



SYLLABUS

FNCE 317 Business Finance

202231

FNCE 317 Business Finance

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

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	dilit@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

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: 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.

- 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 TI-BAII Plus). However, it is your responsibility to learn all the functions that we use in this class on your calculator.

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 9 hours each week. You'll spend your time reading, accessing instructional materials, completing assignments, interacting with your instructor and classmates via online blogs, 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 Blogs: 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 blogs, 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

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

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: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

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.

Blogs (Shared Learning)

Blog activities are focused on specific questions. These questions allow substantive interaction with the instructor and the course material. The blogs 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.

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 blog questions.

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), blogs, 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 blogs, 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

Interactive PowerPoint Project

In this course, you will work on one interactive PowerPoint project. This project is worth 10% towards the final grade in this course.

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**

Interactive PowerPoint Project Scoring:

Stage 1: First Draft of PowerPoint Presentation.	28 Points
Stage 2: Audio Final PP Presentation Document	<u>18 Points</u>
Total Points	46 Points

The Interactive PowerPoint Assignment 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.

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: /20	<i>General Comments:</i>					

Rubrics used to grade blogs

Blogs 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				

Interactive PowerPoint 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. The 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.

Suggested schedule for completion in 8 weeks:

Module	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	An Overview of Financial Management	Chapter 1	Blog 1.1: Self-Introduction (via Video) Blog 1.2: Legal differences between types of firms	SLO: 1,3,4,8
	Financial Markets and Institutions	Chapter 2	Blog 2.1: Case: Merit Enterprise Corp Assignment 2.2: Individual Cumulative Research Project – Stage I: Choosing an Organization/Company	SLO: 1,2,3
2	Financial Statements, Cash Flow, and Taxes	Chapter 3	Assignment 3.1: Balance Sheet/Income Statement & Personal Taxes TIMED Chapter Test 1 Chapter 1-3	SLO: 4,8,11
	Analysis of Financial Statements	Chapter 4	Blog 4.1: Financial Ratios and Church Financial Reports Assignment 4.1: Financial Statement Analysis	SLO: 2,4,5,8,9,11
3	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
	Bonds, Bond Valuation and Interest Rates	Chapter 6 & 7	Blog 6.1: Interest Rates and Cost of Debt/Expected Interest Rates & Bond Valuations Assignment 6.2: Interactive PowerPoint Project – Stage 1: First Draft of PowerPoint Presentation	SLO: 1,2,3,5,8
4	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
	PROCTORED MIDTERM EXAM Chapters 1-8			
5	Stocks and their Valuation	Chapter 9	Blog 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
	The Cost of Capital	Chapter 10	Assignment 10.1: Ethical Problem/Cost of Equity and WACC Assignment 10.2: Interactive PowerPoint Project – Stage 2: Final AUDIO PowerPoint Presentation Document	SLO: 2,3,7,8,11

Module	Lessons	Readings	Assignments	Outcomes Met
6	The Basics of Capital Budgeting	Chapter 11	Assignment 11.1: Capital Budgeting Criteria: Mutually Exclusive Projects - NPV and IRR	SLO: 3,4,7,9
	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
7	Real Options and Other Topics in Capital Budgeting	Chapter 13	Blog 13.1: Types of Real Options Assignment 13.1: Investment Timing Option	SLO: 3,7,9,10,11
	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	SLO:1,2,3,5
8	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
	PROCTORED FINAL EXAM Chapters 9-15			

Suggested schedule for completion in 16 weeks:

Module	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	An Overview of Financial Management	Chapter 1	Blog 1.1: Self-Introduction (via Video) Blog 1.2: Legal differences between types of firms	SLO: 1,3,4,8
2	Financial Markets and Institutions	Chapter 2	Blog 2.1: Case: Merit Enterprise Corp Assignment 2.2: Individual Cumulative Research Project – Stage I: Choosing an Organization/Company	SLO: 1,2,3
3	Financial Statements, Cash Flow, and Taxes	Chapter 3	Assignment 3.1: Balance Sheet/Income Statement & Personal Taxes TIMED Chapter Test 1 Chapter 1-3	SLO: 4,8,11
4	Analysis of Financial Statements	Chapter 4	Blog 4.1: Financial Ratios and Church Financial Reports Assignment 4.1: Financial Statement Analysis	SLO: 2,4,5,8,9,11
5	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

Module	Lessons	Readings	Assignments	Outcomes Met
6	Bonds, Bond Valuation and Interest Rates	Chapter 6 & 7	Blog 6.1: Interest Rates and Cost of Debt/Expected Interest Rates & Bond Valuations Assignment 6.2: Interactive PowerPoint Project – Stage 1: First Draft of PowerPoint Presentation	SLO: 1,2,3,5,8
7	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	PROCTORED MIDTERM EXAM Chapters 1-8			
9	Stocks and their Valuation	Chapter 9	Blog 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	The Cost of Capital	Chapter 10	Assignment 10.1: Ethical Problem/Cost of Equity and WACC Assignment 10.2: Interactive PowerPoint Project – Stage 2: Final AUDIO PowerPoint Presentation Document	SLO: 2,3,7,8,11
11	The Basics of Capital Budgeting	Chapter 11	Assignment 11.1: Capital Budgeting Criteria: Mutually Exclusive Projects - NPV and IRR	SLO: 3,4,7,9
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	Real Options and Other Topics in Capital Budgeting	Chapter 13	Blog 13.1: Types of Real Options Assignment 13.1: Investment Timing Option	SLO: 3,7,9,10,11
14	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	SLO:1,2,3,5
15	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	PROCTORED FINAL EXAM Chapters 9-15			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
10%	Online Chapter Tests
20%	Chapter Assignments
15%	Online Blogs
15%	Individual Cumulative Research Project
10%	Interactive PowerPoint 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/mvc/moodle/public/incompletes.html>.

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.

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/accommodationsregform.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.