well thought out comments on solutions to most of the problems/questions	Superficial comments about solutions to some of the problems/questions	Superficial comments and at times inappropriate solutions to some of the problems/questions	
Links to Course Readings and Additional Research	Excellent research into the problems/questions with clearly documented links to the material read in class and possibly additional material	Good research and documented links between the problems/questions and the material read	Limited research and links between the problems/questions and the material read in class	Incomplete research and links between the problems/questions the material read in class	
Conceptual Understanding	Demonstrates a clear and deep understanding of the theory and the "big ideas" presented in the chapter.	Demonstrates clear understanding of the ideas presented in the theory presented in the chapter.	Demonstrates limited/surface understanding of the theory presented.	Demonstrates superficial understanding of the theory.	
Identifies Issues/Problems (if applicable)	Demonstrates a clear and deep understanding of an issue/problem in the case study.	Demonstrates deep understanding of an issue/problem in the case study.	Demonstrates limited/surface understanding of an issue/problem in the case study.	Demonstrates superficial understanding of an issue/problem in the case study.	
Connections: Theory and Practice	Makes appropriate, insightful and powerful connections between the issue/problem and the theory.	Makes appropriate and insightful connections between the issue/problem and the theory.	Makes appropriate but somewhat vague connections between the issue/problem and the theory.	Makes little or no connection between the issue/problem and the theory.	

Referenced Sources	Accurately and precisely integrates conceptual material from the text. Uses specific concepts and terms extensively with page numbers references.	Accurately integrates conceptual material from the text. Specifically uses some concepts and terms with page numbers references.	Limited integration of the conceptual material from the text. Limited use of concepts and terms from the chapter with page number references.	Integrates few or no concepts from the chapter. Very limited use of concept and terms from the chapter.	
Recommendations	Makes realistic, appropriate and insightful recommendations clearly supported by the information presented and the theory from the chapter.	Makes realistic and appropriate recommendations clearly supported by the information presented and the theory from the chapter.	Makes realistic or appropriate recommendations supported by the information presented and the theory from the chapter.	Makes realistic or appropriate recommendations with limited support from the information presented and the theory from the chapter.	
Assumed a Variety of Roles	Demonstrated leadership and initiative.	Took on a variety of roles including leadership.	Fulfilled a supportive role.	Demonstrated limited engagement.	
Writing Skills	Writing is totally free of grammar and spelling errors. Clear and concise presentation of ideas.	There are occasional spelling errors. Clear presentation of ideas	There are more than occasional spelling errors. Most ideas are presented clearly.	Spelling errors are frequent Hard to follow the ideas.	
				TOTAL	

GRADING RUBRIC FOR WRITING ASSIGNMENTS

Assignment _____ Date due: _____

Course/Cohort _____ Date handed in: _____

Student _____

5 = unacceptable 6-7 = needs extensive revision 8 = satisfactory 9 = strong 10 = outstanding

Format requirements (may differ for each assignment)	5	6	7	8	9	10
Insight and comprehension (including thesis statement, if applicable)	5	6	7	8	9	10
Organization and focus	5	6	7	8	9	10
Grammar, punctuation and sentence mechanics	5	6	7	8	9	10
Integration of sources	5	6	7	8	9	10
Comments:						
Total Points: _____ Final Grade: _____ (on a 100-point scale, calculate points x 2 for final grade)						

CRITERIA FOR EVALUATING EACH SECTION OF THE RUBRIC

Format requirements

- Does the student adhere to the stated requirements of the assignment?
- Does the student use APA format to the extent that it is required by the instructor?
- Does the student address the prescribed audience and use appropriate diction?

Insight and comprehension

- Does the student show a detailed knowledge of the material?
- Does the student show an ability to respond to the questions raised by the material?
- Is the student able to use the material for his/her purposes?
- Does the student have an appropriate and thoughtful thesis?

Organization and focus

- Does the introduction provide a focus for the entire paper?
- Do the student's ideas and thoughts develop in a clear and logical way?
- Does the student make clear transitions between ideas or points?
- Is each paragraph organized around a single guiding thought?
- Does each paragraph relate clearly to the paper's main idea or thesis?
- Does the paper have a strong conclusion?

Grammar, punctuation, and sentence mechanics

- Does the student write clear and complete sentences (no fragments, run-ons, comma splices, or examples of mangled syntax)?
- Does the student use commas correctly?
- Does the paper contain misplaced modifiers or agreement problems?
- Is the paper largely free of spelling mistakes?

Integration of sources

- Does the student use an appropriate number of quality sources?
- Does the student's references list follow APA format?
- Does the student use parenthetical references correctly?
- Does the student use signal phrases?
- Does the student use appropriate quotations or paraphrases?
- Are there any uncited sources in the references list?
- Are references to sources clearly being used for the writer's own purposes, or are they somewhat arbitrary?
- Are there any possible plagiarism problems?

DISCUSSION FORUM SCORING GUIDE

	Points Possible:	Points Earned:
<p>Initial Post</p> <ul style="list-style-type: none"> The initial response contains an original answer to the questions posted that demonstrates mastery of the class material. The initial response addresses each part of the prompt and adheres to the length requirement given. The initial response to the discussion prompt must be posted by 11:59 pm Eastern Time on day four of the unit to allow other students adequate time to respond. 	5	
<p>Responses to Others:</p> <ul style="list-style-type: none"> Students will respond at least once to two other students' initial discussion responses to offer constructive criticism or affirmation, or pose an additional question. This allows for new thoughts, ideas, and information to be presented and exchanged. Discussions occur when there is dialogue; therefore, students need to build upon the posts and responses of other learners to create threads of discussion. For each discussion question, each student will read the discussions of other students in the course. They should make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to their initial responses. These do not count towards the two required responses; however, it is factored into the participation grade. Posts and responses should be thorough and thoughtful. Just posting "I agree" or "Good ideas" will not be considered adequate. Students should support statements by including examples, prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate). Students should make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean students should not extend the topic, but they should not stray from it. These peer responses must be posted by 11:59 pm Eastern Time on day seven of the unit. 	4	
<p>Grammar and Spelling</p> <ul style="list-style-type: none"> All posts and responses should be free of grammatical or structural errors. "Text Speak" is not allowed. (For instance, capitalize the word "I" and spell out "you.") APA citations must be included for any quoted or paraphrased information from other sources. 	1	