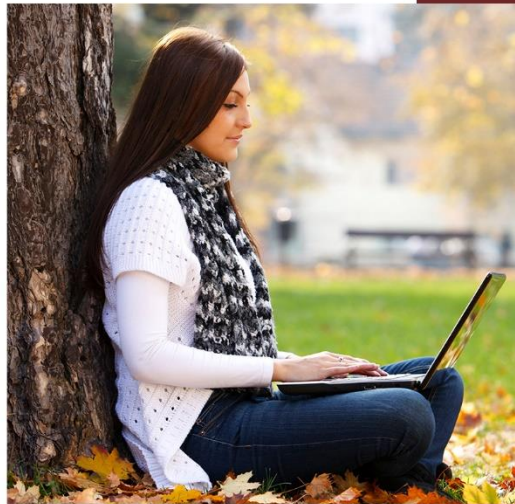
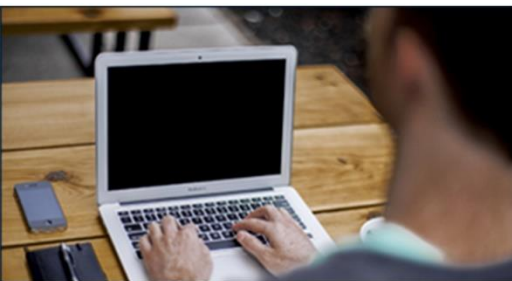


SYLLABUS



FNCE 317 Business Finance
Fall 2020

FNCE 317-Business Finance

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. **Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

The study of a firm's needs for funds; the institutions, instruments, and markets concerned with raising funds; and the techniques of analysis used to determine how effectively these funds, once raised, are invested within the firm. Ultimately, we will see how we as financial managers affect the value of the firm.

Required Text/Material

- 1) Brigham, E.F., & Houston, J. F. (2019). *MindTapV2.0 Finance for Fundamentals of Financial Management(15th ed.)*. USA: South-Western/Cengage ISBN – 9780357114568
You can order directly by going to <http://services.cengagebrain.com/course/site.html?id=preview/3488921>. Rent, get an ebook or a hardcopy from this site.
- 2) Use of a calculator is highly recommended for the problems and exams. If selecting a calculator at this time, a financial calculator is recommended. (Two recommendations are the HP-10B II and the T1-BAII Plus). However, it is your responsibility to learn all the functions that we use in this class on your calculator.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree.

Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Optional Text/Material

Text Books:

- Brigham, E.F., & Daves, P. R. (2016). *Intermediate Financial Management*(12th ed.). USA: South-Western/Cengage
- Burkett, L. (1977). *Investing for the Future- Your Guide To Understanding the Economy, Minimizing Risks, Maximizing Assets, Strategizing as you go, and Becoming Debt-Free by Retirement (Biblical Perspective)*.USA: Chariot Warrior
- Burkett, L. (2000). *How to Manage your Money, An In-Depth Bible Study on Personal Finances*. Chicago: Moody Publishers
- Foerster, S. (2015). *Financial Management – Concepts and Application*. Upper Saddle River, New Jersey: Pearson Education
- Reid, G. E.(2009). *Faith and Finance*. USA: NAD, Stewardship Department
- Rose, S.A., & et al. (2016). *Fundamentals of Corporate Finance (11th ed.)*. NY: McGraw – Hill
Tata McGraw-Hill
- Smart, S.B., & Zutter, C. J. (2020). *Fundamentals of Investing (14th ed.)*. New York, NJ: Pearson Educations
- White, E. G. (1940). [*Counsels on Stewardship*](#). USA: Ellen G. White Estate Inc.

Journals and Magazines:

Barron's
Forbes
Fortune
Financial World
Business Week
Investor's Business Daily
Money, The Economist Wall Street Journal
Financial Analysts Journal,
International Journal of Financial Management
Journal of Multinational Financial Management
Journal of Risk and Financial Management
Journal of International Financial Management & Accounting
World Journal of Financial Management
Journal of Finance

Popular Investments Websites:

CNN Business (<https://www.cnn.com/business>)
Yahoo Finance (<https://finance.yahoo.com/>)
MarketWatch (<https://www.marketwatch.com/>)
Motley Fool (<https://www.fool.com/>)
Hoover's Online (<http://www.hoovers.com>)
Investing in Bonds (<http://www2.investinginbonds.com/>)
Treasury Direct (<https://www.treasurydirect.gov/>)

Mutual Fund Investor's centre (<https://mfea.com/>)

MAXfunds (<http://www.maxfunds.com/>)

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 11 hours each week. You'll spend your time reading, accessing instructional materials, completing assignments, interacting with your instructor and classmates via online discussions, watching multimedia, taking quizzes and exams, and completing a group and an individual project.

A recommended weekly schedule to divide your time is provided below.

Readings: 2 hour

Interactive Discussions: 1 hour

Quizzes: 1 hour

Weekly work on Group Project: 2 hours

Weekly work on Individual (Class) Project: 2 hours

Studying for Upcoming Exams: 1 hours

Student Learning Outcomes

1. Describe and evaluate the basic features of financial markets
2. Identify the essential components of nominal interest rates and use them to make expected return comparisons among assets
3. Apply time value of money concepts to complex cash flow scenarios
4. Utilize and interpret financial statements to evaluate performance, make business decisions and forecast financing requirements.
5. Understand the basics of the term structure of interest rates and the yield curve
6. Use the Capital Asset Pricing Model to quantify the risk-return trade-off
7. Determine a firm's weighted average cost of capital
8. Discuss long-term and short-term financing decision to include capital structure theory, dividend policy, the different types of securities, and working capital management.
9. Evaluate alternative techniques for analyzing project opportunities and budgeting capital
10. Apply the net present value criterion to complex capital budgeting problems
11. Discuss the importance of strategic planning and the central role that financial forecasting plays in the overall planning process
12. Describe corporate restructuring via mergers, leveraged buyouts, and divestitures.
13. Discuss the differences between multinational and domestic financial management

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include reading, accessing instructional materials, completing assignments, interacting with your instructor and classmates via online discussions, watching multimedia, taking quizzes and exams, and completing a group and an individual project. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Assignments

There will be an opportunity in the module for you to take a real-world situation and relate it directly to the theory under discussion in that module. These assignments/case studies have been designed to force you to think critically, hone your problem-solving skills.

All the issues in each assignment should be addressed and all questions answered with at least one paragraph each. The Assignment is 2 to 3 pages long, without counting the title, abstract, reference, and appendix (if any) pages. It must be written following the guidelines of the APA writing style and must be written at the academic standard, undergraduate level, without mechanics errors (e.g., grammar, spelling, punctuation, capitalization, etc.).

You will submit your answer to the appropriate assignment link. All assignments are due on or before the due date. Late submissions are not allowed, except for cases where there were difficulties beyond the learner's control. It is the responsibility of the learner to inform the

instructor of any technical difficulties before (not after) the due date. Before submitting any work, learners are encouraged to save it first on their computer in case there are some technical difficulties posting or uploading one's work. When assignments are submitted as attachment, they should be first saved in .doc, .docx, .rtf, or .pdf. other formats are discouraged in this course. Procrastination should be avoided at any cost.

Course Discussions (Shared Learning)

Forum activities are focused on specific questions. These questions allow your classmates to become involved as well as to evaluate your contributions. Forum activity is divided into two parts: (1) the answer to the forum discussion questions themselves and; (2) interaction with the instructor and your classmates on the comments they've submitted. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors. Additional, participation is not retroactive, meaning that if you are in module 5 and you go back and make a comment in the module 2 folders, this entry will not affect your participation grade for module 2.

Participation is the very heart of the online learning process. Because of this, every student needs to be in there talking to gain the most from the experience. Grading in the course is designed to encourage such participation. You are required to respond to the initial forum questions from the instructor as well as respond to at least two additional postings of either a fellow learner or the instructor.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

In summary, your grade for the forum go up as you go through the following stages of engagement.

Initial Post: A good first post increases your score by incorporating chapter readings, lectures, and your own carefully crafted thoughts about the case.

Shared Discussion: Raise questions. You show you have done the course reading and read other's posts by generating solid questions about their posts. You raise questions to generate dialog.

Disagree (nicely) or Agree: Write to each other, comparing contrasting ideas and concepts.

Full Dialogue: It generates thought and leads to the engagement of others and their ideas. This dialogue leads to a fuller understanding of options and a broader more comprehensive understanding of the issue or the case.

Please remember to be polite to other participants while making comments. To this end, one should attempt to question ideas and not people, and in so doing make every effort not to be offensive.

Try to use emoticons and acronyms to convey feelings since written communication can be easily misunderstood. Remember what may be accepted in one's own culture may not be accepted in someone else's.

Timed Chapter Tests

During the course session, you will have a class test after every two or three chapters. The test covers multiple-choice and true or false questions. Please review online video clips, quizzes via mind tap and practice questions from the textbook before you take these timed tests. The total time allocated is one hour. You will click the link for the test designated by the facilitator.

Examinations

Two examinations will be administered covering the textbook materials (chapters), forum discussions, online readings, assignments, and cases. The exams will include multiple-choice questions, true/false questions, calculation problems, short essays, and cases. All exams are to be taken using Moodle.

No makeup exams will be given. A missed exam will result in a grade of zero unless there are exceptional circumstances, which have been discussed with the instructor before the exam.

Time Zone— Unless otherwise specified, all times recorded in this syllabus correspond with the EST zone. Thus, make sure you observe this detail as you fulfill your course responsibilities, including participating in case discussions, submitting assignments, completing quizzes, etc.

Individual Cumulative Research Project - Specifications

The primary objective of this project is to answer your question, "So what is the relevance of all this to my organization and me?" The focus of this project is the application of financial management concepts to a specific financial strategy problem facing your organization (or one you are familiar with).

You will work on this assignment throughout the course. In designated modules, you will be able to submit a specific component and receive constructive feedback before you submit your next component. **Full details for this assignment are available in LearningHub**

Individual Cumulative Research Project Scoring:

Stage 1: Choosing an Organization/Company	5 points
Stage II: Executive summary, Secondary & Primary data, Conclusion	35 Points
Stage III: Refining the First draft, including suggestions and feedback from facilitator	<u>30 Points</u>
Total Points	70 Points

Team Project

In this course, you will work on one team project. This project is worth 10% towards the final grade in this course. As soon as you have your team in place, it is your responsibility to decide the different roles and responsibilities of each member.

This activity has the goal of helping learners to understand the various aspects related to corporate merger and whether mergers create value for the participating shareholders.

You will work on this assignment throughout the course. In designated modules, you will be able to submit a specific component and receive constructive feedback before you submit your next component. **Full details for this assignment are available in LearningHub**

Team Project Scoring:

Stage I: Team Formation	5 Points
Stage II: First Draft of PowerPoint Presentation.	28 Points
Stage III: Audio Final PP Presentation Document	<u>20 Points</u>
Total Points	53 Points

Note: Substitute Assignment for Team Project. (18 points)

When a class has only one student, the Team project is substituted with the following Assignment and carries 10% towards the final grade of the course. This assignment's goal is to help the student to understand the various aspects related to corporate mergers.

Develop/Design an Audio PowerPoint presentation on the topic: *Mergers and Acquisitions*. The presentation must meet the entire requirement described below. It will have four major sections.

Slide 1: Title slide (with the name of the University, title, and student name)

Slide 2: An Introduction

Slide 3-15: The body of the presentation (Secondary/Primary data)

Slides 16: References

Include at least five references that you used to prepare this Audio PowerPoint Presentation. Your reference page must follow the APA style.

Once this assignment is submitted, it cannot be modified. This assignment is worth 18 points.

Submit the Assignment to the link provided in Module 10.

Rubrics

Rubric for Assignments

CATEGORY	4	3	2	1	0	Score
Organization	Information is very organized with well-constructed paragraphs and subheadings. All the components of the paper are well presented.	Information is organized with well-constructed paragraphs. Most sections of the paper are very well presented.	Information is organized, but a few paragraphs are well-constructed. At least one required section is not well presented.	The information appears to be disorganized	N/A	
Amount of Information	All issues are addressed and all questions answered with at least one paragraph each. All the aspects of the topic are addressed. The paper is 2 to 3 pages long, without counting the title, abstract, and reference pages.	All issues are addressed and most questions answered with at least one paragraph each. One of the aspects of the paper is not well developed.	About half of the issues are addressed and some important questions are not fully developed.	Very few topics are addressed in the paper.	N/A	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples. Bibliographical references come mainly from books and academic journals.	Information clearly relates to the main topic. It provides most supporting details and/or examples, but misses a few. About half of the bibliographical sources are from books and academic journals.	Information clearly relates to the main topic. Few details and/or examples are given. Most bibliographical references come from sources other than books and journal articles.	Information has little to do with the main topic. All the sources come from references other than books and journals.	N/A	
Mechanics	No grammatical, spelling or punctuation errors. APA standards were highly followed in all the sections of the paper.	Almost no grammatical, spelling or punctuation errors. There are minor areas of APA improvements.	A few grammatical spelling, or punctuation errors that do not impede the comprehension. There are a few areas that need major improvements in APA standards.	Many grammatical, spelling, or punctuation errors. APA standards are hardly followed.	N/A	
Theories in Target Program	In an excellent way, the paper focuses the analysis on specific theories of the author's field.	In most sections of the paper, the analysis focuses on specific theories of the author's field.	In about half of the sections of the paper, the analysis focuses on specific theories of the author's field.	This paper rarely focuses on the analysis of specific theories of the author's field.	N/A	
TOTAL: <u> </u>/20	<i>General Comments:</i>					

Rubrics used to grade discussions

Discussion posts will be rated using the following rubric.

Exemplary Contribution 10	Strong Contribution 8	Average Contribution 6	Below Average Contribution 4	Poor Contribution 2
<p>The exemplary contribution rating indicates that the post did one or more of the following:</p> <ul style="list-style-type: none"> • Strongly improved your positive connection to the community • Significantly increased your understanding of the topic or skill related to the topic • Deeply, yet respectfully, provoked your currently-held assumptions about the nature of the topic (e.g. helped you to more clearly see another point of view) • Clearly demonstrated a strong connection between theory and practice 	<p>The strong contribution rating indicates that the post did one or more of the following:</p> <ul style="list-style-type: none"> • Improved your positive connection to the community • Increased your understanding of the topic or skill related to the topic • Provoked currently-held assumptions about the nature of the topic (e.g. partially helped you to see another point of view) • Partially demonstrated a strong connection between theory and practice 	<p>The average contribution rating suggests that a post neither negatively nor positive impacts your connections to the community or your understanding of, or skill with, the topic. However, it does demonstrate that the learner is still attempting to engage with the community and is participating.</p>	<p>The below average contribution rating indicates that the post did one or more of the following:</p> <ul style="list-style-type: none"> • Decreased your positive connection to the community • Confused your understanding of the topic • Criticized, maligned, or otherwise disrespected others because of their point of view • Demonstrated a disconnect between theory and practice or inaccurately applied the theory to their practice 	<p>The poor contribution rating indicates that the post did one or more of the following:</p> <ul style="list-style-type: none"> • Strongly decreased your positive connection with the community • Significantly confused your understanding of the topic • Severely criticized, maligned, or otherwise disrespected another because of their point of view • Clearly demonstrated a serious disconnect between theory and practice or very inaccurately applied the theory to their practice

Rubric for Cumulative Individual Project

CATEGORY	5.00	3.00	2.00	.10
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis	Presents an insightful and thorough analysis of all issues identified; Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Presents a thorough analysis of most issues identified; Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates a good command of the strategic concepts and analytical tools studied	Presents a superficial analysis of some of the issues identified; Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Presents an incomplete analysis of the issues identified; Makes little or no connection between the issues identified and the strategic concepts studied in the reading
Evaluation	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; the argument is one-sided and not objective
Recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the Reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the Reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the Reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the Reading
Research	Supplements case study with relevant and extensive research into the present situation of the organization; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the organization; documents all sources of information	Supplements case study with limited research into the present situation of the organization; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Total : /30				

Team Project - Grading Rubric

CATEGORY	2.00	1.50	1.00	.50
Buttons and Links Work Correctly	All buttons and links work correctly.	Most (99-90%) buttons and links work correctly.	Many (89-75%) of the buttons and links work correctly.	Fewer than 75% of the buttons work correctly.
Buttons - Navigation	Buttons are appropriately labeled and all similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different cards.	Buttons are appropriately labeled. Most similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different cards.	Buttons are appropriately labeled. Placement of buttons appears random from card to card.	Buttons are not adequately labeled and placement of buttons appears random from card to card.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and Hyper Studio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows a very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
TOTAL SCORE: ____/20	General Feedback:			

Substitute Assignment for Team Project - Grading Rubric

CATEGORY	2.00	1.50	1.00	.50
Buttons and Links Work Correctly	All buttons and links work correctly.	Most (99-90%) buttons and links work correctly	Many (89-75%) of the buttons and links work correctly.	Fewer than 75% of the buttons work correctly.
Buttons - Navigation	Buttons are appropriately labeled and all similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different cards.	Buttons are appropriately labeled. Most similar buttons (e.g., Back, Home, Next, etc.) appear in the same place on different cards.	Buttons are appropriately labeled. Placement of buttons appears random from card to card.	Buttons are not adequately labeled and placement of buttons appears random from card to card.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and Hyper Studio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows a very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
TOTAL SCORE: ____/18	General Feedback:			

Exams

The mid-term exam is worth 12.5% of your grade. You are allowed 180 minutes to complete this exam. The final exam is worth 12.5% of your grade. You are allowed 180 minutes to complete this exam. You are not allowed to use their course materials; however you are allowed to use a formula sheet (one-page). Nothing other than formulas are to be written on the page. A silent non-programmable business calculator is allowed.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24-27	An Overview of Financial Management	Chapter 1	Forum 1.1: Self-Introduction (via Video) Forum 1.2: Legal differences between types of firms Due, Thursday, Sept 3, 11:55 pm	SLO: 1,3,4,8
2 Aug 28 – Sept 3	Financial Markets and Institutions	Chapter 2	Forum 2.1: Case: Merit Enterprise Corp Assignment 2.2: Individual Cumulative Research Project – Stage I: Choosing an Organization/Company	SLO: 1,2,3
3 Sept 4-10	Financial Statements, Cash Flow, and Taxes	Chapter 3	Forum 3.1: Team Project - Stage I: Team Formation Assignment 3.1: Balance Sheet/Income Statement & Personal Taxes TIMED Chapter Test 1 Chapter 1-3	SLO: 4,8,11
4 Sept 11-17	Analysis of Financial Statements	Chapter 4	Forum 4.1: Financial Ratios and Church Financial Reports Assignment 4.1: Financial Statement Analysis	SLO: 2,4,5,8,9,11
5 Sept 18-24	Time Value of Money	Chapter 5	Assignment 5.1: Assignment 5.1: Opportunity Cost/Present and future values – Cash flow stream & Different Interest Rates TIMED Chapter Test 2 Chapter 4-5	SLO: 1,2,3,5,8
6 Sept 25 – Oct 1	Bonds, Bond Valuation and Interest Rates	Chapter 6 & 7	Forum 6.1: Interest Rates and Cost of Debt/Expected Interest Rates & Bond Valuations Assignment 6.2: Team Project – Stage II: First Draft of PowerPoint Presentation	SLO: 1,2,3,5,8
7 Oct 2-8	Risk and Rates of Return	Chapter 8	Assignment 7.1 Portfolio Required Return/ CAPM & Required return/: Investment Diversification TIMED Chapter Test 3 Chapter 6-8	SLO: 2,3,5,6,8
8 Oct 9-15	MIDTERM EXAM Chapters 1-8			
9 Oct 16-22	Stocks and their Valuation	Chapter 9	Forum 9.1: Investments in stocks and in God Assignment 9.1: Preferred Stock Return and Valuation of a Constant Growth Stock Portfolio Required Return/ CAPM & Required return	SLO: 1,3,8
10 Oct 23-29	The Cost of Capital	Chapter 10	Assignment 10.1: Ethical Problem/Cost of Equity and WACC Assignment 10.2: Team Project – Stage III: Final AUDIO PowerPoint Presentation Document	SLO: 2,3,7,8,11
11 Oct 30 – Nov 5	The Basics of Capital Budgeting	Chapter 11	Assignment 11.1: Capital Budgeting Criteria: Mutually Exclusive Projects - NPV and IRR	SLO: 3,4,7,9

Week	Lessons	Readings	Assignments	Outcomes Met
12 Nov 6-12	Cash flow Estimations and Risk Analysis	Chapter 12	Assignment 12.1: Opportunity and Sunk costs/Scenario Analysis TIMED Chapter Test 4 Chapter 10-12	SLO: 3,4,7
13 Nov 13-19	Real Options and Other Topics in Capital Budgeting	Chapter 13	Forum 13.1: Types of Real Options Assignment 13.1: Investment Timing Option	SLO: 3,7,9,10,11
14 Nov 20-26 (Thanksgiving)	Capital Structure and Leverage	Chapter 14	Assignment 14.1: Capital Structure/Break -Even Analysis-Residual Dividend Model Assignment 14.2: Individual Cumulative Research Project - Stage II: First Draft Due, Friday, Nov 27, 2020	SLO:1,2,3,5
15 Nov 27 – Dec 3	Distributions to Shareholders: Dividends and Share Repurchases	Chapter 15	Assignment 15.1: Break-Even Analysis/Residual Dividend Model// FNC317 Reflection Summary Assignment 15.2: Individual Cumulative Research Project -Stage III: Final Document TIMED Chapter Test 5 Chapter13-15	SLO:1,3,8
16 Dec 4-10	FINAL EXAM Chapters 9-15 (Final Exam needs to be completed by Wednesday, December 9, 11:59 pm)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10%	Online Chapter Tests
20%	Chapter Assignments
15%	Online Discussion Forums
15%	Individual Cumulative Research Project
10%	Team Project
25%	Midterm and Final Exams
5%	MindTap Activities
100%	Total Percent Possible

Remember, I do not determine your grade, **YOU DO!** I am only the "keeper" of the points.

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Deadlines **MUST BE MET!** This is part of a financial manager's responsibility. Classes are set up so that you can do parts of your work throughout the week. I know many of you work but, since you can plan your class work around your work schedule, this should not be an issue. But you must be vigilant. The class moves forward at a steady pace with new readings, quizzes and case discussions each week. Please plan your time wisely throughout the week so that you can keep up with the workload and be involved with the case discussions in a timely manner. Assignment dates must be met. Work not completed on time without permission from the instructor may not be accepted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.