**PAC Form Item #3: Mapping**

**• New Course: Map course to its program(s).**

**• Existing Course: If SLOs have changed, complete worksheet(s).**

**Instructions:**

* On the worksheet, identify the course.
* Review the learning goals/SLOs (referred to as Degree Learning Outcomes on the worksheet) for the Finance major. The goals are listed, in brief on the worksheet however they should be reviewed in detail at: <http://cbaweb.sdsu.edu/assets/files/assessment/goals/2012/BSBA-Finance.pdf>.
* If a given goal/SLO is a primary focus of the course, indicate this by placing an “X” in the Primary Focus column.
  + Note: *An SLO that is part of a course is not necessarily the primary focus of the course. For example, “Describe global capital markets.” is probably a primary focus of FIN 329 (International Business Finance). That same SLO might be addressed in FIN 323 (Fundamentals of Finance) but is not a primary focus of that course.*
* Consider whether some part of the course **Introduces**, **Reinforces**, and or **Applies** the goal/SLO being considered. If it applies, further consider whether the application takes place at the individual student level or in a group. Place an **“I”,** an **“R”,** an **“AI”** and/or an **“AG”** in the boxthat corresponds to the goal or SLO.
  + *Please use the following definitions:*
    - *Introduces:* ***(I)*** *A new concept, likely a student’s first exposure*
    - *Reinforces:* ***(R)*** *Furthering explanation and/or understanding of a previously introduced concept.*
    - *Applies (Individually):* ***(AI)*** *Requires “hands-on” activity of some type that is evaluated at an individual student level.*
    - *Applies (In a Group):* ***(AG)*** *Requires “hands-on” activity of some type that is completed by a group of students working together and is evaluated at the group level.*
  + *It is okay to place multiple letters in one box if the course does more than one thing. It is also okay to leave the box blank if the course does not relate to the goal/SLO. Please think concretely about the course’s SLOs, specific lectures and activities such as assignments, exercises, and exams. It is less helpful to draw a general conclusion that “everything I do in my class contributes to critical thinking [for example]” than to think in terms of a specific assignment that requires students in the class to demonstrate critical thinking skills and is evaluated based on the level of those skills demonstrated. It is* ***not*** *expected that a single course will contribute to all learning goals/SLOs nor cover all levels (introducing, reinforcing, applying). Remember that each course is one piece of a broader program. Programmatic learning goals/SLOs are accomplished by the introduction, reinforcement, and application of material over the range of courses in the program. It isn’t all expected to happen in one course!)*

**Finance Worksheet**

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| --- | --- | --- |
| **Course:** |  | |
| **Finance Major Degree Learning Outcomes** | **Primary**  **Focus?** | **I, R, AI, AG?** |
| Create and interpret financial statements. |  |  |
| Create and interpret cash flow statements. |  |  |
| Determine discount/hurdle rates. |  |  |
| Evaluate investments in working capital and long-term assets. |  |  |
| Apply valuation techniques, both DCF (discounted cash flow) and non-DCF. |  |  |
| Apply the contingent claims approach to valuation. |  |  |
| Design and analyze pro forma statements. |  |  |
| Determine composition of short and long term funds. |  |  |
| Identify and evaluate financing choices. |  |  |
| Apply models for pricing stocks, bonds, and derivative instruments. |  |  |
| Construct optimal portfolios. |  |  |
| Design hedging strategies to manage market risks (e.g. currency, commodity, economic, and political). |  |  |
| Perform competitive and comparative analyses of industries. |  |  |
| Describe global capital markets. |  |  |