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Class Meeting Schedule:

Class Format: In Person – Gerlach Hall, room 245

Class Schedule: Tuesday/Thursday, 9:35am – 10:55am – Class 3242H-0010 (38171)

Course Materials / Software:

Required: Berk, J.; DeMarzo, P.; Harford, J., “Fundamentals of Corporate Finance”, 3rd Ed. Pearson

ISBN-13: 978- 0133507676	(Print - Hardcover Edition)
ISBN-13: 978-0133507911	(Print - Student Value Edition)
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Required: Course packet which contains various readings is available from Harvard Business School Publishing (HBSP). A link to HBSP and the course packet can be found on the Carmen course home page.

Course Description:

This course introduces students to fundamental finance concepts, with a focus on valuation, financial technology (fintech), and the financing and exit strategies available to startups. Designed for students with limited finance experience, the course is structured into three modules that progressively build decision-making skills. The course is intended for honors students aspiring to careers in finance, consulting and related fields. Through case studies, real-world applications, and interactive discussions, students will develop a strong financial foundation and an entrepreneurial mindset to navigate the intersection of engineering and finance.

Module 1: Foundations of Financial Decision-Making

Students will learn core problem-solving techniques used in corporate finance, including the time value of money, capital budgeting, project analysis, and investment criteria. These principles form the basis for evaluating business decisions and assessing investment opportunities.

Module 2: FinTech and Emerging Financial Innovations

This module provides an overview of the most recent technological advances that are radically changing the financial services industry. These technological innovations offer cost-effective, independent, and convenient ways for people to perform financial transactions. We will analyze how new technologies create value in the financial industry, from reducing unit cost, increasing transparency, increasing competition, creating network effects, leveraging economies of scales, and lowering asymmetric information.

Module 3: Startup Financing and Exit Strategies

Students will dive into the funding lifecycle of startups, from early-stage capital to scaling and exit strategies. Topics include pitching an idea, understanding different types of investors (Angel Investors, Venture Capitalists, and corporate funding), and strategies for successful exits, such as acquisitions and IPOs.

Prerequisites:

Please consult your Academic Advisor

Course Learning Outcomes:

By the end of this course, students should successfully be able to:

- Analyze time value of money.
- Examine discounted cash flow valuation and interest rates.
- Examine net present value and other investment criteria in making capital budgeting decisions.
- Identify and demonstrate how financial managers make value increasing capital investment decisions.
- Understand the Fintech ecosystem and comprehend how leading Fintech companies use blockchain, AI and ML to drive their corporate strategies.
- Learn blockchain technology and its applications including cryptocurrencies in a deeper level
- Develop a high-level understanding of big data analyses and Artificial Intelligence/Machine Learning and their applications in finance.
- Understand and convey basic methodologies in harvesting and presenting an idea
- Discuss the various financial resources available to an early stage company
- Explain the role and value of an Angel Investor and Venture Capitalist
- Define Pre-money vs. Post-money and the implications of not understanding each
- Understand the mechanics of convertible notes and financial pro formas
- Discuss the various exit scenarios available to an early stage company

How This Course Works:

Mode of delivery: This course is 100% in person. **ATTENDANCE IS MANDATORY.**

Per The Ohio State University: This course requires in-person attendance and participation and cannot be completed virtually. Instructors cannot make exceptions or change course delivery mode for individual students. [Student Life Disability Services](#) can provide guidance and assistance to students with disabilities who require accommodations.

Credit hours and work expectations: This is a **3.0-credit-hour course**. According to [Ohio State policy](#), students should expect around 3.0 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

Attendance and participation/contribution requirements:

- **YOU ARE REQUIRED TO ATTEND ALL CLASS SESSIONS AND TO ARRIVE ON TIME.** This is much more important in a case-oriented course than in a lecture-oriented course. To a significant extent, the value you get from the course depends on your presence in class, and your classmates' opportunities to learn from your insights depend on your presence in class. Any student who fails to attend without giving prior notification to the instructor will be dis-enrolled after the third instructional day of the term, the first Friday of the term, or the second scheduled class meeting of the course, whichever occurs first.
- You are also expected to log in to the course in Carmen every week outside of class time to access any assignments or class announcements.
- **Office hours: OPTIONAL** All office hours are optional and provided for the student to bring up questions or discuss any concerns in a one-on-one setting.

Class Preparation:

Thorough preparation—by students *and* instructor—and active participation are essential to a successful case course. Learning comes from struggling with the issues outside of class, then discussing the conclusions (and the struggle) in class. Unprepared students personally miss out on most of the learning and also cheat their classmates because they cannot contribute fully to the learning that occurs in class.

You will be given some preparation questions to help guide your analysis of a case. These questions are not designed to be comprehensive, and I encourage you to explore relevant issues beyond the questions in the guidelines. Depending on how the class discussion unfolds, we may talk about some of the study questions but not others. At a minimum, each team should address the study questions prior to class, and each student in the group should understand the team's analysis and decisions.

Virtually every case requires an "answer" or a decision, and you should arrive in class prepared to explain and defend your decision. *It is unacceptable to arrive in class without having made a decision*, and statements like, "There wasn't enough information," will be challenged! Decisions must be made every day with less information than one would like to have.¹

To encourage preparation and facilitate class discussion, students will be called on in class to share their insights and analysis. During lecture/discussion sessions, students are expected to have

¹ It is perfectly fine to explain your decision based on the information available, and then to state the additional information you would like to have and how you would use it.

completed the assigned reading before class, and I will likely call on students during these sessions also.

Grading and Faculty Response:

For purposes of assigning final grades for the course, approximate weights will be the following:

Attendance/Contributions in Class	8%
Module Course Assignments	15%
Module Course Case Presentations	30%
Module Course Exams	45%
Key Lessons Worksheet	2%
	Total: 100%
Peer Class Contribution	½ letter grade

Please note: Late submissions will **NOT** be accepted. Please refer to Carmen for due dates. The standard OSU grading scale will be used.

We are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
 - **Email:** We will do my best to reply to emails within **48 hours on days when class is in session at the University**.
 - **Discussion board:** When used, we will check and reply to messages in the discussion boards every **24-48 hours on school days**.
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Class Contribution Components:

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a portion of your grade. As is the case with real world work environments, you are judged not by what you know but by what you **contribute**. Even if you feel that you know the material, unless you share your insights with the class, I cannot adequately evaluate your preparedness and contribution. Students are never penalized for making comments which don't appear to be the "right answer." It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material which this course entails.

There are three components of the class contributions grade: Student responses to core case analysis questions, overall Instructor evaluation, and overall peer evaluation.

Student Answers to Core Case Analysis Questions: The Socratic Method will be used to organize case discussions. For each case discussed during the course, we will have a number of critical questions that are at the core of analyzing the case. These critical questions may or may not be the same as the preparation questions that are provided for each case. I will randomly choose students to answer each one of these critical questions should there be no initial volunteers to open the class discussion. When I call on a student, that student has three options:

- (1) *Answer the question.* In answering the question, the student presents his/her analysis of this aspect of the case. (**Please note: in general, you should be able to identify the key issues, problems and opportunities facing the central case protagonists, to articulate and evaluate alternative approaches to problems, and to describe the course of action that you recommend and the reason for your recommendations**). It may be the case that the student does not agree that the question asked is an important question. If this is so, a discussion about what constitutes an important question is entirely appropriate.
- (2) *Pass.* Each student has the opportunity, one time during the course, to pass on answering a question. We all have complex lives, and this opportunity acknowledges that complexity. However, you can only pass once. If you are absent (unexcused absence) from class, it is counted as a Pass. If you pass a second time (either by attending class and answering "Pass" when called on or by not attending class [unexcused absence] your class contribution grade will be adjusted down.
- (3) *Fake it.* If a student has not read and analyzed the case, he/she may try to bluff through the questioning. Faking may appear to be a particularly attractive alternative if a student has read, but not analyzed, the case. However, faking it is a very risky strategy. If I determine that a student is faking it, that student's class contribution grade will suffer accordingly.

Overall Instructor Evaluations: Of course, students who are not asked core case analysis questions for a particular case are free to volunteer their insights and analyses to the ongoing discussion. The quality of this volunteer contribution is the primary determinant of a student's overall peer evaluation and Instructor evaluation for class contribution scores. We will evaluate each person's contribution for each and every class and keep a running score on class contribution. You are welcome to check anytime to see how you are doing.

Overall Peer Evaluations: Towards the end of the course, we will distribute a Peer Class Contribution Evaluation form. On this form, students will be asked to list (number to be determined by class enrollment) students in the class who, in their opinion, consistently demonstrated excellent class contribution throughout the course. Students may not list themselves on this form. For accounting purposes, each student will need to submit their Peer Class Contribution Evaluation form through Carmen, which will be kept confidential. The Peer Class Contribution Evaluation form must be returned to me no later than the last scheduled class of the course. Students who fail to turn this form in on time will not be eligible to receive a bonus class contribution grade.

Class Contribution Evaluation Criteria:

We will assign points for each student's contributions in class. These points will be based on the quality and to a degree the quantity of the student's classroom questions, comments, and responses to questions posed by the instructor and classmates. As mentioned earlier, at an absolute minimum, each student is expected to attend class, be familiar with the case and to understand his or her team's analysis and conclusions—evidence to the contrary will be negatively viewed. Here are a few examples of class contributions that will be positively viewed:

- Carefully explaining the major factors affecting a decision, how they were evaluated and how the different factors were weighed.
- Providing an insight about a company's operations that was not provided in the case discussion but was gleaned from the data.
- Describing a situation you have experienced or read about that bears on the discussion.

- Pointing out an error or weakness in someone's argument/decision, providing an alternative approach and explaining why the alternative should be preferred.
- Exploring an issue that arises naturally from the case but was not raised in the case itself or in the study questions.
- Sharing any sensitivity analysis or business models that were done in Excel.

If you are unwilling or unable to voluntarily contribute to class discussions on a regular basis, we urge you to consider taking a different class. This course, by its nature, depends on lots of student input in class to maximize learning, and substantive contributions are required to earn a good grade for the course.

Problem Assignments:

Module 1 – (2) Problem Assignments – “TVM”

There will be 2 individual problem assignments in this module. The assignments will be given from the end of chapter problems. The detailed information and due dates of each assignment will be posted on Carmen at least 7 days before its due date. Solutions of each assignment will be available after submission. Assignments are due on the day specified by the instructor. The late submission penalty for problem assignment is 20%. No assignments will be accepted after 1 day.

Module 3 – Problem Assignment – “The Pitch”

Please prepare a two-minute pitch regarding a business opportunity or idea that you will present to the class. I would like you to also either start off or end your pitch with a 10 word or less memorable description of what your opportunity or idea is. For example, “We’re the Chipotle of Pizza.” Please note, given the sheer number of students, I will be diligent in cutting you off at the ninety-second mark. No POWER POINT Presentations!

The Opportunity and the Idea

Your task is to determine the business subject of your ‘pitch.’ In general, you should try to look for something that builds on an area of opportunity as defined in your readings and your business or personal life. Remember, that most opportunity results from fulfilling an unmet need or solving a particular problem that:

- Addresses a significant pain point in your industry
- Stems from a technological innovation or discovery
- Capitalizes on a social or demographic trend
- Recognizes a gap or need in an existing system
- Sounds like fun and a good opportunity to you

The business idea that flows from this opportunity does not have to be fully fleshed out. It would not be realistic to think that every idea presented would be a “homerun” i.e., provide an investor with 10x on his/her money. That being said, have fun with this and build on something that interests you no matter how far “Outside of the box” you go... On, the other hand, I do expect that you have thought about this enough that you can give a compelling pitch following the guidelines in your reading as well as your instincts and experience.

The Pitch

The key to this is to communicate your idea and the potential of your opportunity in a clear and concise manner i.e., what pain point does your idea solve and for whom; who would actually pay for this, and how much; how big is the opportunity.

Please practice and no PowerPoints! You may find that two minutes are far longer or shorter than you might think once you have prepared yourself.

Case Presentations:

Case 1 Presentation Assignment – Precision Control and Engineering

In this assignment, you will apply capital budgeting techniques to evaluate the financial viability of a proposed project. A pre-built Excel template has been provided that includes the necessary structure for calculating **Net Present Value (NPV)**, **Internal Rate of Return (IRR)**, and **Payback Period and Discounted Payback**.

Your task is to:

1. **Input the project cash flows** (initial investment, annual operating cash flows, and any terminal value) into the template.
2. **Verify and complete the formulas** for NPV, IRR, and Payback if needed. Ensure they are linked correctly to the cash flow assumptions.
3. **Run the analysis** and interpret the results. Pay attention to whether the project creates or destroys value.
4. **Write a short summary in PowerPoint (5–6 slides)** explaining your findings. In your presentation, be sure to:
 - State the calculated NPV, IRR, and Payback.
 - Explain what each measure tells you about the project.
 - Identify whether you would recommend accepting or rejecting the project and why.
 - Discuss the limitations of each measure and which you think is the most informative in this case.

Case 2 Presentation Assignment – Blockchain Projects and Defi

Each team will prepare a PowerPoint presentation on the Blockchain Projects and DeFi platform products. The presentation should be a maximum of 10 minutes long. All groups will submit PowerPoint presentation by the date specified on course schedule below. Please upload only one file per group via Carmen.

Case 3 Presentation Assignment – Public Data Systems, Inc.

Startup Investment Evaluation:

Public Data Systems, Inc.: Investor Presentation

Please review the Public Data Systems, Inc., PowerPoint Presentation and prepare your answers to the following questions:

1. What is your assessment of the presentation?
2. Would you feel compelled to invest in their idea/opportunity?
3. Value the company:
 - a. How much would you value the company (Pre-money)?

- b. What valuation methodology did you use?
- c. Given your valuation of the company, what percentage of the company would you require?

Food for Thought:

As mentioned earlier, students will be called on during class. Consider it your own personal opportunity to contribute to your classmates' education and to develop your ability to think on your feet and speak extemporaneously. Mistakes will be made, but we all learn from our mistakes, and from others' mistakes.² We recognize that this creates a certain level of tension for some students, and we will try to be sensitive to anxiety-induced brain cramps. This is an opportunity to gain practice overcoming such anxiety, a skill that will serve you well in years to come.

It is important that different opinions, assumptions and methods of analysis be discussed in class. It contributes greatly to the learning process if, when you disagree with a classmate, you explain clearly what you disagree with, why you disagree, and how you think the decision should be made. This can be done energetically, but with respect for your classmates—belligerence is unnecessary and counterproductive.

² We can virtually guarantee that the instructors will publicly embarrass themselves several times during the course.

Course Materials, Fees and Technologies

Required Equipment

- ▶ **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- ▶ **Webcam:** built-in or external webcam, fully installed and tested
- ▶ **Microphone:** built-in laptop or tablet mic or external microphone
- ▶ **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- ▶ Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- ▶ Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- ▶ [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- ▶ Basic computer and web-browsing skills
- ▶ [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- ▶ [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- ▶ [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, We are obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- ▶ [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- ▶ [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- ▶ [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at <http://civilrights.osu.edu/>,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- ▶ All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- ▶ The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed

at [614-292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicideline.org/) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic,—or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- ▶ [CarmenCanvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- ▶ Streaming audio and video
- ▶ [CarmenZoom accessibility \(go.osu.edu/zoom-accessibility\)](http://go.osu.edu/zoom-accessibility)

Please Note: In the Event of a University Directive, the following Schedule could be subject to change with less than 24 hours' notice.

Module 1: Time Value of Money and Capital Budgeting
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<u>Week 1 Beginning (08/24)</u>	<u>Professor</u>	<u>Due</u>
Lecture 01 – Course Introduction	Oglevee/Pirim	08/26
Lecture 02 – Intro to Finance & TVM	Oglevee	08/28
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<u>Week 2 Beginning (08/31)</u>	<u>Professor</u>	<u>Due</u>
Lecture 03 – Present Value and Future Value	Oglevee	09/02
Lecture 04 – Annuities, Perpetuities and Interest Rates	Pirim	09/04
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<u>Week 3 Beginning (09/07)</u>	<u>Professor</u>	<u>Due</u>
Lecture 05 – Investment Decision Rules I	Oglevee	09/09
Lecture 06 – Investment Decision Rules II	Oglevee	09/11
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<u>Week 4 Beginning (09/14)</u>	<u>Professor</u>	<u>Due</u>
Lecture 07 – Capital Budgeting I	Pirim	09/16
Lecture 08 – Capital Budgeting II	Pirim	09/18
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<u>Week 5 Beginning (09/21)</u>	<u>Professor</u>	<u>Due</u>
Lecture 09 – Capital Budgeting Modeling	Oglevee	09/23
Case 1 Presentations	Oglevee	09/25
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<u>Week 6 Beginning (09/28)</u>	<u>Professor</u>	<u>Due</u>
Module 1 Course Exam	Pirim	09/30
Lecture 10 - Guest Speaker (TBD)	Oglevee	10/02
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Please Note: In the Event of a University Directive, the following Schedule could be subject to change with less than 24 hours' notice.

Module 2: Basics of Fintech Ecosystem

<u>Week 7 Beginning (10/05)</u>	<u>Professor</u>	<u>Due</u>
Lecture 11 – What is Fintech? Industry Trends I	Pirim	10/07
Lecture 12 – What is Fintech? Industry Trends II	Pirim	10/09
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<u>Week 8 Beginning (10/12)</u>	<u>Professor</u>	<u>Due</u>
Lecture 13 – Distributed Ledger Technology	Pirim	10/14
Autumn Break (No Classes)		10/16
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<u>Week 9 Beginning (10/19)</u>	<u>Professor</u>	<u>Due</u>
Lecture 14 – DLT and Mechanics of Bitcoin	Pirim	10/21
Lecture 15 – Mechanics of Bitcoin	Pirim	10/23
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<u>Week 10 Beginning (10/26)</u>	<u>Professor</u>	<u>Due</u>
Lecture 16 – Guest Speaker (TBD)	Oglevee/Pirim	10/28
Lecture 17 – Blockchain Applications & Cryptocurrencies	Pirim	10/30
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<u>Week 11 Beginning (11/02)</u>	<u>Professor</u>	<u>Due</u>
Lecture 18 – Machine Learning & Applications in Finance	Pirim	11/04
Case 2 Presentations	Pirim	11/06
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<u>Week 12 Beginning (11/09)</u>	<u>A Professor</u>	<u>Due</u>
Veterans Day (No Classes)		11/11
Module 2 Course Exam	Pirim	11/13
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Please Note: In the Event of a University Directive, the following Schedule could be subject to change with less than 24 hours' notice.

Module 3: Financing and Exit Options for Start-ups

<u>Week 13 Beginning (11/16)</u>	<u>Professor</u>	<u>Due</u>
Lecture 19 – Pitching Business Ideas	Oglevee	11/18
Lecture 20 – Angel Financing	Oglevee	11/20
<u>Week 14 Beginning (11/23)</u>	<u>Professor</u>	<u>Due</u>
Lecture 21 – Convertible Notes	Oglevee	11/25
Thanksgiving Day (No Classes)		11/27
<u>Week 15 Beginning (11/30)</u>	<u>Professor</u>	<u>Due</u>
Lecture 22 – Venture Capital	Oglevee	12/02
Lecture 23 – Company Exits	Oglevee	12/04
<u>Week 16 Beginning (12/07)</u>	<u>Professor</u>	<u>Due</u>
Case 3 Presentations	Oglevee	12/09
<u>Finals (12/12 – 12/18)</u>	<u>Time</u>	<u>Due</u>
Module 3 Course Exam	8:00am – 9:45am	12/12