# Financial Strategies: BU955 (Web-Assisted Course Using Desire2Learn)

## Course Syllabus: Fall 2014

### Instructor:
Professor Rob Hull, Clarence W. King Endowed Chair in Finance
Office: HC311-I

**Course Mail:** The instructor will expect students to use the [Communication menu](https://d2l.washburn.edu) in Desire2Learn and choose "email" to send a message; students **should not** use Washburn’s email system to send messages to the instructor as your message can get lost in all of the mail an instructor receives each day. My course mail address is: [rob.hull@D2L.washburn.edu](mailto:rob.hull@D2L.washburn.edu).

**Login:** The easiest and best way to log in to Desire2Learn is to go to: [https://d2l.washburn.edu](https://d2l.washburn.edu). You use your normal Washburn login information to log in.

### Office Hours / Availability
The instructor is available for individual appointments either in an office setting or phone set-up. You can make appointments through course mail inside the "Communication" menu.

Students can also use the "Communication" menu to ask the instructor questions and they will be answered as soon as possible or during the next class session.

The solutions given inside the "Content" menu for each chapter are given in detail. However, if a student still struggles, feel free to ask the instructor to work the problem during class time. When viewing a file there is an arrow to the right of the file name; by clicking on this arrow you can better view the file. For Excel files, you click the download button to read them.

### Desire2Learn Student Orientation
While most (if not all) students can learn how to navigate an online course on their own, there is a short online training course that can be taken. All students taking web assisted courses should automatically be informed about this training. All the topics covered in the training may not be applicable to this particular class. The most important topics are Email, Navigating, Discussions, Quizzes and Grades. From inside Desire2Learn you login and then click on the select a course list at the very top left-hand corner; from this drop-down menu, you will see the Desire2Learn Student Orientation and you click on it.

### Required Materials

You need a satisfactory tool to work financial management problems such as a business calculator or Excel. Working problems without a satisfactory tool can put you at a severe disadvantage.

### Recommended Materials
**The Wall Street Journal** (You can get around 75% off a Wall Street Journal subscription as a student. Try googling "student wall street journal subscription." To get the reduced subscription price, you will have to supply basic information like the name of your professor, your school's name, and so forth. During special promotions you get an even better deal as a student.)

*Business Week*

*Barron's*
**Prerequisites**
BU922, BU923, and BU926. Students are responsible for knowing prerequisites. Students not meeting prerequisite requirements are subject to administrative withdrawal from the course.

**Computer Needs**
Normal computer skills are required as well as access to the internet (such as supplied on campus).
Minimum technology requirements for taking a web course are supplied by the web technicians (Web Techs) for students taking classes with online components. If you are having problems or just want to know what works the best, please contact webtech@washburn.edu or support@washburn.edu.

**Introduce Yourself**
You can introduce yourself by clicking on the “Communication” menu and then the “Discussion” link. The introduction topic thread should be visible near the top.

**Report Errors**
Students are asked to report errors in webcourse materials by using the course mail (described above).

**News Tools**
**IMPORTANT:** The “News” link within the “Course Home” menu should be checked each time you log in to the web portion of this web assisted course.

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**Catalog Course Description**

Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis.

**Ethical Behavior**

Agency theory involves the human relationship dynamics within a company and offers insight into why a firm’s stakeholders need to foster integrity, mutual respect, and ethical behavior as requisites to sound and profitable business practice. In addition to covering agency theory, students can expect to be exposed to articles that relate to ethical behavior.

**Seven Major Learning Objectives (or Outcomes) for Assessment**

1. Learn how to value assets including various security types (Chapters 2, 4, 5, and throughout the course).
2. Understand and apply capital budgeting techniques including complications (Chapters 2, 9, 10, 11, and 27).
3. Comprehend and compute the types of risk, costs of capital, and effects of leverage (Chapters 2, 6, 7, 8, 16, and 17)
4. Recognize and apply derivatives including options and futures (Chapters 2, 11, 13, and 27).
5. Describe the intricacies and ethics of agency theory, dividend decision-making, and issuance process (Chapters 2, 14, 18, and 19).
6. Analyze leasing, liquidity, and merger decisions (Chapters 2, 21, 22, and 25).
7. Use financial ratios to analyze financial statements with complications (Chapters 2, 3, 25, and 27).

**NOTE:** Information on both major and chapter learning objectives are found by first clicking on the “Content” menu and then scrolling down to the “Learning Objectives” module.
**Topic Outline (Chapters 2-5, 9, 16, and 18-19 are review-type chapters for some students but still important to know.)**

<table>
<thead>
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<th>Chapter</th>
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<td>Ch. 2:</td>
<td>The Financial Environment: Concepts and Principles</td>
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<td>Ch. 3:</td>
<td>Accounting, Cash Flows, and Taxes</td>
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<td>Capital Budgeting Cash Flows</td>
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<td>Ch. 11:</td>
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<td>Ch. 13:</td>
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<td>Ch. 14:</td>
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<tr>
<td>Ch. 16:</td>
<td>Why Capital Structure Matters</td>
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<td>Ch. 17:</td>
<td>Managing Capital Structure</td>
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<td>Ch. 18:</td>
<td>Why Dividend Policy Matters</td>
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<td>Ch. 19:</td>
<td>Issuing Securities &amp; the Role of Investment Banking</td>
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<td>Ch. 21:</td>
<td>Leasing and Other Asset-Based Financing</td>
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<td>Working Capital Management</td>
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<td>Ch. 25:</td>
<td>Mergers and Acquisitions</td>
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<td>Ch. 27:</td>
<td>International Corporate Finance</td>
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**Examinations** (return to top) (return below)

- **SCORING, CHAPTERS COVERED, & GRADES:**
  - There are two exams.
  - The **mid-term exam** covers ten chapters: Chs. 2-11. The **final exam** emphasizes ten additional chapters: Chs. 13-14, 16-19, 21-22, 25, and 27. Because subsequent chapters build on prior chapters with formulas and concepts, the final tends to be comprehensive in nature even though the main focus of the final is the latter ten chapters.
  - More information on exams including review sheets with formulas can be found by clicking on the “Exams” module inside the “Content” menu. Once inside this module, you should familiarize yourselves with all exam-related links including two links from which you take your mid-term and final exams. Like most course materials, exams can typically be accessed through clicking on the “News” link within the “Course Home” menu.
  - You can expect a time limit of about 100 minutes for each exam. For details on the types of exam questions, please read the “Exam Information and Instruction” link inside the “Exams” module.
  - Students should have access to general exam feedback (your score and class average) after taking each exam; however, wait two days before any feedback becomes official.
  - Unlike the quizzes (which are available throughout the semester), the following applies to either a mid-term exam or final exam:
    - a student’s exam score is not final until checked by the instructor for accuracy and to award partial credit for type in questions,
    - an exam is only available to take during the designated exam date and time; and;
    - individual feedback (as found for quizzes) is unavailable for exams for security reasons but exam feedback can be requested from the instructor by using the course mail in the “Communication” menu.
  - Each exam counts 1/3 of your grade for a total of 2/3; the twenty quizzes count the remaining 1/3 of your grade. **Class participation (described later) determines your grade if you are on the borderline between two grades.**
  - See the sections in this syllabus on “Online Quizzes and Exams” for more information. To find out how you are doing in the course, you click on the “Assessment” menu and from the drop-down box you click on “Grades.” (To get more detailed information you can click on your name in the upper right-hand corner of the screen and select “Progress” and then click on a topic such as “Quizzes.”) If you
receive 80% on your first quiz and have not completed any other graded tasks, then your performance (to date) should be reported as 80%. The class average should also be reported. Suppose you later receive an 80 on the Mid-Term Exam and your average for all quizzes taken up to the time is 86. Since the Mid-Term Exam and quizzes are each worth the same, your current overall grade would be computed as \((86 + 80) / 2 = 83\). Now suppose later you get a 68 on the Final Exam (and maintain your quiz average of 86) then your average would be \((86 + 80 + 68) / 3 = 78\). Let us assume that when the final grading scale is made that this is a borderline grade between a “B” and “C”. Now suppose you have attended all meetings in a classroom location and satisfactorily participated in any class exercises and done a few other optional assignments. Your total average will be boosted so that you merit a “B” grade.

**DATES & TIMES FOR EXAMS:**

Each student is required to be available to take two online exams: **Mid-Term Exam at 5:30 p.m. on Wednesday, October 1** and **Final Exam at 5:30 p.m. on Wednesday, December 10**.

All students are required to take the exam at the same time for security reasons and minimize student collaboration that goes against the code of ethics committed to by all students.

If there is a technology breakdown such that the whole class cannot resume the exam, then the exam will automatically be programmed for the next day at 5:30 p.m.

If a technology problem occurs for an individual while taking an exam, then do not panic but please immediately inform me through course mail and also notify webtech@washburn.edu. Be ready to resume the exam if the problem can be quickly resolved.

Students are expected to make arrangements (with employees, doctors, family, travel agents, and so forth) so that conflicts are avoided for scheduled exam times. Exams are typically 55 to 60 question. While quizzes give 2 minutes per question on average, exams will allow slightly less time than 2 minutes per question on average.

**SPECIAL EXAM TIME:**

If you have an unavoidable conflict and want to request permission for special time for a scheduled exam, you must notify me using course mail as soon as possible. The instructor cannot be responsible for trying to successfully make last day arrangements. All special requests must be documented (e.g., employer will not let student off to take exam) and students can be responsible for costs involved if an outside proctor has to be hired to monitor the exam.

For related information see the “Make-Up Policy” section below.

**TESTING METHODS:**

Exams use the following testing methods to assess if a student has mastered the course learning outcomes.

*First*, there is an objective part made up of true or false, multiple choice, and matching questions.

*Second*, there is a mathematical part composed of problem solving. Due to the nature of an online exam some of these problems can be multiple choice questions. Other problems require you to type in the correct answer.

*Third*, there is an analytic part that consists of analyzing important financial management issues. Due to the nature of online exam these can be in the form of multiple choice questions.

Examples of the above questions and problems are found for each chapter (located in the “Content” menu) and can be experienced before the exam by doing the assigned questions/problems for each chapter and by taking the online chapter quizzes and practice exams. By using the “News” link within the “Course Home” menu, you will be reminded of (and linked to) important class materials like quizzes and exams.

Even though work cannot be shown on online exams, students should still practice the following procedure when working a problem:

(i) write down the formula,

(ii) insert the proper values for variables in formulas, and

(iii) use a traditional or business calculator, or a spreadsheet application like Excel to get your answer.
NOTE. You can find examples in the “Items of Interest” module (inside the “Content” menu) for Excel problems including the Black and Scholes Option Price Model problem.
Ample examples on how to work problems are given in the online solutions found for each chapter’s materials within the “Content” menu, which organizes the chapter materials for the first half of the course (materials covered on mid-term exam) and the second half of the course (materials covered on final exam).

● EXAM INSTRUCTIONS:
  Posted inside the web course are exam instructions. (These instructions can also be gone over in class.)
  Hit the “Content” menu and then the “Exams” module and you can click on in two places.
  First, there are three links with exam information, exam instructions, and a preparatory “What You See …” link before you take your first quiz. I suggest clicking on these links and reading them early in the course.
  Second, for each of the two exams, there are practice exams. There is also review links (“Mid-Term Exam Review” and “Final Exam Review”) with review questions and key formulas.
  The review questions will help you study for each exam by focusing on the more important material; however, a thorough review must be done throughout the course by completing all assigned quizzes and chapter questions/problems.
  The supplied formulas given by clicking on the “Mid-Term Exam Review” and “Final Exam Review” will be like those needed for your exams.
  Study these formulas and make sure you know how to use them.
  You do not have to memorize these formulas because you are allowed to have formulas when you take your exams.
  There is a “Chapter Formulas” link inside the “Items of Interest” module that gives students formulas from each chapter and may prove valuable for students who want a summary of all formulas in the text.
  This “Chapter Formulas” link leads to a file in a PDF format because html files cannot always process formulas given by software like MathType that are used to generate equations that are more readable.
  There are other links inside “Items of Interest” (one of which includes “Excel Examples to Help Work Some Common Problems”). Students should look at all of the helpful links there.

  Online Quizzes and Exams (return)

Besides the Mid-Term and Final Exam, there are 20 online quizzes with each quiz covering a separate chapter. Scores for quizzes are tabulated automatically and all scores at the end of the semester are averaged inside the web course. To take a chapter quiz, hit the quiz link accessed by clicking on the “Content” menu and then navigating to the desired chapter for which you want to take the quiz (but the easiest way is to go to the “Assessments” menu and clicking on the “Quizzes” link to find the quiz you want to take). Students will be allowed to take a quiz twice with the highest score being kept; thus, you are not penalized if you score lower on your second attempt.
Taking quizzes on a regular basis and using both attempts should not only improve your quiz grade but should also help you do better on exams.
While the below details look complicated, once you take a few quizzes, you should catch on without too much difficulty.

There is a quiz over the Syllabus and you will find it before the first quiz (which covers Chapter Two).
This quiz
If you want to view and study over the quiz instructions before you take your first quiz, then go to the “Content” menu, then the “Exams” module, and then the “What You See when You Click on to Take an Assessment (Quizzes & Exams)” link.
The Syllabus Test can be found in Ch.2’s material and should be taken before Ch. 2’s quiz. Unlike the chapter quizzes, the Syllabus Test (like the Learning Objectives Test) is not counted as part of your grade but would fall under “Class Participation.”

You are required to finish the first ten quizzes before the mid-term and the next ten quizzes before the final.

As explained in the “Exam Information and Instructions” link (found inside the “Content” menu and then the “Exams” module), most quiz questions are multiple choice and true and false questions and all you have to do is click on the correct answer. For matching questions, you have to click by each term or concept to match it with the appropriate description or definition. The most difficult questions can involve typing in answers to problems even though these problems (like matching questions) tend to be rarer. Below are some examples to help you understand how to answer a question that requires a “typed in” answer.

Please note that after you take a few quizzes you will “catch” on but you need to read the below before you take your first quiz:

Suppose the question tells you to answer to the nearest dollar and the correct answer is $1,000. The web grader should accept the following answers: “$1,000” or “1,000”. In some cases, it may accept other answers like “$1,000.0” or “$1000.00” or “1000” or in some cases even “one thousand dollars” or “one thousand”. **But a rule of thumb is to (i) always use dollar signs, (ii) commas to separate thousands and millions, and (iii) round off as stated in the question.** If you do not do this, you will not have to spend time asking me to manually regrade your quiz and give you credit.

Whereas a problem may abbreviate and call $5,000,000 as $5M (where M = million), the web grader will not typically recognize an “M” as million. So as a rule thumb DO NOT use M for million. For quizzes, you will be responsible for a wrong answer being recorded if you use an “M”.

If the question says you should answer to the nearest penny (which is two decimal places), you need to follow those instructions. For example, if the answer is $1.67, do not type in $1.6 as that will be counted wrong. An answer of $1.7 may at times be correct, but do not bank on it (as the web grader may not always be programmed to make that answer correct). If the answer was $961.67 then $961.7 would be more likely to be counted as correct. (NOTE. Exams are checked manually by the instructor and corrections can be made for rounding off errors. Also, partial credit can be given on exams for close, but incorrect answers, but partial credit is typically not given on quizzes.)

If a question specifically asked you to express your answer to the nearest one-hundredth or two decimal places, then you should do that to be on the safe side. For example, suppose the answer is to be expressed to the nearest one-hundredth of a percent and is 12.38%. You should not type in 12% as that will be marked wrong. In some cases, you may get away with typing in “12.4%”. If the question specifies that you should use a percentage, then you should not express the answer in decimal form (such as 0.1238 or 0.124) as it may be counted as incorrect. If you type in 12.381%, the web grader may not always recognize these answers even if they are more precise. Thus, to be on the safe side, always follow the instructions from the web grader.

If the answer asks for a decimal form then: **NEVER leave off a zero before a decimal point; for example, do NOT type in “.12” but type in “0.12” or you will usually be counted wrong.** (Please note that this is the most common mistake students make because some students are not use to putting a zero in front of a decimal.)

You should not add “needless” zeroes. For example, if the answer is 0.1104 do not type in 0.11040 or 0.110400 as the web grader will be thrown off and will not know how to interpret the “needless” zero or zeroes.

If the answer has no units like a financial ratio, then you will be counted wrong if you enter a unit. For example, suppose the leverage ratio is 0.55. If you type in $0.55 or 0.55% then you will be graded wrong. While you get penalized for typing in a unit that does not belong, you can get away without typing in a unit. For example, if the answer is 10% you may get away with typing
in just “10”. However, if you type in just the word “ten”, it is best to add the percent and thus type in “ten percent” to insure your answer will be correctly graded. But I would emphasize that “10%” should be used over “ten percent” to minimize the possibility of web grader making a mistake.

If no instructions, use your common sense. For example if the answer is $50,000, just type that in because there is no need for rounding off instructions to be given.

Unlike quizzes, exams are only available to take during the designated exam date and time. There is also no immediate feedback on exams; however, feedback can be requested on an individual basis as noted above in the “Examinations” section.

Quizzes have been designed by the instructor to cover learning objectives that might be found in a chapter.

Please report errors (like an error in a quiz problem) using the “Communication” menu and “email” link.

Scores and feedback on correct answers can be viewed immediately after taking a quiz.

Some types of feedback on quizzes are limited due to constraints of technology. For example, exponents are designated by “^”. Symbols are also at times modified, for example, the standard deviation symbol for sigma is expressed as “s”.

Somewhat better feedback can typically be found for the assigned chapter problems (inside the “Content” menu) where superscripts and more appropriate symbols can be used.

The online quizzes are short with only ten questions per quiz and a time limit of 20 minutes per quiz. No answers can be accepted after the time limit runs out because your quiz will be automatically saved at that point. Sometimes you will finish in five minutes and other times it is possible that you may not quite finish; it all depends on the degree of difficulty of the questions for a particular quiz. Do not attempt a quiz until you have properly studied a chapter because it can affect your quiz grade.

**PLEASE NOTE:** Quiz questions differ in their degree of difficulty so you may score better on an earlier quiz because you randomly received easier questions. It is possible each of your two attempts will randomly generate more difficult questions than a classmate. However, for twenty total quizzes, things should even out.

You can review a quiz as often as you like. If you have trouble viewing a quiz you have taken then contact webtech@washburn.edu.

If a student does not take a quiz at least once, a zero score will eventually be recorded and that can seriously affect your overall quiz score and is also one less quiz attempt that you can review when studying for an exam.

You should sign off and save your exam before your allotted quiz time is up.

You may be given no warnings when your time is up so you are responsible for knowing how much time you have left before you are automatically kicked off. Thus, you should save each answer individually in case you get kicked off. (You may also be kicked off due to internet or technical problems and thus you should save answers individually in case you have to resume a quiz). If you are kicked off when taking a quiz you should be able to resume where you left off with no time lost once you log back in and resume your quiz.) Typically, you have a one minute extension if you have not saved your answer and submitted your quiz or exam at the end of the designated time limit.

The best way to ensure you can finish on time is to be prepared before you take the quizzes; this includes having all mathematical formulas ready beforehand.
If something beyond your control (like a technical breakdown) prevents you from finishing on time and as a result scored poorly, report the details to me and I can reset your quiz attempt. For problems I cannot resolve, please report all the details to the Web Techs at webtech@washburn.edu. Please keep in mind that I typically cannot fix technical problems so it often does little good to tell me without telling the WebTechs.

**REMEMBER:** You are responsible for taking the quizzes by the suggested date given in “News” link within the “Course Home” menu.

**Case Studies: Portfolio Contributions** (return)

To help students do a portfolio contribution, three case studies can be found inside the “Content” menu under the “Case Studies” module. These case studies serve as samples that should fulfill your portfolio contribution. Case Study One corresponds mainly with Ch. 3 materials; Case Study Two with Chs. 9-11; and, Case Study Three with Chs. 16-17. Besides giving ideas for a portfolio contribution, the case studies are there to help you learn the class materials. The third and last case study involves gain to leverage formulas and you need to look at this case study because complete details on these formulas are not in the textbook (but can be found on the Final Exam).

Sample solutions are supplied for each case study and for the second case study the solutions are often simplified and based on interpretation of questions; thus, student answers may disagree with my posted solutions.

Students are free to start their own threads on a case study (or any subject for that matter) by doing the following: hit the “Communication” menu, then “Lounge Area”, and then “New Post”.

Prof. Boncella stated that "Each course instructor will specify what contribution(s) is/are required for their course". I would say that my "specification" can be found in any of the three case studies inside the online course materials as these Case Studies try to offer substantial details are three very important topics: Financial Ratio Analysis, Capital Budgeting and Capital Structure. I would also note that what an MBA student actually gives to Prof. Boncella may not have to be as detailed as any of the three Case Studies. Students are also free to pick other topics (like Dividend Policy, the Investment Banking Process such as applied to the IPO Bubble, and so forth) as long as a student provides appropriate detail and desired effort.

**Class Participation** (return)

Student participation performance is used if a student is on the borderline and short from achieving a higher grade. A student’s participation consists of (i) attendance, (ii) participation in class exercises, and (iii) any optional assignments such as turning in a report on a guest speaker. Optional asks that students are expected to do (like the Syllabus Test) earn Class Participation credit. The best example of optional assignment to help your Class Participation performance is the following:

To fulfill the mandates of MBA program that all learning objectives be assessed, I am asking all students to take the Learning Objectives Test (which is different from quizzes in terms of time allows and number of questions). This test should be taken before the final exam and will help prepare you for questions found on the final exam. Before you take this test, you should study two links that can be found by clicking on the “Content” menu and then the Learning Objectives module with various links. These links are: (1) Seven Major Learning Objectives (Institutionally Mandated) and (2) Sample Learning Objectives Questions / Solutions Found on Quizzes and Exams. After finishing the learning objectives test, you can click on the “Learning Objectives” link and find another link to make a post. This link can also be found within the “Communication” menu. Doing well on this test can have an important impact on your class participation grade.
If there is no link then you can start a thread or respond to one someone else has started. To do this hit the “Communication” menu, then the “Discussion” link. From there you can scroll down to the “Lounge Area,” and start a topic or respond to one by making a post. If students read an article and listen to a guest speaker and do not make a post then there is often no way for the instructor to award Class Participation credit.

Expected Grading Scale

"A": 90 to 100 percent; "B": 80 to 89 percent; "C": 70 to 79 percent; "D": 60 to 69 percent; "F": below 60 percent.

Any change in the expected grading scale will not be determined until all exams are graded and total points tallied for all students and with overall class results compared with prior classes. The average GPA for this class over the years has averaged about 3.33 varying from 3.1 to 3.6. The Class Participation component of a student’s grade will not be computed until the course is over.

Homework / Exam Preparation

There is no assigned chapter homework that is required to be turned in as solutions are supplied. Assigned questions and problems can be found by clicking on the “Content” menu and then the desired chapter assignment materials link.

All homework solutions to assigned questions and problems can be found within D2L. Click on the “Content” menu and then the desired chapter solution materials link.

Besides the assigned questions and problems, solutions may also posted for all questions and problems found in the back of the textbook (if anyone is energetic enough and has the time to work extra problems); however, editions change and I cannot guarantee what I put in is up to date.

Similarly, solutions are found to all mini-case studies. The instructor is not responsible for errors found in these posted solutions supplied by the publishers. Working problems other than those assigned is optional.

My understanding is that all finished portfolio contributions have to eventually be attached to the drop box set up by Prof. Boncella to meet his deadline.

Before taking exams, students are expected to do the following:

Prior to the Mid-Term Exam, students are to have read Chapters 2–11 and studied the questions/problems/solutions/formulas for these chapters that are found by clicking on the “Content” menu and then the “First Half of Course: materials for MID-TERM EXAM” module and its links. Students are also to have completed online quizzes 1 through 10 by clicking on the quiz link within the chapter materials link.

Prior to the Final Exam, students are to have read Chapters 13-14, 16-19, 21-22, 25, and 27 and studied the questions/problems/solutions/formulas for these chapters that are found by clicking on the “Content” menu and then the “Second Half of Course: Materials for FINAL EXAM” module and its links. Students are also to have completed online quizzes 11 through 20 by clicking on the quiz link within the chapter materials link.

Prior to both exams, students should review the formula sheets found in the “Content” menu by clicking on the “Exam” module and then the “Mid-Term Exam Review” link and the “Final Exam Review” link.

Prior to exams, it is also recommended that students thoroughly study the seven major learning objectives found in the “Content” menu by clicking on the “Learning Objectives” module and its links.

Because exams are much longer than quizzes students should take the practice exam to get an idea of what taking a longer test will be like.
Attendance / Availability Policy

As mentioned previously, attendance (or “availability”) is required for each class session. Class time will be allocated to take online quizzes. Online exams are taken during class time as stated previously you are required to be available at those times.

Availability times required to take online exams were given previously in the “Examinations” section and can be found inside the “News” link within the “Course Home” menu.

Make-up Policy

Make-up exams can be arranged for special cases of unavoidable conflicts that students must document. Students should be ready to provide documentation for special requests.

Except for extreme emergency cases, the arrangement should be made at least one week prior to the scheduled exam time by contacting me through course mail using the “Communication” menu and the “Email” link.

Disclaimer

Students are responsible for planning accordingly to overcome any unforeseen technical difficulties so that quizzes and exams are finished on time.

If you wait until the last day to finish an online quiz and something goes wrong you are responsible. So finish your work as early as possible and try to finish before the guidelines given by using the “News” link within the “Course Home” menu.

The syllabus is subject to changes if circumstances warrant such changes and thus if you choose to print out the syllabus keep in mind it can change. It is a wise practice to periodically read the syllabus as it is hard to absorb all details with one reading. For this reason, reminders of key elements in the syllabus are given in class and/or can also be posted as course announcements.

The instructor cannot be responsible for materials supplied by the publisher and put in the web course for student use. Such materials include the solutions and formulas found inside the “Items of Interest” module within the “Content” menu.

Prerequisites

Official Washburn University Policy:

“It is the responsibility of the student to meet all prerequisite requirements for courses in which the student is enrolled. A student failing to meet prerequisite requirements is subject to administrative withdrawal from the course at any time.”

Master Syllabus Files Supplied by University to Supplement Syllabus

For the University additions to course syllabus, see the “Master Syllabus File” located in the “WELCOME TO BU381-VA (ONLINE BUSINESS FINANCE)” link, which is inside the “Content” menu. Topics covered include:

Mission of the University, Definition of a Credit Hour, Academic Misconduct Policy, Disability Services, Office of Advising, Withdrawal Policy, Attendance/Administrative Withdrawal, Official E-Mail Address, and Success Week.

Washburn MBA Program Values

Stakeholders of the MBA Program at Washburn University, including faculty, students and administrators, should expect their interactions with other stakeholders and stakeholder groups to be
informed by principles such as honesty, trust, fairness, respect, integrity, responsibility and professionalism.

**Honesty.** Honesty is the cornerstone for the other fundamental program values. There can be no trust, fairness, respect, integrity, responsibility or professionalism without honesty. Honesty creates the possibility for quality teaching, learning, academic research and communication between individuals.

**Trust.** Trust results from a culture of honesty. Trust provides the foundation for an environment that nourishes creativity and risk-taking in teaching, learning and scholarship, and is essential to Washburn University's pursuit of quality human development and "learning for a lifetime."

**Fairness.** A sense of fairness emerges when standards, policies and procedures are equitable, clear, and in the best interest of all program stakeholders. Without fair processes the learning environment cannot sustain trust and honesty. Fairness insures that all stakeholders have the opportunity to succeed, and provides a foundation for mutual respect among stakeholders.

**Respect.** A University environment focused on the creation and transmission of knowledge requires interaction and participation by all stakeholders. Quality interaction is facilitated when stakeholders display respect for one another. When stakeholders are treated fairly and honestly they are better able to trust one another, which leads to a culture of mutual respect.

**Integrity.** Stakeholders of the MBA program at Washburn University conduct themselves with integrity when teaching, learning, research, communication and other interactions are conducted in accordance with the principles of honesty, trust, fairness and respect.

**Responsibility.** Responsible behavior by all program stakeholders is vital in establishing an environment characterized by honesty, trust, fairness, respect and integrity.

**Faculty** act responsibly when they
- maintain currency in their field
- freely share their knowledge with students
- develop coursework that is focused, relevant, coherent and adds value to students' career skills and ambitions
- critically assess students' work in a constructive and rigorous manner
- challenge students to grow intellectually and personally
- develop and sustain and environment that is conducive to learning

**Students** act responsibly when they
- properly prioritize their commitments to the program
- manage their work and family responsibilities so they may attend class, complete all assignments on time and in a high-quality manner, and fully participate in other program activities and requirements
- accept criticism in a professional manner and with the understanding that such feedback is designed to improve their business skills and ability to think critically
- arrive for every class session fully prepared to make a positive contribution to the learning environment
- contribute substantively to classroom dialogue
- approach all class material thoughtfully

**Professionalism.** Responsible behavior by stakeholders facilitates a professional atmosphere. The Washburn University MBA program emphasizes the same type of high-quality professional interactions among stakeholders as the world's most admired corporations and other organizations.