MISSION STATEMENT OF BEACOM SCHOOL OF BUSINESS

Our primary mission is excellence in undergraduate and graduate education that develops successful future business leaders. We deliver high value to our students, employers and community through distinctive teaching and learning supported by significant intellectual and professional contributions and meaningful service.

DESCRIPTION OF THE COURSE:

This course focuses on the financial management of a multinational firm, and international financial markets. Topics include corporate strategy and the decision to invest abroad, international portfolio diversification, managing exchange risk, cost of capital and financial structure in the multinational firm, and sources of financing.

PREREQUISITES:

* BADM 310: Business Finance or BADM 505: Foundations of Finance or equivalent.  The treatment of topics in this course will assume that you have a working knowledge of many of the core concepts covered in an undergraduate Business Finance course (time value of money, using the CAPM, stock and bond valuation, computing variances and standard deviations, etc.) Therefore, these topics will not be covered in detail in FIN 712. Since individual backgrounds in finance vary significantly, each participant is responsible for making sure that he/she reviews any areas of weakness in order to fully participate in class discussions, team work, and the case analysis process.

LEARNING OBJECTIVES FOR BADM 712:

1. Students will demonstrate an understanding of the foreign exchange risk faced by companies doing business in a foreign country [Airbus Case]
   - Understand the workings of the foreign exchange market, and the effects of government intervention on the functioning of the foreign exchange market.
   - Apply international parity conditions to explain how foreign exchange rate, inflation rate and interest rates are related; and how any misalignments maybe corrected by arbitrage.
   - Employ financial derivatives such as forwards, futures, options and swaps to manage foreign exchange and interest rate risk
   - Identify the best practices for measuring and managing exchange rate risk
2. Students will investigate and analyze contemporary issues such as the impact of global events (for example, debt crisis in Europe, and the currency control by China) on US businesses; and the risks and rewards of doing business in a global economy and how such risks may be mitigated. [Toyota Case]
3. Students will synthesize and evaluate options for the management of long-term assets and liabilities, including motives for direct foreign investment, multinational capital budgeting, cross-country mergers and acquisitions [Multinational Capital Budgeting Case]

4. Students will demonstrate an understanding how multinational enterprises source capital globally and the impacts on their cost of capital.

COURSE DELIVERY

Course instructions and updates for this syllabus are given on D2L; Quizzes are available on MyLab Finance.

TEXT AND RELATED MATERIAL:

a. **Multinational Business Finance (14th Edition)** by Eiteman, Stonehill and Moffett
   ISBN for MyLab: 133918246 (REQUIRED to complete homework assignments), and it comes with an eBook.
   ISBN for the book: 9780133879872 (only for those who prefer a print text) OR
   ISBN for Loose Leaf: 9780133879933 (only for those who prefer a print text)

The required course materials (MyLab Finance) for this course will be delivered through USD’s FIRST DAY ACCESS PROGRAM. You do not need to purchase “MyLab Finance” prior to coming to class. Access will be provided to you, and the cost is included in the charges for this course.

This program is offered through the USD Bookstore to ensure that students receive the best price available for their REQUIRED digital course materials. FIRST DAY ACCESS allows students to access to their eText, learning resources and assignments from the First Day of Classes and begin working on assignments immediately. These materials are required for the course and are necessary to complete the course work. To access your materials, on the first day of class, login to D2L and register for MyLab Finance (separate instructions are provided). When you register for MyLab Finance you will not be asked for payment or an access code. If you drop the course within the add drop period, you will not be charged for materials. If you would like to purchase a recommended print text, they will be available in the bookstore at a discounted price.

If for any reason you would like to **Opt Out** of the FIRST DAY ACCESS Program you have the option to do so. You may contact the bookstore for more information on how to do this. However, please note that the bookstore and the publisher have partnered in order to offer you the best price available so if you Opt Out to purchase elsewhere, you will pay more for the materials.

Connect Online Registration Instructions / Access

To register or access Pearson MyLab Finance:
- Go to the Content area of D2L
- In the Content area, scroll down and click on the “MyLab Finance” module
- Next click on the “Pearson MyLab & Mastering Links Launch” sub-module where you will see two items:
  - “Pearson MyLab & Mastering” link. The first time you click on this, it will guide you through the registration process. After you register, click on this link to access MyLab Finance subsequently
  - The second item, “Accessing MyLab Finance” is a link that will guide you through the registration process after you click on the “MyLab Finance” link.

b. **Financial Calculator**: (required)
   I suggest the Texas Instruments BA-II Plus business analyst (a handheld calculator). No matter what calculator you buy, please make sure the operations manual is included because each model works
differently. There is document available on D2L that discusses use of the TI BA II Plus. You will be able to use a financial calculator on the exam.

c. **Wall Street Journal:** (optional, but highly recommended).

**ASSESSMENTS AND LEARNING TOOLS**

Class activities and materials are organized in weeks. There will be a variety of learning tools available online in D2L to enable students to learn the content in FIN 712. Some of these tools will be similar to tools available in face-to-face classrooms and some will vary. Every student does not learn in the same way, and every student will not necessarily need to use every tool that is available. However, doing practice problems and homework consistently is an absolute must for success in this course. It is essential that you keep up with material as it is presented. This, unfortunately, is not one of those classes in which it is possible to catch up at the last minute. In particular, it is important to do the problems as the material is presented. Much of the material presented in this course is cumulative in nature, and it is imperative that you keep up with material as we proceed. Therefore, the course has been designed with assignments or exams every week so that you are motivated to keep up. I am a firm believer that you “learn by doing”. Therefore, there are many opportunities for you to learn the material in this course by completing assignments!

The Learning Tools available in D2L include the following:

- **Lectures:** Webstreamed lectures which cover the most critical information in the course. The lecture links are available in the Content area of D2L.

- **PowerPoints:** PowerPoints for each chapter to be used when you view the Webstreamed lectures are available in the D2L Content area.

- **Assigned reading:** from the textbook and other materials.

- **Master Excel:** Some of the chapters would be accompanied with Excel Spreadsheets which will help you develop course relevant Excel modelling and computing skills.

- **Homework and Practice Problems:** Homework problems will be assigned for each chapter that we cover in the text, via Pearson MyLab Finance. There will be 12 of them and each is worth 10 points. The due date can be found in the weekly schedule. You will have unlimited attempts up until the moment each homework set is due and your highest score will be recorded. There will be no extension of deadlines or make-up on graded homework since you will have ample time to complete each problem set. In addition to the homework, you will also have practice assignments which will not be graded. This is a class where you have to do the homework and practice problems to grasp the concepts. In that respect, it is much like a math class. You will find the course much easier if you keep up with the practice problems and homework as it is assigned rather than leaving it all until a night or two before the test.

- **Participation in weekly discussions:** The Discussion Board feature in D2L is an excellent tool for students to use to communicate with each other. Please feel free to post your questions or discussion items to the Discussion Board, especially questions about practice homework problems. I will monitor the discussions that take place there, but I would like the Discussion Board to provide an opportunity for students to interact with each other. There are 3 majors ways to earn discussion points:
  1. Posting questions and responding to questions about the course material
  2. Sharing and commenting a news article that is relevant to the course material. In this case other students can jump in to provide input
3. Occasionally I will post a specific question that is related to the content covered in that week. In such instances each student will be asked to write a short answer/opinion to the question and then discuss other student responses to the same question.

There will be 15 weekly discussion boards and students can earn 3 points per weekly discussion. When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook, which can be found in the “Getting Started” widget on the Course Home page. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor or classmates. A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response. The grading rubric for the weekly discussions can be found below:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Proficient</th>
<th>Competent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Contribution to Discussion</td>
<td>Posts are clear, concise, reflective, and substantive. Where need references are used to support claims and ideas. Contribution builds on previous posts and advances the discussion. Contributions are free of grammar or spelling errors.</td>
<td>Information is factually correct but ideas are not fully developed. Some references or personal experiences are incorporated in the discussion. There are minor grammar or spelling errors.</td>
<td>Post repeats but does not add substantive information to the discussion. There are errors in grammar and spelling.</td>
<td>You did not participate in the discussion.</td>
</tr>
</tbody>
</table>

- **Personal Introduction:** Complete your introduction on the discussion board. The purpose of the introduction is to provide the opportunity to share a bit of information about yourself with your classmates. Please include information about your current job, the undergraduate institution you attended, the part of the country or world in which you live, the subject matter you studied as an undergraduate, and maybe a bit about your family if you feel comfortable sharing that information. Your hobbies and interests, your favorite dish/meal and any other thing you would like to share. Please complete this task no later than Sunday 01/11/2019 at 11:59pm for 5 points.

- **Group Cases:** The instructor will divide the class into groups with approximately 4 students in each group. Each group will work on the assigned case studies that are printed in the textbook. There will be three group case analyses to be completed during the semester that are related to the course content and require a significant amount of time. All students in each group are expected to contribute to the three group case analyses. The final analysis should consist of a word and excel document answering in detail the questions to each case that should be accompanied by calculations (if applicable). Two of the cases will count up to 50 points each, and the Toyota case will count for 30 points. Student in each group will receive the same number of points.

- **Exams:** There will be one midterm exams and a final exam worth 200 points each. A student who misses an exam should be prepared to provide appropriate documentation of an “excused absence” in order to qualify for a different version of the respective exam. Exams will be administered via D2L and will be returned with feedback within 10 days after the due date. This course will be using the Respondus LockDown Browser for all exams this semester. You will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam. Details on
content covered in each exam as well as timing and due dates is given via D2L a week prior to the exam.

Note: Since a significant amount of flexibility regarding the day and time that exams are taken is provided in this course, it is expected that all exams will be completed by the specified “due date” unless prior arrangements have been made with the instructor. Exams that are not completed by the due date will have a zero grade. According to the University Schedule, if this final exam time does not work for you, you must notify me 30 days prior to the final (by April 1, 2019) to make alternative arrangements. The final exam will be available on April 29, 2019, and must be completed by May 3, 2019.

Since exam dates have been provided on the weekly schedule on the last page of the syllabus, and exams are available for more than one day, you will need to take the exams as indicated. Absent extreme emergencies, the failure to take an exam within the window given will result in a zero for that exam unless arrangements were made prior to the first day the exam was available. The final exam will not be available prior to finals week and must be completed during finals week.

GRADING

Your final grade will be determined as follows:

- Midterm Exam: 200 points
- Final Exam: 200 points
- Pearson MyLab Finance Homework (12 @ 10 points each): 120 points
- Group Case Analysis Report (2 @ 50 points each): 100 points
- Group Case Analysis Report (Toyota Case): 30 points
- Participation on weekly Discussion Board (15 @ 3 points per week): 45 points
- Your Introduction on the Discussion Board: 5 points

**TOTAL: 700 points**

<table>
<thead>
<tr>
<th>Points Range*</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>630 to 700 points</td>
<td>90% to 100%</td>
<td>A</td>
</tr>
<tr>
<td>560 to 629 points</td>
<td>80% to 89%</td>
<td>B</td>
</tr>
<tr>
<td>490 to 559 points</td>
<td>70% to 79%</td>
<td>C</td>
</tr>
<tr>
<td>420 to 489 points</td>
<td>60% to 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 to 419 points</td>
<td>0% to 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

* I reserve the right to make minor adjustments if necessary.

ADMINISTRATIVE MATTERS:

By enrolling in this course you are accepting an obligation to adhere to the guidelines of the course.

- **Deadlines:** You have to complete all assignments (including homework, quizzes, projects, exams) in a timely manner. In the financial industry, we cannot afford to turn work in late, as this may provide our competition with a considerable advantage. I will check my email multiple times a day to answer your questions. It is advisable to work on assignments early to be able to ask important questions before the deadline. After the deadline, no assignments will be accepted for submission. Extensions will be granted only in the cases of a medical emergency. In these cases, you will be asked to provide documentation.
• **Grading Favors:** In the past, near the end of each semester, a few students have emailed me to say they need special consideration for their grade because of their unique circumstances. I understand that everyone has a different situation regarding work and family obligations. However, the course requires the demonstration of knowledge, and the grading is completely based on the demonstration of knowledge of the course in the manner described in this syllabus. Extenuating circumstances of students such as a busy career, a busy personal life, needing a specific grade to graduate, or needing a specific grade to continue receiving financial aid will NOT influence the grade that is given in this course.

_The granting of grading favors to a student in this course would reflect discrimination against other students, and is therefore inappropriate._ Your final grade will depend on your performance on assignments and exams in this course as explained in this syllabus. All students in this course are subject to the same guidelines, and the same grading scale. Therefore, students who presently have extenuating circumstances that make them believe they deserve special grading favors should not take this course. Since I already explain my grading policy in this syllabus, I will not get involved in conversations via email (or other forms of communication) regarding special favors. It is not appropriate for me to grant special grading favors, and it is not appropriate for students to ask for special grading favors. I will not engage in discussions or respond to requests for preferential grading, so please do not send me such requests.

After an exam, some students who did not perform well ask if they can do extra work. This course is designed to assess a student’s understanding of specific material. Thus, a student needs to show evidence of understanding that material. I will not allow extra work for individual students, since that discriminates against others in the class who were not given the same opportunity. All the work that I require for the class is described at the beginning of the semester. So, the key is that you do not put yourself in a situation in which you need extra credit. That is, use whatever time could be applied toward extra work and apply that time to perform well on the required assignments and exams. If you dedicate your time doing the required work, you should not need to do extra work. There is normally a high correlation between the amount of time a student spends working on required assignments and exam scores.

• **Student Expectations**

First and foremost, students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available to online students.

In terms of activities, each week is detailed in the Class Schedule that can be accessed via the “Getting Started” widget on the course homepage. The instructor will also provide regular updates during the week, so students should log into D2L to check for news and email at least three times per week, if not more frequently.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a three-credit-hour course, students should expect to dedicate around nine (9) hours per week to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements towards the end of the syllabus.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.
Instructor Expectations

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback within 10 days.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the SDBOR.

Furthermore:

a. This is a challenging course, and it is very important that you keep up with the material as it is presented. This is definitely not one of those classes which you are able to catch up at the last minute. Although the exams are not cumulative, much of the material presented in this course is cumulative in nature.

b. All grade appeals must be in writing and submitted to me within one week of the time the quiz/project/test is graded. No late appeals will be considered.

c. While every case will be considered on an individual basis, no grades of incomplete will ordinarily be given in this course.

d. To request for a make-up exam, you must have a valid and documented excuse. You must submit to me a written request at least 2 weeks prior to the exam except in the case of emergency or illness (a doctor’s note documenting the illness must be submitted and excusing you to take the exam).

e. Freedom in Learning: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

f. Diversity and Inclusive Excellence: The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

g. Academic Integrity: The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
e. Failed in the course.

h. **Disability Accomodation:** Any student who feels they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605) 677-6389  
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

i. **Student Code of Ethics:** Students enrolled at the Beacom School of Business are expected to maintain the highest standards of integrity and ethical principles and to adhere to the Student Code of Ethics developed and approved by Beacom School of Business students. This Code provides a frame of reference for the behavior of Beacom School of Business students in their personal, academic, and professional activities.

j. **Privacy of Student Records:** The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that each student’s educational records remain private. No individual or group outside the educational institution shall have access to nor will the institution (including professors) disclose students’ educational records without written consent of the students. Because the professor cannot ensure that the student is the only one with access to the student’s email account, grades will not be provided via email. The student may access his/her final grade using WebAdvisor.

**TECHNOLOGY REQUIREMENTS**

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage. All students should have the ability to submit their work in Word and Excel. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: [http://docs.usd.edu](http://docs.usd.edu).

Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page: [http://www.usd.edu/technology](http://www.usd.edu/technology)

In order to take the exams in this course, you will be required to use the Respondus LockDown Browser. This tool can be downloaded from any exam in the course, and only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam.

**STUDENT RESOURCES**

The University of South Dakota provides a number of useful services to students:
• Online Student Handbook (in the “Getting Started” widget on the course homepage):

This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:

• Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.

• Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.

• Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

• myUSD Portal (http://my.usd.edu):

The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course.

• The USD Writing Center (http://www.usd.edu/academics/writing-center):

The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.

CLASS SCHEDULE

A detailed Class Schedule is posted on D2L under “USD Getting Started”

IMPORTANT NOTE: The above outline is intended to give you an idea of the sequence of topics and is not exact. It is essential that you attend class in order to obtain the reading and problem assignment. Some of the above topics will be covered in greater detail than others. Some of the material presented in class is not in the text.