

1. BASIC INFORMATION

Course	Sources of International Finance
Degree program	Global Bachelor in International Business
School	School of Social Sciences and Communication
Year	2nd
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English
Delivery mode	On-Campus
Semester	S4
Academic year	2024-25
Coordinating professor	Dr. Hubert Augusto Joo Kitano
Professor	

2. PRESENTATION

Financial Economics is an essential subject within the Global Bachelor's Degree in International Business, with a value of 6 ECTS credits. The student will become familiar with key concepts such as the International Financial System, the identification and assessment of the main sources of international finance, the cost of capital: WACC, and the assessment of the decision-making process: debt and equity financing.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB.1: Knowledge in an area of study that starts from the basis of general secondary education, usually found at a level of advanced textbooks. Includes aspects from the forefront of their field of study.
- CB.4: Students can transmit information, ideas, problems, and solutions to a specialized and non-specialized audience.
- CB.5: That students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CT.5: Ability to apply knowledge in practice, to use the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which students are being trained.
- CT.8: Information management: Ability to search, select, analyze, and integrate information from diverse sources.
- CT.12: Critical reasoning: Ability to analyze an idea, phenomenon, or situation from different perspectives and take an approach based on rigor and objectivity, not mere intuition.
- CT.13: Problem-solving: Ability to find a solution to a confusing issue or a complicated situation without a predefined solution, which makes it difficult to achieve a goal.
- CT.16: Decision making: Ability to choose between alternatives or existing ways to effectively resolve different situations or problems.

Specific competencies:

- CE2: Ability to define, design, explain, and apply the international business process and the different phases that comprise it: planning, organization, management, and control.
- CE8: Ability to use the management tools available in administration and finance in international business environments.
- CE15: Ability to analyze the market before international expansion and business growth decisions.
- CE.17: Ability to select the best financial and operations planning alternative to be applied in the markets and companies where the activity is carried out in globalized and interdependent environments.
- CE20: Ability to use the mathematical tools necessary to solve economic problems and the use of basic calculation, algebra, and programming methods.

Learning outcomes:

- LO1: Understanding of different sources of funding that companies can access in an international environment.
- LO2: Problem-solving associated with investment decision-making that shows a proper understanding of the concepts described.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB.1, CB.4, CB.5, CE2, CE8	LO1: Understanding of different sources of funding that companies can access in an international environment.
CT.5, CT.8, CT.12, CT.13, CT.16, CE15, CE17, CE20	LO2: Realizing problems related to investment decisions that demonstrate the correct understanding of the concepts described.

4. CONTENT

- The International Financial System.
- The identification and assessment of the main sources of international finance.

- The cost of capital: WACC.
- The assessment of the decision-making process: debt and equity financing.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

1. Master class
2. Case Method
3. Cooperative Learning
4. Problem-Based Learning (PBL)

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master class	32
Autonomous work	30
Formative assessment	10
Problem-solving	25
Tutoring	10
Collaborative group activities	20
Case analysis	15
Asynchronous master class	8
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assesment	Weight (%)
Knowledge Tests	50%
Case studies and problem solving	20%

Written reports	10%
Performance Observation	10%
Oral Presentations	10%

When you access the course on *Campus Virtual*, you'll find a description of the assessment activities you must complete and the delivery deadline and assessment procedure for each.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of 4.0 in the final exam for it to count towards the final grade, along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of 4.0 in the final exam for it to count towards the final grade, along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after receiving the corresponding corrections from the professor or those not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Weeks 1-7
Activity 2	Week 8-13
Activity 3	Weeks 14-17
Exams	Week 16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Brealey, R. A. (2020). *Fundamentals of Corporate Finance* (S. C. Myers & A. J. Marcus (Eds.); Tenth edition). McGraw-Hill.
- Damodaran, A. (2006). *Applied corporate finance : a user's manual* (Segunda edición). John Wiley.

The recommended Bibliography is:

- McLaney, E. J. (2016). *Business Finance*: Vol. Eleventh Edition. Pearson Education.
- Mavron, V. C., & Phillips, T. N. (2007). *Elements of mathematics for economics and finance*. Springer.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit, we support our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusion with specific educational needs, universal accessibility on the different campuses of the university, and equal opportunities.

From this unit, we offer our students:

1. Accompaniment and follow-up using counseling and personalized plans for students who need to improve their academic performance.
2. Regarding attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.
3. We offer students different extracurricular resources to develop competencies and encourage personal and professional development.
4. Vocational guidance through the provision of tools and counseling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys that help identify the strengths and areas we need to improve regarding professors, degree programs, and the teaching-learning process.

The surveys will be available in the “surveys” section on the virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.