

1/26/2024

Melur K. Ramasubramanian Ph.D.,  
Executive Vice Chancellor for Academic Affairs & Provost  
State University of New York  
System Administration  
State University Plaza  
Albany, NY 12246

Dear Dr. Ramasubramanian,

On behalf of the faculty at the University at Albany and Massry School of Business, I am pleased to submit our proposal for an update to our Accounting BS registration.

This proposal has been considered and approved through our campus governance system. Should there be a need for additional information or clarification to facilitate processing, please contact Kaitlyn Beachner at [kbeachner@albany.edu](mailto:kbeachner@albany.edu).

Thank you for your consideration and assistance.

Sincerely,



Carol Kim, Ph.D.  
Provost and Senior Vice President for Academic Affairs

Attachment

- c. Interim Dean Kevin Williams, Massry School of Business  
Vice Provost & Dean JoAnne Malatesta, Undergraduate Education





# Program Revision Proposal: Changes to an Existing Program

**Form 3A**

Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,<sup>1</sup> a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu).

## Section 1. General Information

<b>a) Institutional Information</b>	Institution's 6-digit <a href="#">SED Code</a> :	<b>210500</b>
	Institution's Name:	University at Albany
	Address:	1400 Washington Avenue, Albany, NY 12222
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit <a href="#">SED Code</a> ): 210500	
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here [ X ] if not applicable:</b>	
<b>c) Registered Program to be Changed</b>	Program Title:	Accounting
	<a href="#">SED Program Code</a>	02952
	<a href="#">Award(s)</a> (e.g., A.A., B.S.):	B.S.
	Number of Required Credits:	Minimum [ 120 ] If tracks or options, largest minimum [    ]
	<a href="#">HEGIS Code</a> :	0502
	<a href="#">CIP 2010 Code</a> :	52.0301
	Effective Date of Change:	August 1, 2024
	Effective Date of Completion <sup>2</sup> :	June 1, 2028
<b>d) Campus Contact</b>	Name and title: Kaitlyn Beachner, Staff Associate for Undergraduate Academic Programs Telephone and email: 518 – 442 – 3941; <a href="mailto:kbeachner@albany.edu">kbeachner@albany.edu</a>	
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></b>	
	Name and title: Carol Kim, Ph.D., Senior Vice President for Academic Affairs & Provost Signature and date: <span style="float: right;">1/26/2024 </span>	
	<b>If the program will be registered jointly<sup>3</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>	
Partner institution's name and 6-digit <a href="#">SED Code</a> :		
Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):		

## Section 2. Program Information

<sup>1</sup> To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.  
<sup>2</sup> If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).  
<sup>3</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

**a) Check all that apply. Describe each proposed change and why it is proposed.**

Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)

Changes in a program's focus or design

Adding or eliminating one or more options, concentrations or tracks

Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

**Description of Changes:** The most significant changes made to the course requirements for the BS in Accounting were in response to changes in the educational requirements for CPA licensure in New York State, including the CPA-150E (see the website of the New York State Office of the Professions at <http://www.op.nysed.gov/prof/cpa/cpalic.htm>). Other changes, particularly the addition of courses that teach data analytics and technology skills, reflect new requirements for AACSB accounting accreditation (see <https://www.aacsb.edu/educators/accreditation/accounting-accreditation/aacsb-accounting-accreditation-standards>). Some changes to the business core were made to introduce students to business earlier in their collegiate education. A few liberal arts requirements were eliminated because the University's General Education requirements satisfy those objectives. The number of upper-level economics courses that students can take to satisfy their economics elective was expanded to provide students more choice. Other changes were made to reflect changes in course numbers and course names.

b) Provide a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

1976 Accounting Requirements for BS Degree:		2024 Proposed Changes to Accounting B.S	
<b>Liberal Arts Requirements:</b>		<b>Liberal Arts Requirements:</b>	
ENG 100 – English Composition for Freshman (3)		<i>Removed requirement</i>	
<b>Select One:</b>	ENG 112 – Reading in Prose (3)	<i>Removed requirement</i>	
	ENG 113 – Reading in Drama (3)	<i>Removed requirement</i>	
<b>Select One:</b>	RCO 203 - Speech Argumentation and Debate (3)	<i>Removed requirement</i>	
	RCO 212 – Speech, Argumentation and Debate (3)	<i>Removed requirement</i>	
PSY 101 – Introduction to Psychology (3)		APSY 101 – Introduction to Psychology (3)	
SOC 115 – Introduction to Sociology (3)		<i>Removed requirement</i>	
ECO 100a – Principles of Economics A (3)		AECO 110 – Principles of Economics I: Microeconomics (3)	
ECO 100b – Principles of Economics B (3)		AECO 111 – Principles of Economics II: Macroeconomics (3)	
ECO 300 – Intermediate Theory I: Microeconomics (3)		<i>Removed requirement (still an elective 2021)</i>	
<b>Select One:</b>	ECO 301 – Intermediate theory II: Macroeconomics (3)	<b>3 elective credits from ECO courses (300 level or above where AECO 110 and 111 are pre-req.)</b>	AECO 301 – Intermediate Macroeconomics (3)
	ECO 350 – Money and Banking (3)		AECO 350 – Money and Banking (3)
	ECO 355 – Public Finance (3)		AECO 355 – Public Finance (3)
	AECO 300 – Intermediate Microeconomics (3)*		
	AECO 330 – Economics of Development (3)		
	AECO 341W – Urban Economics (3)		
	AECO 356 – State and Local Finances (3)		
	AECO 360 – International Economic Relations (3)		
	AECO 370 – Economics of Labor (3)		
	AECO 371 – The Distribution of Income and Wealth (3)		
	AECO 380 – Contemporary Economic Issues (3)		
	AECO 385 – Environmental Economics (3)		
	AECO 446 – International Macroeconomics (3)		
<b>Select One:</b>	MAT 106 – Elementary Calculus (3)	<b>Select One:</b>	AMAT 106 – Survey of Calculus (3)
	MAT 107 – Applications of Calculus to Problems in business and Economics (3)		<i>Removed requirement</i>
	MAT 112 – Calculus I (4)		AMAT 112 – Calculus I (4)
	MAT 116 – Calculus (5)		<i>Removed requirement</i>

		AMAT 118 – Honors Calculus I (4)
		BBUS 300 – Accounting and Communications (1)
MGT 341 – Behavioral Science for Organizations (3)		BMGT 341 – Behavioral Foundations of Management (3)
<b>Business Core Requirements:</b>		<b>Business Core Requirements:</b>
		BBUS 100 – Survey of Business (1)
ACC 211 – Financial Accounting (3)		BACC 211 – Financial Accounting (3)
ACC 222 – Managerial Accounting (3)		BACC 222 – Cost Accounting Systems for Managerial Decisions (3)
MSI 215 – Computer Applications in Business (3)		<i>Removed requirement</i>
		BITM 215 – Information Technologies for Business (3)
LAW 220 – Business Law (3)		BLAW 220 – Business Law (3)
MSI 220 – Introduction to Business Statistics (3)		<i>Removed requirement</i>
		BFOR 200 – Information Security for Business (3)
FIN 300 – Financial Management (3)		BFIN 300 – Financial Management (3)
<i>3 credit elective within Finance</i>		<i>Removed requirement</i>
MKT 310 – Marketing Principles and Policies (3)		BMKT 310 – Marketing Principles (3)
LAW 321 – Law of Business Organizations (3)		BLAW 321 – Law of Business Organization (3)
MSI 330 – Operations Research Applications (3)		<i>Removed requirement</i>
MGT 481 – Problems in Business Policy (3)		<i>Removed requirement</i>
MSI 322 – Statistics for Business Research (3)		<i>Removed requirement</i>
<b>Additional Accounting Requirements:</b>		
ACC 311 – Financial Accounting Theory I (3)		BACC 311 – Financial Accounting Theory I (3)
ACC 312 – Financial Accounting Theory II (3)		BACC 312 – Financial Accounting Theory II (3)
AAC 331 – Cost Accounting (3)		<i>Removed requirement</i>
ACC 411 – Advanced Accounting (3)		<i>Removed requirement</i>
		BACC 381 – Accounting Information Systems (3)
		BACC 411 – Financial Accounting Theory III (3)
		BACC 440 – Survey of Taxation (3)
ACC 441 – Income Tax Accounting (3)		<i>Removed requirement</i>
ACC 461 – Auditing (3)		BACC 461 – Auditing (3)
		BACC 301 – Financial Accounting Analytics Lab I (1)
		BACC 302 – Financial Accounting Analytics Lab II (1)
		BACC 403 – Auditing Analytics Lab (1)
<b>6 Additional Accounting Electives</b>		<i>Removed requirement</i>
	<b>Select One:</b>	BFIN 301 – Corporate Financial Policy and Strategy (3)
		BFIN 375 – Money and Capital Markets (3)
<i>Option listed above</i>		AECO 350 – Money and Banking
	<b>Select One:</b>	AMAT 108 – Elementary Statistics (3)
		AECO 320 – Economic Statistics (3)
		BITM 330 – Improving Business Performance with Information Technologies (3)
		BMGT 481W – Strategic Management (3)

c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites,*

*the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

AECO 300 – Intermediate Microeconomics (3)  
AECO 320 – Economic Statistics (3)  
AECO 330 – Economics of Development (3)  
AECO 341W – Urban Economics (3)  
AECO 356 – State and Local Finance (3)  
AECO 360 – International Economic Relations (3)  
AECO 370 – Economics of Labor (3)  
AECO 371 – The Distribution of Income and Wealth (3)  
AECO 380 – Contemporary Economic Issues (3)  
AECO 385 – Environmental Economics (3)  
AECO 446 – International Macroeconomics (3)  
AMAT 108 – Elementary Statistics (3)  
AMAT 118 – Honors Calculus I (4)  
BACC 301 – Financial Accounting Analytics Lab I (1)  
BACC 302 – Financial Accounting Analytics Lab II (1)  
BACC 403 – Auditing Analytics Lab (1)  
BACC 381 – Financial Information Systems (3)  
BACC 411 – Financial Accounting Theory III (3)  
BACC 440 – Survey of Taxation (3)  
BBUS 100 – Survey of Business (1)  
BBUS 300 – Accounting and Communications (1)  
BFIN 301 – Corporate Financial Policy and Strategy (3)  
BFIN 375 – Money and Capital Markets (3)  
BFOR 200 – Information Security for Business (3)  
BITM 215 – Information Technologies for Business (3)  
BITM 330 – Improving Business Performance with Information Technologies (3)  
BMGT 481W – Strategic Management (3)

d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

The School of Business and other departments at the university already have the faculty resources, expertise and capacity to deliver the new curriculum, except as follows:

BBUS 100 Survey of Business, and BFOR 200 Information Security for Business: Because the intended accounting and intended business administration majors will both take these courses, the estimated costs to deliver these courses to both groups of intended majors were included in the reregistration document for the business administration major, and no additional investment is needed.

BACC 301, BACC 302, and BACC 403: These three one-credit courses are delivered online, asynchronously, in the Fall and Spring semesters. The staffing consists of a tenured/tenure-track instructor or lecturer receiving credit for the equivalent of two 3-credit courses per academic year for managing the delivery of the course and periodically updating course content, and two graduate assistants who will grade assignments and hold office hours. Each graduate assistant is paid approximately \$7,500 per year, for a total of \$15,000. The Department of Accounting & Law has received approval to search for a Visiting Assistant Professor for 2024/25, and this new hire's responsibilities will include these courses.

## Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

- Program title
- Program award
- [Mode of delivery](#)

**NOTES:** (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

- [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
  - 1) State proposed format(s) and consider the consequences for financial aid
  - 2) Describe availability of courses and any change in faculty, resources, or support services.
- A change in the total number of credits in a certificate or advanced certificate program
- Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

## Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the **SUNY Undergraduate Program Schedule** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

**NOTES:** The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#)—with compelling justification(s).

### EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)	
ACC 101 Principles of Accounting	4			4	4			
MAT 111 College Mathematics	3	M	3	3			MAT 110	
CMP 101 Introduction to Computers	3							
HUM 110 Speech	3	BC	3			X		
ENG 113 English 102	3	BC	3					
Term credit total:	16	6	9	7	4			

- b) For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.



**NOTE:** *The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education are met.](#)*

**SUNY Undergraduate Program Schedule** (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

**Program/Track Title and Award:** Accounting\_BS

- a) Indicate **academic calendar type**: [ x ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):  
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
 c) **Name of SUNY Transfer Path**, if one exists: \_\_\_\_\_ See [Transfer Path Requirement Summary](#) for details  
 d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: See KEY.								Term 2: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
LAW 220 Business Law	3		3	3				UUNI 110 Writing and Critical Inquiry	3	COM	3				
AMAT 106 Survey of Calculus	3	MS	3	3			3 years of high school mathematics	BFOR 200 Information Security for Business	3		3	3			
Natural Sciences Gen Ed	3	NS	3					Arts Gen Ed	3	AR	3				
APSY 101 Introduction to Psychology	3	SS	3	3				AECO 111 Principles of Economics II: Macroeconomics	3	SS	3	3			
AECO 110 Principles of Economics I: Microeconomics	3	SS	3	3				LAS elective	3		3				
BBUS 100 Survey of Business	1		1	1		X									
Term credit totals:	16	12	16	13				Term credit totals:	15	9	15	6			
Term 3: See KEY.								Term 4: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BACC 211 Financial Accounting	3			3				BACC 222 Cost Accounting Systems for Managerial Decisions	3			3			BACC 211
Humanities Gen Ed	3	HU	3					BITM 215 Information Technologies for Business	3		3	3			
World Language Gen Ed	4	WL	4					American History Gen Ed	3	AH	3				
AMAT 108 Elementary Statistics (or AECO 320 Economic Statistics)	3	MS	3	3			3 years of high school mathematics	International Perspectives Gen Ed	3	WH	3				
LAS Elective	3		3					Diversity, Equity, Inclusion, & Social Justice Gen Ed	3	DV	3				
Term credit totals:	16	10	13	6				Term credit totals:	15	9	12	6			
Term 5: See KEY.								Term 6: See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BACC 311 Financial Accounting Theory I	3			3			BACC 211	BACC 312 Financial Accounting Theory II	3			3			BACC 311
BACC 381 Accounting Information Systems	3			3			BACC 222 and BITM 215	BACC 440 Survey of Taxation	3			3			BACC 211
BBUS 300 Accounting and Communications	1			1		X	Junior standing in accounting	BMGT 341 Behavioral Foundations of Management	3			3			
BACC 301 Financial Accounting Analytics Lab I	1			1		X	BACC 311 is a co-req.	BACC 302 Financial Accounting Analytics Lab II	1			1			BACC 312 is a co-req
LAS elective	3		3					Elective	3						
BITM 330 Improving business performance with Information Technologies	3			3		X	BITM 215 and AMAT 108								
Term credit totals:	14		3	11				Term credit totals:	16		0	10			

Term 7:								Term 8:									
See KEY.								See KEY.									
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites		
BACC 411 Financial Accounting Theory III	3			3			BACC 312	BACC 461 Auditing	3			3			BACC 311		
BFIN 300 Financial Management	3			3			BACC 211	BACC 403 Auditing Analytics Lab	1			1			BACC 461 is a co-req.		
BLAW 321 Law of Business Organizations	3			3				BMGT 481W Strategic Management	3		3	3			Senior standing in the School of Business		
Upper division economics elective (but not AECO 320, AECO 496, or AECO 497)	3		3	3			AECO 110 and AECO 111	BFIN 301 Corporate Financial Policy and Strategy (or BFIN 375 Money and Capital Markets, or AECO 350 Money and Banking)	3			3			BFIN 300		
BMKT 310 Marketing Principles	3			3				Upper-division Elective	3								
								Elective	3								
Term credit totals:	15		3	15				Term credit totals:	16		3	10					
<b>Program Totals (in credits):</b>		<b>Total Credits: 123</b>		<b>SUNY GER: 40</b>		<b>LAS: 65</b>		<b>Major: 77</b>		<b>Elective &amp; Other: 18</b>		<b>Upper Division: 52</b>		<b>Upper Division Major: 46</b>		<b>Number of SUNY GER Categories: 10</b>	

**KEY** Cr: credits GER: [SUNY General Education Requirement](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path](#) Courses (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

**SUNY Graduate Program Schedule *OPTION*:** *You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

**Program/Track Title and Award:** \_\_\_\_\_

- a) Indicate **academic calendar** type: [ ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
<b>Program Total:</b>		<b>Total Credits:</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:</b>				

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**Section 4. SUNY Faculty Table**

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Seok-Joo (Andrew) Chang, Associate Professor of Accounting	50	BACC 381 Financial Information Systems	Ph.D., University of Connecticut	Operations and Information Management	
Ingrid Fisher Associate Professor Chair of the Department of Accounting and Law (Program Director)	25	BACC 461 Auditing	Ph.D., University at Albany M.S., University at Albany	Information Science Accounting	CPA
Mark Hughes, Lecturer and Director of Accounting Programs	75	BACC 461 Auditing	Ph.D., University at Albany	Informatics	CPA
Pranay Jinna, Assistant Professor of Information Systems and Business Analytics	15	BITM 215 Information Technologies for Business	Ph.D., Emory University	Information Systems	
Ken Moore, Lecturer, Department of Management	50	BMGT 481W Strategic Management	M.S., University of Southern California	Education	
Michelle Moshier, Lecturer, Department of Accounting and Law	100	BACC 440 Survey of Taxation, BACC 211 Financial Accounting	M.S., University of Hartford	Accounting	CPA
Saggi Nevo, Associate Professor of Information Systems and Business Analytics	15	BITM 330 Improving Business Performance with Information Technologies	Ph.D., York University M.A., Northwestern University	Information Systems Economics	
Eliot Rich, Associate Professor and Chair, Department of Information Systems and Business Analytics	25	BITM 215 Information Technologies for Business	Ph.D., University at Albany MPP, Harvard University B.A., Brooklyn College	Information Science Public Policy Economics	
Lee Spitzley, Assistant Professor, Department of Information Security and Digital Forensics	25	BFOR 200 Information Security for Business	Ph.D., University of Arizona	Management Information Systems	
Kinsun Tam, Associate Professor of Accounting	50	BACC 411 Financial Accounting Theory III	Ph.D., University of Connecticut	Accounting	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
Giri Kumar Tayi, Professor of Information Systems and Business Analytics	15	BITM 215 Information Technologies for Business	Ph.D., Carnegie Mellon	Engineering Systems and Policy	
Raymond Van Ness, Visiting Assistant Professor, Department of Management	33	BMGT 481W Strategic Management	Ph.D., Union Institute & University	Management and Business Administration	
Ying Wang, Associate Professor of Finance	50	BFIN 375	Ph.D., Penn State University	Finance	
Wiliam Riccardi, Associate Professor	100	BACC 301 Financial Accounting Analytics Lab I BACC 302 Financial Accounting Analytics Lab II BACC 403 Auditing Analytics Lab	Ph.D., Florida International University	Business Administration - Accounting	
<b>Part 2. Part-Time Faculty</b>					
Robert Downey, Adjunct Professor, Department of Management	33	BMGT 400 Introduction to Entrepreneurship BMGT 450 Managerial Leadership and Decision Making BMGT 481W Strategic Management BBUS 100 Survey of Business	MBA, Rensselaer Polytechnic Institute	Corporate Strategy, Organizational Behavior and Human Resource Management	
Edward Lane, Adjunct Professor, Department of Finance	33	BFIN 301 Corporate Financial Policy and Strategy	MBA, University at Albany B.S., The Wharton School, University of Pennsylvania	Finance concentration Economics	Certified Financial Planner Associate of the Society of Actuaries
Susan Pedo, Adjunct Professor, School of Business	100	BBUS 300 Accounting and Communications	MPA, University at Albany BA, Marquette University	Public finance English Literature	
Matthew Muller, Adjunct Professor, Department of Management	100	BMGT 481W Strategic Management	M.B.A., University of Notre Dame	Business, Finance and Marketing	
Nim Dvir, Adjunct Professor, Department of Information Systems and Business Analytics	50	BITM 330 Improving Business Performance with Information Technologies	A.B.D. University at Albany,	Information Studies (MBA in Marketing and Information Systems)	

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
			MBA, Baruch College, City University of New York		
Kyrish Iyer, Adjunct Professor, Department of Management	50	BMGT 481W Strategic Management	MBA, Clarkson University	Marketing and Management	
<b>Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)</b>					

**Accounting BS New Courses in Program,  
Recently Approved with recent SED Registrations – Course Descriptions:**

**AECO 300 – Intermediate Microeconomics (3) – *Part of our Business Economics BS Approved in March 2019***

Introduction to price theory, distribution theory, and market structure analysis. Relevance of economic theory in production and consumption decisions. Only one of A ECO 300 or T ECO 300 may be taken for credit. Prerequisite(s): A ECO 110 with grade of C or better; A ECO 111; and A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118.

**AECO 320 – Economic Statistics (3) – *Part of our Business Economics BS Approved in March 2019***

Statistical techniques in economic analysis. Topics include distribution theory and statistical inference as applied to regression models. Students gain experience in testing economic theories using a computer regression package. Prerequisite(s): A ECO 110 and 111; A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118.

**AECO 330 – Economics of Development (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Introduction to the analysis of economic growth and development. Historical, descriptive, and analytical approaches to the problems of fostering economic growth. Consideration of alternative theories of the causes and problems of underdevelopment. Only one version of A ECO 330 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**AECO 341W – Urban Economics (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Analysis of the city-metropolis and the economic forces which condition its growth pattern and allocation of scarce resources. The public sector, especially local government, is examined in its role of solving the problems of inadequate jobs, housing, education, and other services. Only one version of A ECO 341 may be taken for credit. Prerequisite(s): A ECO 110 and A ECO 111.

**AECO 356 – State and Local Finance (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Problems of financing state and local government within the context of a federal system. Relevance and limits of fiscal theory for state and local government tax and expenditure policy. Only one version of A ECO 356 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**AECO 360 – International Economic Relations (3) – *Part of our Business Economics BS Approved in March 2019***

The development of international trade and trade theory since mercantilism; international financial institutions, the foreign exchange market, and the problems of



international balance of payments and international liquidity. Prerequisite(s): A ECO 110 and 111.

**AECO 370 – Economics of Labor (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Study of wage theories and wage structures; wage-cost-price interaction; and wage, supply, and employment relationships. Only one version of A ECO 370 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**AECO 371 – The Distribution of Income and Wealth (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Theoretical, empirical, and institutional analysis of the distribution of income and wealth, including policies and programs designed to affect these distributions. Only one version of A ECO 371 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**AECO 380 – Contemporary Economic Issues (3) – *Part of our Business Economics BS Approved in March 2019***

An introductory discussion of selected economic issues of current importance. The course will focus on different economic problems each term. May be repeated up to 6 credits when content varies. Prerequisite(s): A ECO 110 and 111.

**AECO 385 – Environmental Economics (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Develops the economic frameworks of pollution control and natural resources management, and provides economic analyses of past and current environmental policies. Covers control of both local pollution (e.g., acid rain) and global pollution (e.g., climate change), and the management of both nonrenewable resources (e.g., coal and gas) and renewable resources (e.g., fisheries, wind and solar). Only one version of AECO 385 may be taken for credit. Prerequisite(s): AECO 300 and 320 or permission of instructor.

**AECO 446 – International Macroeconomics (3) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

The foreign exchange market and international payments are described and analyzed. Emphasis is placed on analyzing the implications of flexible and fixed exchange rate regimes for the stabilization of price levels and employment in small and large countries. Proposals for exchange management and reform of the international monetary system are evaluated. Prerequisite(s): A ECO 110, 111, and 301.

**AMAT 108 – Elementary Statistics (3) – *Part of Criminal Justice BA approved in July 2023***

Frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression, and correlation. Only one of A MAT 108 and B ITM 220 may be taken for credit. Not open for credit by students who have taken A MAT 308. Prerequisite(s): three years of high school mathematics.

**AMAT 118 – Honors Calculus I (4) – *Part of our Economics BA and Quantitative Economics and Data Analysis BS approved in January 2023***

Calculus of one variable. Limits, continuity, differentiation of algebraic functions, applications of differentiation, anti-derivatives, the definite integral, transcendental functions. Honors version of first semester calculus. Same topics as A MAT 112, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. A MAT 118 substitutes for A MAT 112 toward the prerequisite in any course. Only one of A MAT 111, 112, 118 and T MAT 118 may be taken for credit. Prerequisite(s): recommended precalculus at the high school or college level. Students without precalculus should elect A MAT 100. Open to Honors College students only.

## **University at Albany – Accounting BS New Syllabi for 2024 Registration Update:**

- BACC 301 – Financial Accounting Analytics Lab I (1)
- BACC 302 – Financial Accounting Analytics Lab II (1)
- BACC 381 – Financial Information Systems (3)
- BACC 403 – Auditing Analytics Lab (1)
- BACC 411 – Financial Accounting Theory III (3)
- BACC 440 – Survey of Taxation (3)
- BBUS 100 – Survey of Business (1)
- BBUS 300 – Accounting & Business Communications (1)
- BFIN 301 – Corporate Financial Policy and Strategy (3)
- BFIN 375 – Money and Capital Markets (3)
- BFOR 200 – Information Security for Business (3)
- BITM 215 – Information Technologies for Business (3)
- BITM 330 – Improving Business Performance with Information Technologies (3)
- BMGT 481W – Strategic Management (3)

**University at Albany**  
*Department of Accounting & Law*

**BACC 301: Financial Accounting Analytics Lab I**  
**Fall 2023 (Online/Asynchronous)**  
**1 Credit**

**Instructor:** William Riccardi, Ph.D.

**E-mail:** [wriccardi@albany.edu](mailto:wriccardi@albany.edu)

**TA:** Shaan Singh

**E-mail:** [spsingh@albany.edu](mailto:spsingh@albany.edu)

**Office Hours:** As posted to Brightspace  
Massry 132 Accounting Lab

*This course is made possible through the generous support of The Elda Dire '83 Curriculum Innovation Fund and Ernst & Young*

**Required Materials:**

Intermediate Accounting, Kieso, Weygandt, Warfield, 17th edition, Wiley.  
Microsoft Excel

**Prerequisite:**

BACC 211 (Financial Accounting) or equivalent, including prior exposure to journal entries and principles of financial statement preparation is required.

**Corequisite:**

BACC 311

**Course Description:**

The purpose of financial accounting is to provide information to owners of the firm and other stakeholders to serve as the basis for making decisions about that firm. To that end, financial accounting involves identifying information to be reported, measuring that information, and aggregating that information to be communicated to potential users.

Technological progress has led to changes in the methods by which data is collected, the type of data that is collected, how data is aggregated, and how that data is tested, analyzed, and communicated. Consequently, the profession has begun to require more technological competence from its incoming junior staff, as well as more understanding of the interaction of technology and accounting theory. The AACSB has responded to the profession with updated standards for inclusion of technology and analytics in accounting education for purposes of accreditation.

This course introduces students to analyzing financial accounting data with MS Excel, a widely used and readily available tool. While more basic in nature, Excel is regarded as the first “stepping stone,” as other software typically take data from Excel to complete more advanced analyses or prepare visualizations.

### **Course Objective:**

Utilizing technologies such as Excel to complement the material covered in BACC 311, **the objective of this course is twofold:**

First, it provides students with a deeper understanding of financial accounting theory by engaging students to apply the underlying concepts learned in class to data and exercises beyond what can be presented in a typical classroom setting. Students will work with larger data sets, subledgers, and less straightforward calculations to support learning of how accounting information exists and is analyzed in settings more similar to what may be encountered in the profession.

Second, students will increase their analytic abilities by employing skills expected of them by potential employers. Furthermore, much of the activity will be student-driven and “hands on” in nature. Importantly, the logic underlying the analytic techniques encompass **transferrable skills** that can be utilized across a variety of software platforms.

### **Course Method:**

The course will be delivered online via Brightspace. Students will complete one assignment every two weeks, on average. (Select topics will span multiple weeks.) The instructor will oversee the distribution of course materials that students will need to reference in completing their assignments in accordance with the course schedule. The due dates of each assignment are included on the course schedule and will be available on Brightspace from the beginning of the semester.

Since many students may have used Excel in only one pre-requisite Business course, the first two weeks of the semester will consist of very basic assignments with the goal of increasing students’ comfort and confidence in using Excel. After this introductory period, the assignments will increase in difficulty and complexity, with the primary goal of helping students gain a deeper understanding of accounting concepts and topics. Assignments beginning in Week 5 are tied to specific accounting topics or standards and are most reflective of “real world” exercises; most of these assignments were developed through conversations with alumni and are designed to mirror the type of data they worked with and the task they were required to complete.

Students will complete the coursework independently. (Students are permitted to work in pairs or groups, but separate assignments must be submitted for each student.) For each assignment, students will be provided with walkthroughs that should enable them to make significant progress on the assignment independently.

However, there will be an opportunity to meet with the instructor or graduate Teaching Assistant in the Accounting Lab during scheduled office hours to receive additional guidance or instruction in a one-on-one or smaller group setting. In the later weeks of the semester, students are encouraged to utilize office hours in the lab to make progress on the more demanding assignments.

## Course Schedule

A course schedule is provided below.

Week #	Assignment(s)	Due Date(s)	Estimated time to Complete	Points Possible
1	Excel tutorial	8/27/2023	< 1 hour	10
2	AICPA Case: Gross Profit Analysis	9/3/2023	< 1 hour	25
	AICPA Case: KAT Insurance	9/3/2023	< 1 hour	25
3 & 4	Exercise: Building a Trial Balance	9/17/2023	1.5 - 2 hours	100
5 & 6	Case: Priority Leasing - Insurance Expense reconciliation			
	Submission of Theory Questions	9/24/2023	< 30 minutes	15
	Submission of Data Analysis and "Stop and Think" Questions	10/1/2023	1.5 - 2 hours	150
7 - 9	Exercise: Bond Issue Prices and Amoritzation Tables			
	Bond Yields and Issue Prices	10/8/2023	< 1 hour	25
	Exercise: Creating an audotmated bond amortization table	10/22/2023	< 2 hours	125
10 - 12	Case: Taylor, Inc. - Revenue Recognition w/ Promotional Sales			
	Submission of Theory Questions	10/29/2023	< 30 minutes	15
	Submission of Data Analysis and "Stop and Think" Questions	11/12/2023	2 - 3 hours	150
13 - 16	Capstone Case: Analysis of Asset Impairments			
	Submission of Deliverables 1 and 2 (Year 1)	11/26/2023	2 - 3 hours	125
	Submission of Deliverable (Year 2) and Comprehension Quesitons	12/10/2023	2 - 4 hours	135
<b>Total points available</b>				<b>900</b>

**All assignment due dates are Sundays, and assignments will be due by the end of day.** The reason for having due dates on Sunday is that office hours are offered on Fridays. Students should schedule time during the week to work on the scheduled assignment and attend office hours on Friday if they require assistance or have any questions. Then, the assignment can be finalized over the weekend and submitted by the end of day on Sunday.

Students are **expected to manage their own schedule and allocate time to complete the assignments**, given the asynchronous nature of this course. The schedule is very generous, and student should make note of the estimated time to complete each assignment. However, this is not to say students should expect to begin an assignment that is estimated to take 2-3 hours and complete it in that time in a single sitting. Students may have questions, be unsure about specific steps, or find particular functionality difficult to employ correctly. As a result, students should plan to work on assignments during the week so that they can attend Friday office hours as needed, before the assignment's due date.

Be warned: waiting until the weekend that an assignment is more likely to result in lower quality work, and therefore lower points, as students will not be able to attend office hours to seek assistance. Grading in this course is intended to be very lenient given the flexible schedule and multiple opportunities to meet during office hours, and failure on the student's part to begin an assignment with sufficient time is not reason to expect accommodations. It is not reasonable to expect the instructor or TA to offer as helpful or meaningful feedback via email given the hands-on nature of the assignments in the course.

**Grading**

Assignments will be graded on the basis that they are completed in the manner described in the instructions. In other words, the proper Excel functionality must be deployed where necessary. Points will be deducted if the assignment is not completed properly (e.g., if values are input directly rather than using the necessary functionality, or if the functionality is seriously deficient or missing). Any written comprehension questions will be graded separately, with points earned based on logical explanation corresponding to the questions asked; that is, students may explain in their own words (unless specifically instructed otherwise), so there may be multiple possible “correct” answers.

All assignments’ due dates will be available in Brightspace from the beginning of the semester. Assignments submitted less than 1 week late will be graded but will only be eligible to earn 80% of the maximum points offered. After one week from the original due date, no late submissions are accepted and students will receive a grade of zero.

The following grading scheme will be used to determine final grades in the course.

<b>Grade</b>	<b>Points required</b>		<b>Grade</b>	<b>Points required</b>	
A	837 or higher		C	657 to	692
A-	810 to	828	C-	630 to	656
B+	783 to	809	D+	603 to	629
B	747 to	782	D	567 to	602
B-	738 to	746	D-	540 to	566
C+	693 to	737	F	539 or lower	

**Communication**

Any questions about the nature of the course, the schedule, grading, etc. should be directed to the instructor via email. Any questions that relate to a specific assignment on which the student needs help should be directed to the TA. Students may CC the instructor on any emails. If the TA does not respond within 24 hours to student questions, the instructor will step in and provide feedback.

**Accommodations due to illness or medical/mental health concerns**

Students should work directly with the instructor in the event of any inability to complete coursework for a significant amount of time due to illness or medical/mental health concerns. Extensions or accommodations will be granted on a case-by-case basis.

The university’s policy regarding students’ health and well-being can be found at <https://www.albany.edu/health-well-being/medical-services>.

## **Career Services Notice**

**Important reminder about career resources:** Whether you are planning for an internship, full-time employment, or graduate school, take advantage of state-of-the-art resources of the School of Business John S. Levato Office of Career Services. Go online and access them using your UAlbany email address: (1) [Onet](#) Career Intelligence system; (2) [VMock](#) resume critique system, and (3) [Big Interview](#) practice system. More details are [here](#).

## **Statement on Diversity & Inclusion**

The University at Albany is committed to providing a diverse and inclusive learning, living, and working environment that is free from inequality and discrimination, and to fostering a nurturing and vibrant community founded upon the fundamental dignity and respect of all of its members.

The School of Business, in turn, promotes this commitment through coursework, programming, training, mentoring and supporting the needs of students from all backgrounds. Students are encouraged to utilize the University's [Office of Diversity and Inclusion](#) or the School's Climate Committee ([SoBClimate@albany.edu](mailto:SoBClimate@albany.edu)) to learn more about available resources.



BACC 311—Fall 2023					
Tentative Course Schedule					
Day	Date	Topic(s) covered	Chp.	Assignments	Suggested Additional Practice Problems
M	8/21/2023	Introduction & Course Overview		Enroll in WileyPLUS WileyPLUS: Chp. 1 Homework (Part A) WileyPLUS: Chp. 0 Review of Accounting Info System (First Attempt)	
W	8/23/2023	Key Concepts from the Conceptual Framework	1	WileyPLUS: Chp. 0 Review of Accounting Info System (Second Attempt)	BE1.3; BE1.4; BE1.8; BE1.12; E1.8
		REVIEW of the Accounting information System	2	WileyPLUS: Chp. 1 Homework (Part B)	E2.1; E2.6; E2.9; E2.10; E2.16; E2.18; P2.7
M	8/28/2023	Review of the accounting cycle and adjusting entries			
W	8/30/2023	<b>In-class "Checkpoint" Quiz: Transaction Analysis</b>		Review In-Class Quiz Problems	
<b>MONDAY 9/4 - CLASSES SUSPENDED - LABOR DAY</b>					
W	9/6/2023	Revenue Recognition The Income Statement	3	WileyPLUS: Chp. 3 Homework	BE3.4; E3.2; E3.6; E3.14
M	9/11/2022	The Balance Sheet & the Statement of Cash Flows	4	WileyPLUS: Chp. 4 Homework	BE4.14; E4.7; E4.8; E4.12; E4.14; E4.17
W	9/13/2022				
M	9/18/2023	REVIEW of the time value of money	5	WileyPLUS: Chp. 5 Homework	Brief Exercises with present value or present value of an ordinary annuity
W	9/20/2023	<b>EXAM #1: Chapters 1 - 5</b> <b>Does not include Accounting Changes (Chp. 3) or Time value of Money</b>			
M	9/25/2023	Long-term Liabilities (Bonds)	13	WileyPlus: Chp. 13 Homework (Part A)	BE13.5; BE13.9; E13.1; E13.13; E13.14; E13.26; P13.1; P13.7; P13.8
W	9/27/2023				
M	10/2/2023	Long-term Notes Payable & Receivable	6 & 13	WileyPLUS: Chp. 6 & 13 Homework (Notes)	
W	10/4/2023		6 & 13		
<b>MONDAY 10/9 - CLASSES SUSPENDED - FALL BREAK</b>					

BACC 311—Fall 2023					
Tentative Course Schedule (continued)					
W	10/11/2023	Long-term Notes Payable & Receivable	6 & 13		
M	10/16/2023	Redemption of Bonds and Fair Value Option	13	WileyPLUS: Chp. 14 Homework (Part B)	
W	10/18/2023	Short-term Receivables (Bad Debts, disposition of A/R)	6	WileyPLUS: Chp. 6 Homework	E6.4; E6.8; E6.13; E6.15; E6.18a; E6.19
M	10/23/2023	<b>Exam #2: Chapters 6 and 13 (All parts of both chapters)</b>			
W	10/25/2023	Property, plant, and equipment: General overview	9	WileyPLUS: Chp. 9 Homework (Relevant questions as we cover them in class)	E9.8; E9.13; E9.20; E9.21; P9.7;
M	10/30/2023	Property, plant, and equipment: Interest Capitalization			
W	11/1/2023	Property, plant, and equipment: Nonmonetary Exchanges and Lump-Sum Purchases			
<b>WEDNESDAY, November 1st IS THE LAST DAY TO DROP WITH "W"</b>					
M	11/6/2023	Depreciation of PP&E	10	WileyPLUS: Chp. 10 Homework	E10.2; E10.5; E10.6; E10.16; E10.17; E10.21
W	11/8/2023	Impairment of PP&E	10	WileyPLUS: Chp. 10 Homework	E10.2; E10.5; E10.6; E10.16; E10.17; E10.21
M	11/13/2023	<b>EXAM #3: Chapter 9</b>			
W	11/15/2023	Intangible assets	11	WileyPLUS: Chp. 11 Homework	E11.2; E11.4; E11.12; E11.13; E11.14
M	11/20/2023	Current liabilities and contingencies	12	WileyPLUS: Chp. 12 Homework	E12.11; E12.13; E12.14
<b>WEDNESDAY 11/22 - CLASSES SUSPENDED - THANKSGIVING BREAK</b>					
M	11/27/2023	Comprehensive Case: Acquisition of Natural Resources, Depletion, Asset Retirement Obligations	9 through 12		
W	11/29/2023	Accounting Changes	3	WileyPLUS: Chp. 3 Homework (Accounting Changes)	
M	12/4/2023	TBA: Selected Special Topics	?		
Tu	12/5/2023	<b>NO CLASSES: READING DAY</b>			
?	?	<b>EXAM #4: Chapter 9 (Natural Resources only), Chapters 10-12, Chapter 3 (Accounting Changes only) plus any special topics covered</b> <b>Time and Place (during Finals Week) as announced by Registrar's Office</b>			

*The professor reserves the right to change the schedule and will make students aware of such changes as soon as reasonably possible.*

**University at Albany**  
*Department of Accounting & Law*

**BACC 302: Financial Accounting Analytics Lab II**  
**Spring 2024 (Online/Asynchronous)**  
**1 Credit**

**Instructor:** William Riccardi, Ph.D.

**E-mail:** [wriccardi@albany.edu](mailto:wriccardi@albany.edu)

**TA:**

**E-mail:**

**Office Hours:** As posted to Brightspace  
Massry 132 Accounting Lab

*This course is made possible through the generous support of The Elda Dire '83 Curriculum Innovation Fund and Ernst & Young*

**Required Software:**

Microsoft Excel

Power BI

**Prerequisite:**

BACC301 (Financial Accounting Analytics Lab I)

**Course Description:**

The purpose of financial accounting is to provide information to owners of the firm and other stakeholders to serve as the basis for making decisions about that firm. To that end, financial accounting involves identifying information to be reported, measuring that information, and aggregating that information to be communicated to potential users.

Technological progress has led to changes in the methods by which data is collected, the type of data that is collected, how data is aggregated, and how that data is tested, analyzed, and communicated. Consequently, the profession has begun to require more technological competence from its incoming junior staff, as well as more understanding of the interaction of technology and accounting theory. The AACSB has responded to the profession with updated standards for inclusion of technology and analytics in accounting education for purposes of accreditation.

This course introduces students to analyzing financial accounting data with **visualizations** generated through Power BI, which partners well with MS Excel and is very user-friendly. Most students should be comfortable using Power BI after brief tutorials.

### **Course Objective:**

Utilizing technologies such as Power BI to complement the financial accounting curriculum, **the objective of this course is threefold:**

First, students will develop a deeper understanding of the underlying logic necessary to build data visualizations. For each assignment, students will be asked questions targeting the appropriate visualization(s) to best contribute to the necessary analysis. Moreover, students will learn to use visualizations to identify and interpret trends, patterns, and anomalies in data. Each assignment will require students to provide insights from visualizations, ultimately compiling their inferences drawn from multiple reports to draw conclusions about the underlying accounting issue.

Second, the course offers students an opportunity to observe and investigate realistic manifestations of discretionary financial accounting choices or manipulations. The core financial accounting courses focus on the preparer-side of financial accounting, introducing students to the theory and rules underlying various accounting issues. In reality, accounting standards offer discretion that often leads to a variety of manipulations, typically aimed at artificially increasing earnings. Building data visualizations is a logical method to observe how these manipulations occur and their effect(s) on reported accounting information. These assignments make up a majority of the course and are designed to guide students toward thinking about financial accounting information from an auditing perspective.

Third, select assignments will touch on managerial accounting (financial planning, budgeting, cost analysis) and tax. These assignments will help students better understand the variety of uses for financial accounting data and related information. As a whole, the variety of assignments in this course relate to other courses in the curriculum and should help students identify their specific areas of interest (e.g., auditing, tax, managerial accounting).

### **Course Method:**

The course will be delivered online via Brightspace. Students will complete one assignment every two weeks, on average. (Select topics will span multiple weeks.) The instructor will oversee the distribution of course materials that students will need to reference in completing their assignments in accordance with the course schedule. The due dates of each assignment are included on the course schedule and will be available on Brightspace from the beginning of the semester.

Since many are unlikely to have used Power BI in earlier courses, the first two weeks of the semester will consist of very basic assignments with the goal of increasing students' comfort and confidence in using Power BI. After this introductory period, the assignments will increase in difficulty and complexity, focusing on the course objectives described above. Assignments beginning in Week 3 are tied to specific accounting issues and are most reflective of "real world" exercises; some of these assignments were developed through conversations with alumni and are designed to mirror the type of data they worked with and the task they were required to complete.

While course materials will be accessible via Brightspace, each assignment will contain a series of questions that students must answer—some questions relate to building the necessary data visualization, and for each visualization students will be asked to provide their insights and observe trends, patterns, etc. These questions will be answered on Google Forms. After submitting an

answer to each question, students will receive the correct answer and/or feedback before receiving instruction for the next visualization and its corresponding comprehension questions. This method of delivery restricts students from working ahead and drawing the final conclusion before providing their thoughts and analysis of each intermediary step. It also allows students to view the correct visualization prior to moving on to the successive step.

Students will complete the coursework independently. (Students are permitted to work in pairs or groups, but separate assignments must be submitted for each student.) For each assignment, students will be provided with walkthroughs that should enable them to make significant progress on the assignment independently.

However, there will be an opportunity to meet with the instructor or graduate Teaching Assistant in the Accounting Lab during scheduled office hours to receive additional guidance or instruction in a one-on-one or smaller group setting. In the later weeks of the semester, students are encouraged to utilize office hours in the lab to make progress on the more demanding assignments.

### **Course Schedule**

A course schedule is provided below.

<b>Week #</b>	<b>Assignment(s)</b>	<b>Due Date(s)</b>	<b>Estimated time to Complete</b>	<b>Points Possible</b>
1	PowerBI Tutorials		< 1 hour	
2	AICPA Case: KAT Insurance in PowerBI		< 1 hour	50
3 - 4	Donatello Furniture Version A (Accelerating revenue manipulation)		2 - 3 hours	150
5 - 6	Madline, Inc. Analysis (Cookie Jar Reserve manipulation)		2 - 3 hours	150
7 - 8	Donatello Furniture Version B (Channel stuffing manipulation)		2 - 3 hours	150
9 - 10	Kelley Farms Part 1 (Analysis of Development Costs, Revenue/Profits by Phase)		1 - 2 hours	100
11	Kelley Farms Part 2 (Dashboards for analysis and projections)		1 - 2 hours	50
12 - 13	Donatello Furniture Version C (Fictitious Sales manipulation)		2 - 3 hours	150
14 - 16	TBD External Case		1 - 2 hours	100
<b>Total points available</b>				<b>900</b>

**All assignment due dates are Sundays, and assignments will be due by the end of day.** The reason for having due dates on Sunday is that office hours are offered on Fridays. Students should schedule time during the week to work on the scheduled assignment and attend office hours on Friday if they require assistance or have any questions. Then, the assignment can be finalized over the weekend and submitted by the end of day on Sunday.

### **Grading**

Assignments will be graded on the basis that they are completed in the manner described in the instructions. There are two parts to every assignment and both parts contribute to students' grades.

First, students must provide thoughtful responses to the comprehension questions that relate the data visualizations to the assignment's underlying accounting issue. Students will receive feedback after answering each question that explains what observations they should have made and, in some

cases, offer additional insights that students are not expected to make independently. Students will be graded based on the substance of their responses to these questions.

Second, upon completion of the assignment, students must submit their data visualization reports (i.e., the Power BI file) to Brightspace. Students' visualizations will be assessed for accuracy and completeness.

All assignments' due dates will be available in Brightspace from the beginning of the semester. Assignments submitted less than 1 week late will be graded but will only be eligible to earn 80% of the maximum points offered. After one week from the original due date, no late submissions are accepted and students will receive a grade of zero.

The following grading scheme will be used to determine final grades in the course.

<b>Grade</b>	<b>Points required</b>		<b>Grade</b>	<b>Points required</b>	
A	837 or higher		C	657 to	692
A-	810 to	828	C-	630 to	656
B+	783 to	809	D+	603 to	629
B	747 to	782	D	567 to	602
B-	738 to	746	D-	540 to	566
C+	693 to	737	F	539 or lower	

**School of Business  
University at Albany  
Fall 2019**

**BACC 381 Accounting Information Systems**

Class Number 4255: TTH 11:45\_AM-01:05\_PM BBB008

Class Number 4256: TTH 02:45\_PM-04:05\_PM BBB008

Class Number 5330: TTH 04:15\_PM-05:35\_PM BBB008

**Instructor:** Seokjoo Andrew Chang, PhD  
**Office:** BB 339  
**Email:** schang@albany.edu  
**Office Hours:** TTH 01:30\_PM-02:30\_PM or upon request

**Course Description:**

This 3-credit course addresses the design and evaluation of computer-based accounting information systems with a focus on the recognition and identification of information technology risks. General and application internal controls for information systems environments are examined across client/server, end-user computing, and service bureau internal control environments. Both computerized auditing techniques as well as techniques for auditing computerized systems are analyzed. Risks of emerging technologies and computer-based business models for planning and control are considered.

**Pre-Requisites:** BACC 222 and BITM 215

**Learning Objectives:**

Upon completing this course, you will:

- Gain an understanding of the technological infrastructure supporting accounting information systems.
- Be able to explain the role of the accounting information systems in a company's value chain and discuss ways that the AIS can add value to a business.
- Gain an understanding of the risks to accounting information systems and applicable controls to address the risks
- Be able to use database software to create a database that can be used to query and analyze financial data over a distributed network.

**Required Text:**

Accounting Information Systems (14th Edition) - Pearson  
by Marshall B. Romney & Paul J. Steinbart  
ISBN-13: 978-0134474021  
ISBN-10: 0134474023

**Grading:**

Your grade in this course will depend on your aggregate performance on:

Grade Component	Weight
Exam 1	30%
Exam 2	30%
Term Project	30%
Homework	10%

Percent	Grade	Percent	Grade
93 - 100	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	60 - 62	D-
77 - 79	C+	< 60	E

**Exams:**

The tests will examine your understanding of concepts to the extent covered in the class.

**Term Project and Presentation:**

The term project is the final comprehensive demonstration of all your conceptual and hands-on capabilities. It is best accomplished if you carry it out as we learn various tools & techniques in the class. The project will consist of drawing specifications and designing an accounting information system using Access. Data collection, data processing, data storage, data analysis/visualization should be included. Late submission will not be evaluated.

**Homework & In-class Exercise:**

There will be occasional homework assignments. Also some of you will be called upon to come to the board and discuss problems either in the textbooks, other sources, or homework assigned.



### Tentative Schedule

Date	Chapter topics
8/27, 8/29	1. Accounting Information Systems: An Overview 2. Overview of Transaction Processing and Enterprise -Resource Planning Systems
9/3, 9/5	3. Systems Documentation Techniques 4. Relational Databases
9/10, 9/12	5. Fraud 6. Computer Fraud and Abuse Techniques
9/17, 9/19	7. Control and Accounting Information Systems 8. Controls for Information Security
9/24, 9/26	9. Confidentiality and Privacy Controls 10. Processing Integrity and Availability Controls
10/1, 10/3	11. Auditing Computer-Based Information Systems 12. The Revenue Cycle: Sales to Cash Collections
10/8, 10/10	<b><i>Exam 1</i></b>
10/17	13. The Expenditure Cycle: Purchasing to Cash Disbursements 14. The Production Cycle
10/22, 10/24	15. The Human Resources Management and Payroll Cycle 16. General Ledger and Reporting System
10/29, 10/31	17. Database Design Using the REA Data Model 18. Implementing an REA Model in a Relational Database
11/5, 11/7	19. Special Topics in REA Modeling 20. Introduction to Systems Development and Systems Analysis
11/12, 11/14	21. AIS Development Strategies 22. Systems Design, Implementation, and Operation
11/19, 11/21	<b><i>Exam 2</i></b>
11/26	Term Project Presentation
12/3, 12/5	Term Project Presentation

**BACC 411-0001 (2614) Financial Accounting Theory III (Fall 2020 3 credits) MonWed 15:00 - 16:20 BB 137**  
**BACC 411-0002 (2613) Financial Accounting Theory III (Fall 2020, 3 credits) MonWed 16:30 - 17:50 BB 137**

Instructor: Kinsun Tam  
PhD & Associate Professor  
Office: BB 357

Email: tam@albany.edu  
Office Hours: MonWed 14:00-15:00  
Electronic course materials are available on Blackboard (BLS).

**Important reminder from the Business School**

Whether you are planning for employment or graduate school, take advantage of these School of Business state-of-the-art professional development resources (access them using your UAlbany email address): (1) Vault Career Intelligence system (<https://access.vault.com>); (2) VMock resume critique system (<https://www.vmock.com/albanybusiness>), and (3) Big Interview practice system. More details are here (<https://www.albany.edu/business/people-network/career-resources>).

**COURSE OBJECTIVES**

In this course, we will study consolidations, foreign currency transactions and translations, segment and interim reporting, and governmental and not-for-profit accounting. By the end of the semester, you should be able to:

- Understand the preparation of consolidated financial statements on the date of acquisition and for subsequent periods, including the ability to compute minority interest and its effects on consolidated financial statements
- Understand the impact of intercompany transactions on consolidation working papers, including the ability to prepare appropriate eliminating and adjusting entries
- Understand the reporting and measurement of foreign currency transactions and the operation of foreign entities
- Understand the accounting and reporting of governmental and not-for-profit entities

AOL learning goals:

Be able to demonstrate knowledge of the impact of the global business environment on company performance, management, employee behavior, and the practice of accounting. Be able to understand accounting in an international context.

Demonstrate how to analyze a business problem to arrive at an effective solution.

Official prerequisite: BACC 312. In addition, BACC311 is critical to success in BACC411.

**TEXTBOOK**

Required: Advanced Financial Accounting. Christensen, Cottrell, Budd 2016 (11th edition), McGraw-Hill. ISBN-13: 9780078025877 (The textbook and its solution manual may contain errors. When in doubt, refer to lecture notes and ask your instructor.)

**COURSE CONDUCT**

The course will consist of lectures, homework, and four tests. You are expected to read the scheduled chapters before class. Since a good chunk of class time will be spent on end-of-chapter exercises and problems, you need to refer to your textbook in class.

**GRADING**

This course is A-E graded, including plus and minus grades. Your grade depends on the four tests and class participation. You will be arranged in descending order of total points scored. Gaps in that order will form the cut-off points for letter grades, including +/- grades, assigned in the course. The letter grade for each student is therefore determined relative to the class average.

- 50 points each: Tests I, II, and III
- 30 points: Test IV (30 minutes quiz)
- 10 points: Class Participation
- 1 point: warm-up test (5 minutes on Chapter 1)
- 191 points: Total

**Grade Scale**

Percent	Grade	Percent	Grade
73 - 100	A	43 - 44	C
63 - 72	A-	41 - 42	C-
58 - 62	B+	39 - 40	D+
52 - 57	B	37 - 38	D
48 - 51	B-	35 - 36	D-
45 - 47	C+	< 35	E

**Course Description:**

Examination of advanced accounting topics including business combinations, consolidations, partnership accounting, foreign currency transaction and translation, segment and interim reporting, and accounting for governmental and nonprofit entities. Emphasizes the official financial accounting pronouncements.

Answers for non-multiple choice questions are evaluated for (1) accuracy and completeness, (2) application of course concepts to analysis, and (3) communication clarity .

## TESTS

All Tests are open book and open notes, but you must not get help from another person while taking the tests.

Answers to test questions should be based on concepts covered **in class, in the textbook, or on the BLS**. I do not see information on the Web as necessarily authoritative.

You are encouraged to **suggest multiple choice questions** (with the correct answers highlighted) to the "Suggesting Test Questions" thread of the discussion board. I will create the tests based on some of these questions as input.

**Four tests will be conducted online on the BLS during class time. Coverage of tests is not cumulative. I do not conduct review sessions before tests, and will not pinpoint specific questions/areas for test preparation.** An extra warm-up test will be conducted before Test I. You are responsible for all content, whether covered in class or not, of each chapter except explicitly excluded sections. You are also responsible for all materials discussed on the BLS. Appendixes are not your responsibilities. **All tests must be taken at the announced day and time. No makeup test will be given.** If you cannot attend any test because of uncontrollable emergency situations (including job interviews or graduate school admission interviews where you have no choice in setting the date/time), you must timely provide all documentations to the Office of the Vice Provost for Undergraduate Education and ask for an "absence note" from that office (Lecture Center 30; Phone: 442-3950). I will consider excusing you from the test only when your petition is supported by an "absence note" from that office.

New York State Education Law (Section 224-a) requires campuses to "excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences. See University policies at [https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html) and [https://www.albany.edu/health\\_center/medicaexcuse.shtml](https://www.albany.edu/health_center/medicaexcuse.shtml)."

## HOME WORK

- Homework is critical to your understanding of the course material, and provides a basis for monitoring your own progress. **Homework solution** is available on the BLS. Homework will **NOT** be collected for grading.

## PARTICIPATION

I strongly encourage you to ask questions on the BLS discussion board and answer questions posted by others. I will actively monitor the discussion board. Participation points are awarded for asking intelligent questions and giving quality answers both in class and on the BLS. No point is award for pure attendance (i.e. without participation).

## ACADEMIC HONESTY

University policy pertaining to academic integrity is set forth in the current Graduate and Undergraduate Bulletins.

[https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html)

[https://www.albany.edu/graduatebulletin/requirements\\_degree.htm](https://www.albany.edu/graduatebulletin/requirements_degree.htm)

**Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree (University's Standards of Academic Integrity Policy, Fall 2013).**

Incidents of academic dishonesty will be reported in writing to the Office of Undergraduate Studies or the Dean of Graduate Studies, who retains records of student academic honesty violations.

## Statement of Reasonable Accommodation Policy

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center ([drc@albany.edu](mailto:drc@albany.edu) , 518 -442-5490). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and lists the recommended reasonable accommodations.

## TENTATIVE SCHEDULE

		Topics	Chapter	HW
Aug 24	Mon	Introduction		
Aug 26	Wed	Intercorporate acquisitions and investments in other entities	1	
Aug 31	Mon	Intercorporate acquisitions and investments in other entities	1	e1-22, p1-25
Sep 2	Wed	Reporting intercorporate investment; wholly owned sub	2	
Sep 7	Mon	Reporting intercorporate investment; wholly owned sub	2	e2-10, p2-25
Sep 9	Wed	Wholly owned sub; less-than-wholly owned	2,3	

Sep 14	Mon	Reporting entity and consolidation: less-than-wholly owned	3	e3-18, p3-26
Sep 16	Wed	<b>Warm-up Test (5 minutes on Chapter 1);</b> less-than-wholly owned	3	
Sep 21	Mon	<b>Test I (Chapters 1, 2, and 3)</b>		
Sep 23	Wed	Consolidation of wholly owned sub; above book value	4	
Sep 28	Mon	Consolidation of wholly owned sub; above book value	4	p4-28b, p4-29ab
Sep 30	Wed	Consolidation of less-than-wholly owned subsidiaries	5	
Oct 5	Mon	Consolidation of less-than-wholly owned subsidiaries	5	p5-33b, p5-34b
Oct 7	Wed	Intercompany inventory transaction	6	e6-14
Oct 12	Mon	<b>Test II (Chapters 4, 5, and 6)</b>		
Oct 14	Wed	Intercompany transfer of services and noncurrent assets	7	
Oct 19	Mon	Intercompany transfer of services and noncurrent assets	7	e7-13, e7-14
Oct 21	Wed	Foreign currency transactions	11	e11-4
Oct 26	Mon	Translation of foreign entity statements	12	
Oct 28	Wed	Translation of foreign entity statements	12	e12-9, e12-11
Nov 2	Mon	<b>Test III (Chapters 7, 11, and 12)</b>		
Nov 4	Wed	Segment and interim reporting	13	e13-11
Nov 9	Mon	Governmental entities - general fund	17	
Nov 11	Wed	Governmental entities - general fund	17	e17-7ab
Nov 16	Mon	Special funds	18	p18-22
Nov 18	Wed	Not-for-profit entities	19	e19-4
Nov 23	Mon	<b>Test IV (Chapters 13, 17, 18, and 19)</b>		

## Class meetings via Zoom

Welcome to BACC411. We will meet online via Zoom according to the following schedule except for the test days (in **red**). On each test day, the scheduled class meeting will be replaced by an online test on the Blackboard Learning System.

<b>Zoom invitation: 15:00-16:20</b>	<b>Zoom invitation: 16:30-17:50</b>
<p>Kinsun Tam is inviting you to a scheduled Zoom meeting.</p> <p>Topic: BACC411 15:00-16:20 Time: Aug 24, 2020 03:00 PM Eastern Time (US and Canada) Every week on Mon, Wed, until Nov 23, 2020, 27 occurrence(s) Aug 24, 2020 03:00 PM Aug 26, 2020 03:00 PM Aug 31, 2020 03:00 PM Sep 2, 2020 03:00 PM Sep 7, 2020 03:00 PM Sep 9, 2020 03:00 PM Sep 14, 2020 03:00 PM Sep 16, 2020 03:00 PM <b>Sep 21, 2020 03:00 PM</b> Sep 23, 2020 03:00 PM Sep 28, 2020 03:00 PM Sep 30, 2020 03:00 PM Oct 5, 2020 03:00 PM Oct 7, 2020 03:00 PM <b>Oct 12, 2020 03:00 PM</b> Oct 14, 2020 03:00 PM Oct 19, 2020 03:00 PM Oct 21, 2020 03:00 PM Oct 26, 2020 03:00 PM Oct 28, 2020 03:00 PM <b>Nov 2, 2020 03:00 PM</b> Nov 4, 2020 03:00 PM Nov 9, 2020 03:00 PM Nov 11, 2020 03:00 PM Nov 16, 2020 03:00 PM Nov 18, 2020 03:00 PM <b>Nov 23, 2020 03:00 PM</b></p> <p>Please download and import the following iCalendar (.ics) files to your calendar system. Weekly: <a href="https://albany.zoom.us/meeting/tJAKd-GopzoqGdKcj3Ww5De3cAg5XArFnJvr/ics?icsToken=98tyKuCspsziGt2UsBqBRowIH YigWfTxmH5fjad2nxW2NDeGRgCINcNFZ4peAv7e">https://albany.zoom.us/meeting/tJAKd-GopzoqGdKcj3Ww5De3cAg5XArFnJvr/ics?icsToken=98tyKuCspsziGt2UsBqBRowIH YigWfTxmH5fjad2nxW2NDeGRgCINcNFZ4peAv7e</a></p> <p>Join Zoom Meeting <a href="https://albany.zoom.us/j/94908091036?pwd=Tnp2aDFYeXNBQzAxRGQxM1dwZ29QU T09">https://albany.zoom.us/j/94908091036?pwd=Tnp2aDFYeXNBQzAxRGQxM1dwZ29QU T09</a></p> <p>Meeting ID: 949 0809 1036 Passcode: 174351 One tap mobile +13126266799,,94908091036# US (Chicago) +13462487799,,94908091036# US (Houston)</p> <p>Dial by your location +1 312 626 6799 US (Chicago) +1 346 248 7799 US (Houston) +1 646 558 8656 US (New York) +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma) +1 301 715 8592 US (Germantown)</p> <p>Meeting ID: 949 0809 1036 Find your local number: <a href="https://albany.zoom.us/u/arKclikT">https://albany.zoom.us/u/arKclikT</a></p> <p>Join by SIP <a href="mailto:94908091036@zoomcrc.com">94908091036@zoomcrc.com</a></p> <p>Join by H.323 162.255.37.11 (US West) 162.255.36.11 (US East) 221.122.88.195 (China) 115.114.131.7 (India Mumbai) 115.114.115.7 (India Hyderabad) 213.19.144.110 (EMEA) 103.122.166.55 (Australia) 209.9.211.110 (Hong Kong SAR) 64.211.144.160 (Brazil) 69.174.57.160 (Canada) 207.226.132.110 (Japan) Meeting ID: 949 0809 1036 Passcode: 174351</p>	<p>Kinsun Tam is inviting you to a scheduled Zoom meeting.</p> <p>Topic: BACC411 16:30-17:50 Time: Aug 24, 2020 04:30 PM Eastern Time (US and Canada) Every week on Mon, Wed, until Nov 23, 2020, 27 occurrence(s) Aug 24, 2020 04:30 PM Aug 26, 2020 04:30 PM Aug 31, 2020 04:30 PM Sep 2, 2020 04:30 PM Sep 7, 2020 04:30 PM Sep 9, 2020 04:30 PM Sep 14, 2020 04:30 PM Sep 16, 2020 04:30 PM <b>Sep 21, 2020 04:30 PM</b> Sep 23, 2020 04:30 PM Sep 28, 2020 04:30 PM Sep 30, 2020 04:30 PM Oct 5, 2020 04:30 PM Oct 7, 2020 04:30 PM <b>Oct 12, 2020 04:30 PM</b> Oct 14, 2020 04:30 PM Oct 19, 2020 04:30 PM Oct 21, 2020 04:30 PM Oct 26, 2020 04:30 PM Oct 28, 2020 04:30 PM <b>Nov 2, 2020 04:30 PM</b> Nov 4, 2020 04:30 PM Nov 9, 2020 04:30 PM Nov 11, 2020 04:30 PM Nov 16, 2020 04:30 PM Nov 18, 2020 04:30 PM <b>Nov 23, 2020 04:30 PM</b></p> <p>Please download and import the following iCalendar (.ics) files to your calendar system. Weekly: <a href="https://albany.zoom.us/meeting/tJMpcO6srzMtEtbtehjNyUEinZutkEuCyVOO/ics?icsToken=98tyKuCvqjwHtWdtxGFRoEBo_CKOJmFxa7dfiBrCQ5KVyb_ONhXJrlaBFvJ">https://albany.zoom.us/meeting/tJMpcO6srzMtEtbtehjNyUEinZutkEuCyVOO/ics?icsToken=98tyKuCvqjwHtWdtxGFRoEBo_CKOJmFxa7dfiBrCQ5KVyb_ONhXJrlaBFvJ</a></p> <p>Join Zoom Meeting <a href="https://albany.zoom.us/j/97477418782?pwd=K051QnByNmZMS1R6Rj16N0J4b08zdZ09">https://albany.zoom.us/j/97477418782?pwd=K051QnByNmZMS1R6Rj16N0J4b08zdZ09</a></p> <p>Meeting ID: 974 7741 8782 Passcode: 952481 One tap mobile +13126266799,,97477418782# US (Chicago) +13462487799,,97477418782# US (Houston)</p> <p>Dial by your location +1 312 626 6799 US (Chicago) +1 346 248 7799 US (Houston) +1 646 558 8656 US (New York) +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma) +1 301 715 8592 US (Germantown)</p> <p>Meeting ID: 974 7741 8782 Find your local number: <a href="https://albany.zoom.us/u/aesoxwUGu4">https://albany.zoom.us/u/aesoxwUGu4</a></p> <p>Join by SIP <a href="mailto:97477418782@zoomcrc.com">97477418782@zoomcrc.com</a></p> <p>Join by H.323 162.255.37.11 (US West) 162.255.36.11 (US East) 221.122.88.195 (China) 115.114.131.7 (India Mumbai) 115.114.115.7 (India Hyderabad) 213.19.144.110 (EMEA) 103.122.166.55 (Australia) 209.9.211.110 (Hong Kong SAR) 64.211.144.160 (Brazil) 69.174.57.160 (Canada) 207.226.132.110 (Japan) Meeting ID: 974 7741 8782 Passcode: 952481</p>

**Class Demo Problems (*italics = may not have time to cover*)**

1	p.16 fig 1.2, e1-6, e1-3(1), e1-4(5), e1-4(4), p1-31, <i>e1-3(4), e1-5, e1-19, p1-29</i> (skip p. 18-19 Subsequent Accounting for goodwill by Acquirer)	11	e11-7, e11-15 (skip.571 Case #2 - 581)
2	e2-4, e2-9c, e2-15, p2-23, p2-24, <i>e2-5, e2-10</i> (skip p.50-53 The Cost Method)	12	e12-1, e12-5, e12-6, e12-7, e12-12, <i>e12-1</i> (skip.648-654 Additional Considerations ...)
3	e3-5, e3-14, p3-27, e3-2, <i>e3-6, e3-7</i> (Skip p. 122-123 IFRS Differences in Determining Control of VIEs and SPEs)	13	e13-1, e13-7, e13-5, e13-9 (skip LIFO Liquidation (p.689-690) and Accounting Changes in Interim Periods (p.698-700)).
4	e4-14, e4-9, p4-33, p4-34, <i>e4-22, e4-1, p4-36</i>	17	e17-1, e17-2, e17-3, e17-4, <i>e17-5</i>
5	e5-3, e5-8, p5-35, p5-36, <i>e5-7, e5-2, e5-1</i> (skip p.209-213 Treatment of Other Comprehensive Income)	18	e18-6, e18-7, e18-1
6	e6-1, e6-7, <i>e6-4, e6-5, e6-6, e6-8, e6-9, e6-11ab, e6-3, p6-22</i>	19	e19-1, e19-3, e19-6
7	e7-3, e7-6, e7-4, e7-5, <i>e7-1, e7-7, e7-9, e7-10, e7-11</i>		

**Instructions for Test-taking**

- Answer all questions. Presentation your work logically. Presentation counts.
- The test is open-book and open-notes, but you must not get help from anyone.
- Select the letter corresponding to the best answer for multiple choice questions.
- Put your answers in the spaces provided for non-multiple choice questions (i.e. short questions).
- Unless otherwise instructed, do not show computation. Scores are awarded only for correct answers.
- Do not put draft, scratch, or messy work in the answer spaces of non-multiple choice questions.
- If you think no entry is needed for any problem, write down "NO ENTRY NEEDED".
- Do not draw any diagram. Diagrams will not be graded.
- Show full values (e.g. For twenty thousand dollars, write \$20,000 or \$20K instead of 20).
- Do not use any abbreviations in the test. Use full account names (e.g. write "inventory" or "investment" but not "inv").
- Follow the standard journal entry format. Indent credits account names for at least 3 spaces. 50% penalty applies to violations.

**Example of Multiple Choices**

Which of the following is a valid IP address of IPV4 format?

- 1107.66.255.200
- 110.-88.88.88
- 11.08.266.288
- 1.8.22
- 1.1.0.200.88
- 223.66.255.200
- 223.66.266.200
- 223.266.255.200
- 192.266.266.200
- 192.66.266.200
- 192.266.255.200
- all of the above are valid
- none of the above is correct

**Example of Short Answer**

All accounting entries and financial statement must follow generally accepted convention and format. Financial statements must bear the organization's name, statement type, and date. Entries must be dated and clearly indented. All debits of the same entry must precede all credits, which must be indented. Equal indentation must apply to all credits. See the following example of an entry:

**Gordon Corporation  
General Journal**

2018	accounts receivable	2500	
May 1	cost of goods sold	750	
	sales		2500
	inventory		750

## Uniformed CPA Test -- You can pass it!

Date: Thu, 2 Aug 2001 15:30:45 -0400  
To: K Tam <tam@csc.albany.edu>  
Subject: Passing CPA Examination-  
Dear Prof. Tam:

How are you?  
I just got the good news from CPA Examination Services. I passed all sections of the Uniform CPA Examination with the following grades:

**AUDIT 95, LPR 91, FARE 99, ARE 94**

By the way, I have found a job as Staff Accountant in the Albany area.

Wish you a happy summer!

Sincerely,

Date: Fri, 15 Aug 2003 10:16:25 -0700 (PDT)

To: K Tam <tam@csc.albany.edu>

Subject: hello

Dear Professor Tam,

How are you doing these days? I haven't heard from you for a long time.

I am doing well in D&T. The company send me to Alpharetta, GA for a special project for two months. I am still not used to the hot weather down here.

I have a good news to tell you. I passed all four parts of the CPA exam. **I got 95 for FARE, 94 for Law, 91 for Audit and 88 for ARE.** I studied all of them myself without attending the review classes. I am so happy right now. Next step, I may consider to take CFA exam if I have time.

How is everything with you? Are you still teaching JAVA. Do you still give students hard assignment to do?

Take care!

Date: Fri, 06 Feb 2004 13:27:32 -0500

To: ..., tam@csc.albany.edu, ...

Subject: CPA exam results

Hello Everyone,

I hope everyone is having a prosperous new year so far. I'm emailing you all with the best news I've heard in a while. Yesterday I received my CPA exam results. I am happy to say that I passed all four parts! I just wanted to send a quick email to all of you who helped me out during my college years with your guidance, excellent teaching, financial assistance, recommendations and whatever else you've done for me to get me where I am today. It is very much appreciated and I sincerely thank you all.

Just in case you want to know the scores (which everyone does :) )

**Law -- 89 Audit -- 98 ARE -- 95 FARE:75**

I know...I just passed FARE but let's say that after studying for 4 of the 9 Becker classes I decided to be realistic with the time constraints and to just focus on the other 3 parts.

Anyway, one year of public accounting and I'll be xxx, CPA. Thanks again for everything and I hope everyone is doing well. Oh...I know some of you were at E&Y last week. I'm sorry I couldn't make it.

I've been working 70 hour weeks for the past 2 -3 weeks...tough client.

Take Care,

Date: Fri, 8 Jun 2007 06:37:29 -0700 (PDT)

To: Tam@Csc.Albany.Edu

Subject: CPA Exam

Hello Professor Tam,

Hope everything is going well. I wanted to email you with regard to something you had told me in my 411 class "You can pass the CPA exam, if you study hard enough". At the time I thought you were crazy for saying that because that exam frightened me just thinking about it. Sure enough, you were right. I passed 3/4 on the first try, I had to re-take financial a second time, but I have successfully passed that on the second try. I never thought I'd pass this exam in 6 months time, so **maybe you can pass this onto your future students, that they don't have to be a genius to pass, they just need to put the work in.**

Thanks for the encouragement, it definitely helped me pass. Enjoy your summer!

Date: Thu, 16 May 2013 01:43:16 +0000

To: K Tam <tam@albany.edu>

Subject: Re: CPA

Professor Tam,

**FAR- 88 AUD- 93 REG- 92 BEC- 83**

It feels great to be done!

Thanks,

Date: Wed, 29 May 2013 00:51:28 +0000

To: "Tam, Kinsun" <ktam@albany.edu>

Subject: CPA

Hello Professor Tam,

I just wanted to let you know that I passed all 4 parts of the CPA exam! It was a very long and hard year but I got it done!!! My grades:

**FAR (October 2012): 80 REG (January 2013): 89 BEC (February 2013): 84 AUD (April 2013): 87**

Thanks so much!

**Graduated in May and passed everything in Sep, 2014.**

Date: Tue, 9 Sep 2014 18:50:51 +0000

To: "Tam, Kinsun" <ktam@albany.edu>

Subject: CPA

Hi Professor Tam,

It was great to see you yesterday! I am emailing to let you know **I passed all 4 parts of the CPA.**

I hope you have a great semester.

Best,

Date: Tue, 19 Sep 2017 17:24:01 +0000

To: tam@albany.edu

Subject: Re: Re: BACC 411 Beyond

Hi Professor Tam.

Hope you are doing well !

When I took BACC 411 2 years ago, you printed out some emails from students who passed the CPA exam. At that moment, I thought : " One day, when I passed the exam, I will send you an email." That "one day" takes much longer than I imagined. Before graduated from college, I planned that I will study 2 hours/ day after work and pass the exam within 1 year. That was the plan.

There were things that I didn't plan: changed job ( from SUNY Internal Auditor to EY IT Auditor), relocated from NY to TX, bought a house in TX, packing, unpacking, packing again, unpacking again...and the busy season at Big 4.

**I passed FAR, BEC, REG at first try and failed AUD twice. After 16 months with 6 tries, I finally passed all 4 exams in the second language (I was born and grew up in Vietnam). I studied every morning at 5:30am regardless busy season and holidays in the last 16 months.**

**If I can do it, other students can. It takes effort, determination and dedication.** Thanks for your teaching and encouragement.

...

Best Regards,

Tue 12/11/2018 1:10 PM

Hello Professor Tam -

I passed the test - so glad to be done! Hope everything is going well for you. Happy Holidays!

Warm Regards,

AUD 92; BEC 87; FAR 90; REG 81

Thu 10/10/2019 4:54 PM

Hi Professor Tam,

Hope you are doing well.

I am your **student in the Financial Information System class in 2018 Spring semester**, I graduated in May 2018 and I am working as a tax accountant in a medium size firm in Dallas, TX. I am writing to tell you that I passed all CPA exam sections in April 2019 and want to say thank you to you. You encouraged us to take CPA exams several times in the classes, and I decided to take the exams after graduation. Finally, I **passed all the exam sections in almost one year**, but I still need several months more working experience to apply for the license. It was really a hard time to prepare the exams, but I learnt a lot during this period, not only the accounting knowledge, but also, I became very patient and calmly in reading and solving problems in English which is not my native language.

I really appreciate that I meet many excellent professors and students in UAlbany for two years, these two years make me begin to think about what kind of person I want to be.

Thank you so much!

Take care and best wishes!

Sincerely,

CPA Exam and Coding

Fri 10/4/2019 5:39 PM

Hello Professor,

I hope all is well and the beginning of the school year has been good. I remembered on the first day of 411 how you showed all the emails of prior students saying how they have passed the CPA exam. While I have not passed all four parts I have recently **passed the FAR section!** I just wanted to say that while all prior accounting classes were important to passing, it is safe to say some of the hardest and most prevalent sections of the exam come straight from your 411 class. Having already learnt hard subjects like Foreign Currency, Consolidation, and Forward contracts was a huge help in studying for the exam. Even our brief unit on governmental accounting was very helpful as it is conceptually very hard to understand but is prevalent on the exam. I just wanted to say **while the exam is very hard with enough studying and preparation i really believe any accounting student can pass,** and paying attention and learning in 411 was a massive reason i was able to pass.

.....

Thank you a lot,



**UNIVERSITY AT ALBANY**  
**SYLLABUS - SPRING 2020**  
**BACC 440 – SURVEY OF TAXATION**

Instructor: Michelle R. Moshier, CPA  
Office Location: Business Building 375  
Office Hours: Tuesdays and Thursdays – 2:45 pm to 4:45 pm  
E-mail: [mmoshier@albany.edu](mailto:mmoshier@albany.edu)  
Telephone: 956-8363

Connect: Access Connect through the assignments posted on Blackboard

*“The hardest thing in the world to understand is the income tax!” - Albert Einstein*

**Class Meeting Times**

Class 4055 meets Tu/Th 10:15 – 11:35 AM in BB221

Class 4054 meets Tu/Th 11:45 AM – 1:05 PM in BB221

Class 4056 meets Tu/Th 1:15 – 2:35 PM in BB221

Please attend only the class section for which you are registered.

**Course Prerequisites:** BACC 211 or 6 credits of principles of accounting

**Course Description**

This 3-credit course is a comprehensive introduction to the federal income tax system as it relates to individuals. It provides a conceptual approach to a wide array of tax topics including gross income, deductions and exclusions, gains and losses, depreciation, like-kind exchanges, alternative minimum tax, self-employment tax, and credits. We will also discuss the Tax Cuts and Jobs Act and how the tax law changes will impact individuals.

**Course Goal**

The goals and objectives of this course are to teach the student a working knowledge of individual income taxation, enabling the student to prepare a complete, accurate, and reasonably complex individual income tax return. Content of the course includes determining taxable income, deductions, adjustments, exemptions, and other important tax concerns for individuals and small businesses.

**Course Objectives**

The purpose of this course is to build a working knowledge of taxation of individuals and small businesses. One of the major objectives of this course is to help students identify major tax issues inherent in businesses and financial transactions.

At the end of the course students will be able to:

1. Demonstrate an understanding of the fundamental concepts of the federal income tax system as applied to individuals and sole proprietorships.
2. Perform basic tax planning analysis techniques.
3. Apply tax concepts to problem situations likely to be encountered in tax practice.

### **Course Text**

The required text for ACC 440 is *Taxation of Individuals*, 2020 Edition, Spilker, et al. (published by McGraw-Hill Irwin).

The ISBN for the textbook package available in the UAlbany Bookstore is 9781264265732.

Please note that the textbook package available in the bookstore is for a specially priced package that includes the book and an access card for Connect, which is an online homework program that is required for this course. This package may be purchased at the UAlbany Bookstore for \$180.

When packaged with the text, there is *no additional charge* for Connect. **Your purchased textbook will have an access code included in the package.** Connect includes a complete hyper-linked electronic text so if you are comfortable using only the “e-book” you may simply purchase an access to Connect directly from McGraw-Hill at a cost \$115. The bookstore also sells access cards alone for \$153 (ISBN 9781264266081).

If you buy Connect as a standalone directly from McGraw-Hill or from the bookstore and then decide afterwards that you would also like a print copy of the book, a print-upgrade option will be available to purchase a binder-ready version of the text directly within Connect for only \$50. As soon as it is available, I will provide you with a discount code for this purchase. Finally, please note that if you purchase the textbook alone elsewhere, you will still have to purchase Connect at the \$115 cost.

To register for Connect and/or to purchase access to Connect directly from McGraw-Hill, log in to Blackboard and go to your ACC440 course. Click on any of the Connect assignments, which are located in the ***Connect Information and Assignments*** content folder. Follow the steps to register (or sign-in if you already have a McGraw-Hill Connect account). You will create a username and password that is different from your Blackboard ones. Once you register, you will not have to sign into Connect again when you access the program via Blackboard.

Please note that Connect offers free trial access for 14 days via the “Free Trial” link for students who do not have an access code or who have not yet secured tuition funds to purchase access. However, after 14 days of signing up for Connect, your open access period will expire and you will be asked to provide either the access code from a purchased textbook package or a credit card for payment. If you fail to provide one of these at that time, you will no longer be able to access Connect or the assignments until you do so.

If you have trouble with the registration process, please contact Customer Support at <http://mpss.mhhe.com/contact.php> or call 1-800-331-5094.

### **Blackboard:**

- Throughout this course, you will be expected to use Blackboard regularly.
- ***Why Use Blackboard???*** I use Blackboard to make class announcements, post grades, and update course information. At the Blackboard site you will find links to course tutorials and resources, PowerPoint presentations, solutions to problems we work through in class, supplemental readings, and various business/accounting websites. You will also be able to communicate with me and other students in the class through email and the discussion board feature.
- Please note that I **do not** use Blackboard to engage in lengthy discussions about homework problems, to teach topics covered when you missed class, or to explain chapter concepts. I will

not answer Blackboard posted questions that are technical and/or difficult to explain through the discussion board or email. The discussion board is primarily there for you to be able to correspond and communicate with your fellow classmates – not for individual tutoring and Q&A sessions with your instructor. However, if you have questions or would like to discuss something important with me, I encourage you to visit me during office hours.

### **Method of Instruction**

The teaching methods to be used in this course include lecture and demonstration, written analysis, class presentation and discussion of problems, and group work. Class time will be spent going over the more difficult objectives, studying end of chapter problems, and in-group problem solving. Material included in the topical outline at the end of this syllabus but not covered in class is to be learned outside the classroom unless otherwise specified or announced in class. If you do not purchase a print copy of the textbook, I would like you to either have access to the e-book via your laptop, tablet, phone, etc. or download and print the end-of-chapter problems for the chapter that we will be working on in class. I welcome your questions and encourage you to participate. I hope that the semester will be an enjoyable learning experience for all of us.

### **Attendance Policy**

Attendance is not a direct component of your course grade; however, it is highly recommended that you attend class. Because the subject matter covered is complex and additive in nature, for most students learning depends on attendance, and thus attendance is vital to the successful completion of this course. In class, the lecture and class discussion will be consistent with text materials but will provide reinforcement and clarification of concepts and problems. You will be responsible for all items presented in class regardless of whether they are in the text. You will also be responsible for any changes announced in class. Late arrivals and early exits are both disrespectful of and disruptive to your fellow classmates and me. In addition, any rude, disruptive, or inappropriate behavior will not be tolerated.

### **Homework (Submitted and Graded in Connect)**

An ancient proverb says, “*I heard and I forgot; I saw and I remembered; I did and I understood.*”

The key to success in this course is your preparation. Coverage of each chapter will begin with a discussion about the topics being introduced. PLEASE come to class prepared to discuss the assigned material for the current chapter. Completing the reading assignments in advance will help you to better understand the class presentation and discussion and identify your weaknesses, if any.

Your homework assignments for the semester will be posted on and may be accessed via Blackboard. You will be required to complete and submit the homework assignments online using Connect. All required online assignments and the interactive eBook for this course are available in Connect. In Connect, every question links directly to the eBook. This means that when you are struggling with a question you can go directly to the explanation in the eBook for help without carrying around a heavy textbook. The homework assignments make up 15% of your overall course grade. In order to receive full credit for the homework component of your grade, you must earn at least 90% of all of the available assignment points. In other words, you may miss 10% of the available homework points and still earn 100% of the homework grade. Please pay attention to the due dates of the assignments and note that all assignments are due at 10 pm on the assigned due date. If you submit a homework assignment *after* the due date and time without prior permission from me, you will receive a **10%-point reduction per day** for any work completed after the assignment was due.

Connect includes a “check my work” option. I will give you 2 attempts and 2 “check my work” opportunities on each homework assignment. This means that for each question within a particular assignment you may use the "check my work" option 2 times. That option will enable you to view which parts of the question you have answered correctly. If you have any incorrect answers you may change them and then check your work again. If you still have not answered all parts of the question correctly, you may change your incorrect answers once more before submitting the assignment. After you go through all of the questions within the assignment you will submit the assignment for grading. ***If you do not score 100% then you may use your second attempt.*** On your second attempt you may go back to each question and correct your mistakes again. The questions will indicate which parts you answered correctly and which you answered incorrectly during your first attempt. You may also use the "check my work" option 2 times again for each question in the second attempt. In other words, you will have a total of 6 chances to answer each question correctly. Please note that only the higher grade of your two attempts will be recorded in my gradebook.

In addition to the homework assignments, I have included ***LearnSmart*** assignments in Connect. LearnSmart is an interactive self-study tool that will adaptively assess your skill and knowledge levels to track which topics you have mastered and which require further instruction and practice. Based upon your progress, LearnSmart adjusts the learning content based on your knowledge strengths and weaknesses. As a result you will spend less time on topics you understand and more time on those you have yet to master. The LearnSmart assignments will be due after we cover the related topics in class. Please note that the LearnSmart assignments are optional, but by completing these assignments you will earn extra credit points, which will be applied to your exam grades. You will have the opportunity to earn up to 3 bonus points for each of the three exams; however, I will not accept the LearnSmart assignments after the assigned due dates. In order to earn all of the available bonus points for each exam you must earn a score of 100% on all of the LearnSmart assignments for the chapters on that particular exam. If you do not earn 100% on all of the LearnSmart assignments, then the amount of bonus points you earn will be prorated based on the chapters for which you do earn full credit. LearnSmart assignment scores of less than 100% will be treated as a score of 0.

In addition to the eBook that is embedded within Connect, there is a new MHE Reader eBook that is available on mobile devices. I have provided a link and PowerPoint presentation on Blackboard so that you may learn about and download the required app: [McGraw-Hill Education Read Anywhere App](#) . You will find this information in the Connect Information and Assignments content folder.

You are responsible for all material assigned. If you have any questions about the material, a homework assignment, a problem worked on in class, or the course in general, please do not hesitate to come see me during my office hours or post your question to your fellow students on the Blackboard discussion board.

**Course Grade**

Your grade for the course will be determined as follows.

<b>Homework submitted electronically with Connect</b>	<b>15%</b>
<b>In-class Quizzes</b>	<b>10%</b>
<b>Mid-Term Exam 1</b>	<b>25%</b>
<b>Mid-Term Exam 2</b>	<b>25%</b>
<b>Final Exam (noncumulative)</b>	<b>25%</b>

It is against University policy to give “extra work” to an individual student so that s/he may improve her/his grade. All students will be graded according to the same standards. It simply would not be fair otherwise.

Grades are based on the following A – E scale: A; A-; B+; B; B- C+; C; C-; D+; D; D- and E. A – E grades are defined as follows: A – Excellent; B – Good; C- Fair; D – Poor and E – Failure. A – E grades are awarded based on these anticipated cutoffs: A = 93 or above, A- = 90 to 92, B+ = 87 to 89, B = 83 to 86, B- = 80 to 82, C+ = 77 to 79, C = 73 to 76, C- = 70 to 72, D+ = 67 to 69, D = 63 to 66, D- = 60 to 62 and E = below 60.

### Examinations

Three examinations will be given during the semester, including a final exam. All exams are designed to reward *comprehension*. I have scheduled Exam 1 for Friday, February 28<sup>th</sup> and Exam 2 for Friday, April 3<sup>rd</sup> from 2:30 to 4:30 pm. Exam 3, the final exam, will be a departmental final given during the final examination period as scheduled by the University. I will notify you of the date, time and location of the final exam when the University issues the schedule of departmental finals, which will probably be in March.

The exams will assess your mastery of the material we have covered through that point in the course, as noted in the syllabus. The tax exams are, by nature, cumulative and comprehensive. However, the primary focus of the second mid-term and final exams will be on the material covered after the previous exam.

The exams will be made up of any combination of multiple-choice questions, short problems, short-answer essay questions, and/or longer comprehensive problems. I will provide you with the format of each exam at least one week in advance. You may bring one 8 ½ x 11” piece of paper of notes (one side only) to the exams. The notes may be hand written or typed. You may include definitions and general formulas. **You may *not* include any example problems or any sort of "fill in the blank" type format. Copying line items from solutions for end of chapter, class, or review questions or writing each line of a solution with the numbers omitted will not be permitted.** You will be required to hand in your page of notes with your exam. Using notes that do not adhere to these guidelines will result in an exam grade of 0.

The exam questions will test your understanding of the assigned textbook material, including the end of chapter problems and additional problems covered in class, as well as the content contained in your class notes. It is your responsibility to keep up with the course content and to master the topics covered. Please do not hesitate to see me if you are having difficulty understanding any of the concepts. I will be happy to try to help you better understand the material *before* you take an exam. However, if you wait to see me until after a poor performance on an exam, I will not be able to help you improve or change that particular grade.

It is your responsibility to check the dates and times for these exams and to let me know at least two weeks in advance of the exam if you have a scheduling conflict with any of the exams. Provisions will be made for missed exams for class or work conflicts or for **extreme circumstances** (illness, death in the family, etc.) with my prior permission and at my discretion or with a memo from the Office of the Vice Provost for Undergraduate Education. A job interview (if I am not notified ahead of time), oversleeping, feeling overwhelmed, or not being prepared are **not** acceptable “emergencies”. All make-up exams will be held at a time that I determine. If you miss an exam without prior approval or without *adequate documentation* of the reason for missing the exam, you will be permitted to take the makeup exam; however, I will apply a 10-point grade reduction to your exam score and you will forfeit your LearnSmart bonus points for that exam. In addition, fraudulent excuses for missed exams are considered violations of academic integrity and will result in a recorded grade of zero and disciplinary penalties.

All exams are non-disclosed. Your exam grades will be posted in your Blackboard grade book and the exams and graded answer sheets will be reviewed in class and then retained by me. Your exams will also be available to you for review during my office hours.

### **Quizzes**

There will be several brief unannounced quizzes. The quizzes will cover material discussed in a previous class and/or from the reading assigned for that day's class. I will drop your lowest quiz score, but quizzes missed without a valid documented excuse will result in a grade of 0.

### **Class Participation and Procedures**

As most of you are soon entering the professional world, it is important that you are aware of appropriate behavior and professional etiquette. I will treat you as the adults and future professionals that you are and in return I expect that you will conduct yourself in a respectful and professional manner during my class. Please make the commitment to do the assigned readings and assigned end of chapter problems, to attend class regularly and on time, to show enthusiasm, and to actively participate. These attributes are very important for a successful professional so why not begin exhibiting them now? I am committed to you, your learning process, and your success. I hope that each one of you will put forth the necessary effort for this course so that you may demonstrate your full potential this semester.

Unprofessional behavior will not be tolerated. Such behavior includes, but is not limited to: doing work for another course during class, reading the newspaper or a magazine after I have begun the class, arriving late to class, talking to your neighbor while I or a classmate is speaking, sending or checking text messages, checking your email or working on your laptop, leaving the room during class, sleeping during class, or engaging in any other behavior that is disruptive or disrespectful to me or the rest of the class.

### **Resignations and Incompletes**

The last day for students to drop this class without a grade of W is Tuesday, February 4, 2020, and the last day to drop with a grade of W is Monday, April 6, 2020.

An incomplete grade will be given only in extreme circumstances such as severe illness, death in the family, etc. Adequate documentation of the circumstances from the Dean for Undergraduate Studies will be required. Students who receive an "I" grade must complete the missed work prior to the date set by the University, Friday, November 6, 2020. I will not assign any student an "I" grade in order for that student to avoid a poor or failing grade in the course. Doing so would violate University policy.

### **Academic Integrity**

University policy pertaining to academic integrity is set forth in the current Undergraduate Bulletin. It is the student's responsibility to become familiar with the standards, penalties and procedures contained therein. Penalties for academic dishonesty of any nature are determined at the discretion of the instructor and are severe. Such penalties include, among others, the assignment of a failing grade on an examination or assignment and include also the assignment of a final course grade of 'E'. In addition, the matter may be referred to the University Judicial System and result in further penalties, including suspension and expulsion from the University. Students attending this course will be held to the highest ethical standards of behavior and are cautioned that the Department of Accounting and Law requires strict compliance with all policies pertaining to academic integrity. Accordingly, it is to be understood that students who commit any act of academic dishonesty will be penalized and that a possible result of academic dishonesty is the assignment of a failing grade in the course.

### **Students with Disabilities**

Please notify me immediately if you are a student with a disability that may affect your performance in this course so that the necessary arrangements can be made through the Disabled Student Services Office. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

### **Changes to the Syllabus**

You are required to use the Blackboard Internet site to obtain updated course information. I encourage you to check Blackboard every day. A syllabus is a tool to help you plan your time. I have made every effort to make the syllabus as complete as possible, but there may be occasions when changes are required. I will announce any deviations from this syllabus in class, and I will post the changes on Blackboard. If you haven't used Blackboard in the past, please familiarize yourself with the site as soon as possible.

### **Course Outline and Assignments Schedule**

On the following pages is a schedule that outlines the topics we will cover in class and the reading and homework assignments. The class schedule of topics and reading assignments is an outline designed to help you plan your time. Please note: I reserve the right to amend the syllabus and the assignments if necessary.

**COURSE OUTLINE AND ASSIGNMENTS SCHEDULE:**

<i>Date</i>	<i>Topic</i>	<i>Text Coverage (Read Before Class)</i>	<i>Connect Assignments Due (All Assignments Are Due at 10 pm) * LearnSmart assignments are optional</i>
Th 1/23	Course Overview		
Tu 1/28	An Introduction to Tax	Chapter 1	
Th 1/30	Taxpayer Filing Requirements and Types of Audits  Individual Income Tax Overview and Dependents	Chapter 2: pp.1-6  Chapter 4: pp. 1-17	Photo Upload Assignment
Tu 2/4	Filing Status and Summary of Income Tax Formula	Chapter 4: pp. 17-28	Chapter 1 Assignment Chapter 1 LearnSmart Assignment *
Th 2/6	Wrap Up Chapter 4 Revisit tax return problem from first day of class		
Tu 2/11	Gross Income	Chapter 5: pp. 1-21	Chapter 4 Assignment 1 Chapter 4 LearnSmart Assignment 1 *
Th 2/13	Exclusions from Gross Income	Chapter 5: pp. 21-32	Chapter 4 Assignment 2 Chapter 4 LearnSmart Assignment 2 *
Tu 2/18	Wrap Up Chapter 5 Deductions for AGI	Chapter 6: pp. 1-11	Chapter 5 Assignment 1 Chapter 5 LearnSmart Assignment 1 *
Th 2/20	Itemized Deductions, Standard Deduction, and Exemptions	Chapter 6: pp. 11-31	Chapter 5 Assignment 2 Chapter 5 LearnSmart Assignment 2 *
Tu 2/25	Wrap Up Chapter 6		Chapter 6 Assignment 1 Chapter 6 LearnSmart Assignment 1 *
Th 2/27	Comprehensive tax return problem 1		Chapter 6 Assignment Chapter 6 LearnSmart Assignment



<i>Date</i>	<i>Topic</i>	<i>Text Coverage</i>	<i>Connect Assignments Due (All Assignments Are Due at 10 pm) * LearnSmart assignments are optional</i>
<b>Fr 2/28</b>	<b>Exam 1 (Chapters 1 – 6)</b>		
Tu 3/3	Interest and Dividends, Capital Gains and Losses, and Investment Interest Expense	Chapter 7: pp. 1-28	
Th 3/5	Go over Exam 1 Passive Activity Income and Losses	Chapter 7: pp. 28-33	
Tu 3/10	Regular Federal Income Tax Computation, Kiddie Tax, AMT, and Employment and Self-Employment Taxes	Chapter 8: pp. 1-23	Chapter 7 Assignment 1 Chapter 7 LearnSmart Assignment 1 *
Th 3/12	Tax Credits, Prepayments, and Filing Requirements	Chapter 8: pp. 23-39	Chapter 7 Assignment 2 Chapter 7 LearnSmart Assignment 2 *
Tu 3/17	<i>Classes Suspended – Spring Break</i>		
Th 3/19	<i>Classes Suspended – Spring Break</i>		
Tu 3/24	Wrap Up Chapter 8 Business Income and Deductions	Chapter 9: pp. 1-13	Chapter 8 Assignment 1 Chapter 8 LearnSmart Assignment 1 *
Th 3/26	Depreciation	Chapter 10: pp. 1-16	Chapter 8 Assignment 2 Chapter 8 LearnSmart Assignment 2 *
Tu 3/31	Special Depreciation Rules and Amortization of Intangibles	Chapter 10: pp. 17-41	Chapter 9 Assignment Chapter 9 LearnSmart Assignment *
Th 4/2	Comprehensive tax return problem 2		
Fr 4/3	<b>Exam 2 - Chapters 7 – 9, Chapter 10 will be covered on the final exam)</b>		

<i>Date</i>	<i>Topic</i>	<i>Text Coverage</i>	<i>Connect Assignments Due (All Assignments Are Due at 10 pm) * LearnSmart assignments are optional</i>
Tu 4/7	Property Dispositions and Character of Gain or Loss	Chapter 11: pp. 1-20	Chapter 10 Assignment 1 Chapter 10 LearnSmart Assignment 1 *
Th 4/9	Go over Exam 2 Wrap Up Property Dispositions		Chapter 10 Assignment 2 Chapter 10 LearnSmart Assignment 2 *
Tu 4/14	Nonrecognition Transactions	Chapter 11: pp. 20-35	
Th 4/16	Personal Use of the Home	Chapter 14: pp. 1-14	Chapter 11 Assignment 1 Chapter 11 LearnSmart Assignment 1 *
Tu 4/21	Rental and Business Use of the Home	Chapter 14: pp. 15-28	Chapter 11 Assignment 2 Chapter 11 LearnSmart Assignment 2 *
Th 4/23	<i>No Class – Compensation for Exam 1</i>		
Tu 4/28	<i>No Class – Compensation for Exam 2</i>		
Th 4/30	Wrap Up Chapter 14		Chapter 14 Assignment 1 Chapter 14 LearnSmart Assignment 1 *
Tu 5/5	Comprehensive tax return problem 3		Chapter 14 Assignment 2 Chapter 14 LearnSmart Assignment 2 *

**University at Albany**  
**State University of New York**  
**School of Business**  
**BBUS 100 – Survey of Business**  
**Fall 2022**  
**Credit: 1**

**Instructor: Robert Downey**

Office: BB 320

Phone: 518 461-3431

[rdowney@albany.edu](mailto:rdowney@albany.edu)

Office Hours: by appointment

**Prerequisites: None**

**Learning Objectives:**

After successfully completing this course, students are expected to be able to identify or explain:

- The unique role of each of majors in the School of Business, and each of the five business concentrations within the Business Administration Major.
- The career options and opportunities associated with each major and concentration.
- The role of finance in personal life, in for-profit and not-for-profit organizations, and in the overall economy.
- The importance of marketing as a communication vehicle and the role of marketing in establishing important lifetime relationships in providing for customer needs and desires.
- The crucial role of information systems and analytics in business management and in formulating and executing business strategies.
- Business ethics and "going green" as a mainstay of sustainable businesses
- The importance of an entrepreneurial mindset in creativity and innovation, and its contribution to society.

**Course Materials:** All course materials will be provided, either in class as handouts, or through Blackboard. These materials will consist of articles from the business press, and teaching materials created by faculty from the University at Albany and from other schools.

**Course Credits and Format:** This is a one-credit, in-person course. Class will consist of lectures, brief videos, and lively discussions. An enjoyable learning experience is anticipated.

**Course Requirements & Grading:**

There will be three (3) short quizzes each related to the content of the previous three sessions. Each quiz will count for 1/3 of the semester grade (33.33 points). The quizzes will include multiple choice questions, true/false questions, and short-answer questions.

Students can receive extra credit for perfect attendance and for constructive participation in class. This extra credit will not exceed 10 points in total for the semester.

Letter grades will be assigned as follows:

Grade Scale	Grade Conversion	Grade Scale	Grade Conversion
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Grade < 60	E

## **Course topics:**

**Week 1:** Course Overview, Introduction to the multi-dimensional and dynamic world of Business and Innovation

**Week 2:** The Marketing Environment

**Week 3:** The Accounting World (Discussion & more)

**Week 4:** Discussion & brief quiz)

**Week 5:** The World of Management

**Week 6:** Information Tech; Digital Transformation and Business Analytics (Discussion & more)

**Week 7:** The Multidimensional Domains of Finance

**Week 8:** Discussion & brief quiz)

**Week 9:** Digital Forensics and Cyber Security (Discussion & more)

**Week 10:** Technology and Digital Skills across Business Disciplines (Discussion & more)

**Week 11:** Green Thinking and Business ethics, (Discussion & more)

**Week 12:** Discussion & brief quiz)

**Week 13:** School of Business Honors Program; Benefits of a minor in business; and Course Summary





**B BUS 300 - Accounting and Business Communications**  
**Fall 2021, Tuesdays 4:30 – 5:25 pm**  
Campus Center Auditorium  
1 Credit

**Required Textbook:** *Effective Writing: A Handbook for Accountants*, 11<sup>th</sup> Edition, by Claire B. May and Gordon S. May, Pearson. The text will be available in the UAlbany Bookstore (ISBN 9780134667386) and as a digital copy (ISBN 9780134667522) at <https://tinyurl.com/4p98y25d>

**Prerequisite:** B BUS 300 is open only to Junior and Senior accounting majors

**Class Number:** 4452

**Instructor:** Susan Pedo, [spedo@albany.edu](mailto:spedo@albany.edu)

**Graduate Assistants:** Julianna Hartmann [jhartmann@albany.edu](mailto:jhartmann@albany.edu)  
Mark Sullivan [msullivan7@albany.edu](mailto:msullivan7@albany.edu)  
TA: Taylor Murray [tkmurray@albany.edu](mailto:tkmurray@albany.edu)

**Contact:** Questions regarding assignments and other issues should be addressed during office hours, or by appointment, with the graduate assistants. Questions regarding attendance may be addressed with the TA.

**Office Hours:** Monday: noon – 2:00 pm  
Wednesday: 10:00 am – noon  
Friday: 11:00 am – noon

**Course Description:**

B Bus 300, Accounting and Business Communications, covers principles, practices and methods of effective business communication, including reports, resumes, letters, memos, electronic communications and oral presentations. This course provides assessment and feedback to enable students to improve their communications skills to meet the standards required by the accounting profession. This course is made possible through the generous support of EY.

**Overview:**

Whether your accounting degree leads you to public accounting, non-profit work or the private sector, your ability to communicate effectively will impact your opportunities for success. This course will enable you to practice and refine the written, verbal, online and social skills necessary to be effective in the accounting profession through assignments that replicate actual workplace scenarios.

**Learning Objectives:**

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

- Compose effective, well-organized resumes and business letters.
- Write clear and concise business reports, memos, e-mails and other written communications that demonstrate professional writing skills.
- Incorporate accounting research into effective business communications.
- Develop and present effective formal and informal oral presentations.
- Work with a group to prepare and present professional written reports and oral presentations via Zoom.

**Methods of Instruction:**

You will have the opportunity to practice written and verbal communications skills in the classroom and online, and receive feedback from instructors and peers. Content will be presented in assigned readings, classroom lectures and team-based learning opportunities. Assignments will reinforce skills learned in readings and the classroom. Representatives from industry will present several topics during the semester.

**Attendance and Participation:**

Attendance is required for all class sessions. Behavior that obstructs teaching or learning, or is unprofessional or inconsiderate of your peers, may result in the loss of points and/or removal from class. Please be on time for classes and team meetings and observe the University's COVID prevention policies, which include wearing a mask in class: <https://www.albany.edu/covid-19>

In-class assignments may be collected – on paper or online – and evaluated to fulfill performance points (P1, P2, ...) It is your responsibility to write your full name and student number, legibly, on all assignments to receive credit. Students are responsible for all information introduced in class, including information not contained in the textbook, and announcements regarding changes to the syllabus and class activities.

**Excused Absences and Make-up Quizzes:**

Missed quizzes (Q1, Q2, ...) and in-class assignments may only be made-up in cases of emergencies (e.g., illness, death in the family) verified with correspondence from the Office of Undergraduate Education (LC 30, 518-442-3950, [ugeducation@albany.edu](mailto:ugeducation@albany.edu)) confirming the excused absence to the instructor.

**Academic Integrity:**

As a prospective accountant, you should be aware that ethics are a cornerstone of the accounting profession. The highest standards of academic and professional integrity are expected in this class. Matters of academic dishonesty will be referred to the Assistant Dean of the School of Business and determinations of academic dishonesty may result in failure of the course and referral to the University for further disciplinary action. Academic dishonesty includes, but is not limited to, plagiarism, cheating on exams, and using the services of someone outside your group for team assignments. Examples of plagiarism include using the Internet and other sources to obtain papers or portions of papers, and failing to cite references.

**Assignments:**

Assignments (A1, A2, ...) must be submitted on Blackboard by noon on Fridays, unless otherwise specified. Please refer to the instructions posted on Blackboard for

submission guidelines. Read the instructions for assignments carefully and follow directions. Using communication skills to effectively execute assignments is a critical workplace skill.

**Citations:** Please use APA style for citations within a text: (author, date) (Jones, 2020). More extensive guidance on citations and reference lists will be provided as needed.

**Resources: Career Development Center**

518.437.4900 or [career@albany.edu](mailto:career@albany.edu)

Resume writing, cover letter and job search assistance

**The Writing Center**

518.442.4061, [writing@albany.edu](mailto:writing@albany.edu) and [albany.edu/writing](http://albany.edu/writing)

Assistance with document organization, structure, clarity, ESL

**Lower Level Lab**

518.442.3459 or [rclow@albany.edu](mailto:rclow@albany.edu)

Assistance with video recording, PowerPoint and other presentation software

**School of Business Career Services Resources**

access using your UAlbany email address:

(1) [Vault](#) career intelligence system,

(2) [VMock](#) resume critique system, and

(3) [Big Interview](#) practice system. More details are [here](#).

**Accommodations:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center ([drc@albany.edu](mailto:drc@albany.edu), 518-442-5490). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list recommended reasonable accommodations.

**Course Evaluation:**

A-E grades will be determined based on student performance on the following:

Two Quizzes – 10 points each 20%

*Answer quiz questions fully and accurately, reflecting understanding of class concepts*

Ten Assignments – 65 points 65%

*Submit assignments on time, following instructions carefully and demonstrating reading, writing, listening and other communications skills to demonstrate practical application of concepts covered in class and in the textbook*

Team Project – 15 points (13 + 2 point peer evaluation) 15%

*Work cooperatively with teammates to complete written report and oral presentation*

TOTAL 100%

**Grades:**

A	93-100	B	83-86.9	C	73-76.9	D	63-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	D-	60-62.9
B+	87-89.9	C+	77-79.9	D+	67-69.9	E	Below 59.9



**B BUS 300 - Accounting and Business Communications**  
**Fall 2021 - The University at Albany**  
Tuesdays 4:30–5:25 pm

<b>Class Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Points</b>
Aug 24	Welcome/Introductions; Elevator Speech	A1 Due 8/27 (noon) <i>Effective Writing:</i> Read Chs 1,14,16 for 8/31	5 Elevator Speech
Aug 31	Communicating for Employment: Letter of Application, Resume, Headshot	A2 Due 9/3 Read Ch 9 for 9/7	10 Letter, Resume, Headshot
Sept 7	Business Letters	A3 Due 9/10 Read Chs 4-5 for 9/14	5 Letter to a Client
Sept 14	Clarity, Conciseness and Spelling	Rd Chs 2,3,6,7 for 9/21	
Sept 21	Communicating Clearly and Accurately; Memos	Quiz 1-Conciseness and Spelling A4 Due 9/24 Ch 10	10  10 Briefing Memo
Sept 28	Introduce Team Project	Rd Ch 12 for 10/5	
Oct 5	Email and Social Media	Quiz 2-Letters and Memos A5 Due 10/8 Rd Chs 8,11 for 10/19	10 10 Email
Oct 12	Fall Break	No Class	
Oct 19	Research/Reports/Team Project	A6 Due 10/22 Ch 3,11	5 Outline, Citations
Oct 26	Team Project/Report Organization; Guest Speaker?	A7 Due 10/29 Rd Ch 16 for 11/2	5 PPT Slides
Nov 2	PPT/Oral Presentations	A8 Due 11/5 Rd Ch 15 for 11/9	10 Video Presentation
Nov 9	Writing for Publication; Team Project	A9 Due 11/12	3 Team Member Presentation Assessment
Nov 16	Effective Presentations	Team Project Due: 11/19	13
Nov 23	Team Presentations	A10 Due: 11/23 in class	2 Presentations Assessment
Nov 30	Writing for Exams; Guest Speaker	Ch 13 Team Project Peer/Class Eval Due: 11/30 in class	2
	Happy Holidays!		

Please Note: Assignments must be submitted on Blackboard by noon on Fridays, unless otherwise specified. This schedule is subject to changes and additions as announced in class. Alterations may include, but are not limited to, material coverage, due dates, timing of quizzes, assignment specifications, additional assignments and/or readings. It is your responsibility to attend class to learn of any changes in the schedule.

SCHOOL OF BUSINESS ♦ FINANCE DEPARTMENT  
BFIN 301: Corporate Financial Policy and Strategy  
Course Syllabus, Spring 2022

I. Basic Course Information

*Catalog Information:* Class number 2428

*Meeting Place and Times:* Massry Center B010

Monday, Wednesday, 11:40am-1:00pm

*Web Site:* <http://www.albany.edu/main/blackboard.shtml>

*Description:* BFIN 301 provides students with opportunities to apply a broad spectrum of financial principles to realistic corporate financial situations. The course is designed to deepen and extend the material from BFIN 300, emphasizing the analysis of unstructured problems. Topical coverage focuses on corporate investment, financing, and payout policies. The course also offers significant exposure to financial analysis resources such as spreadsheets, financial and economic databases, and Internet tools.

*Prerequisite:* BFIN 300

*Required Course Text:*

Berk, DeMarzo, and Harford, “Fundamentals of Corporate Finance: 5<sup>th</sup> Edition” 2021, Publisher: Pearson. **Please note: This book and related materials will be available online. A hardcopy of the book may also be purchased, but you should not do so until after the first day of class when we will discuss options for accessing class materials.**

*Credit Hours:* 3

*Learning Outcomes/Objectives:*

A student successfully completing this course should be able to:

1. Understand how to value a series of cash flows
2. Describe the construction and primary contents of corporate financial statements
3. Understand how to analyze corporate financial statements
4. Describe the determinants of interest rates, including nominal and real rates

5. Understand different types of bonds and calculate bond values
6. Understand stock valuation
7. Understand measures of risk in capital markets
8. Understand investment decision rules
9. Understand how the cost of capital is derived
10. Understand issues in raising equity capital
11. Understand debt financing
12. Understand the basics of capital budgeting
13. Understand capital structure and the use of leverage
14. Understand corporate payout policy
15. Understand the basics of working capital management
16. Understand financial modeling

Additional topics may be added, schedule permitting.

*Recommended Reading:* The Wall Street Journal

## II. Professor Information

Edward C. Lane, ASA, CFP®;

*Office:* Massry Center for Business, Adjunct Office, 3<sup>rd</sup> floor

*Office Hours:* By appointment

*Email:* [elane@albany.edu](mailto:elane@albany.edu) or [edclane@gmail.com](mailto:edclane@gmail.com) (ALWAYS put “BFIN 301” in the subject line)

## III. Course Policies

*Personal Responsibility Policy:*

Each student is responsible for understanding the contents of—and complying with—this syllabus.

**Non-graded homework and graded Quizzes will be provided online through MyLab and will be taken outside of class. Due dates for each assignment will be provided in the syllabus, Course Calendar and in MyLab. These dates may be modified over time with notifications from the professor. It is the student’s responsibility to remain aware of the current schedule.**

*Ethics and Professional Standards Policy:*

The University’s policies on academic integrity are fully in effect in this course. All exams, Quizzes, in-class problems, case write-ups, assignments, and other deliverables submitted must be entirely your own work. **This means no plagiarism, and no collaboration with anyone else, including others registered for and not registered for the class. In the case of an ethical violation (even the “first one”), expect a grade of “E” for the course and referral to the campus judicial board.**

### *Computer-related and Calculator Requirements:*

Students are required to access the Internet for research and communication purposes. In particular, you are required to use Blackboard (BLS) to access class materials. **Students are required to have a financial calculator capable of computing the internal rate of return or yield to maturity. Alternatively, students should be familiar with financial functions in Excel.** Each student is assumed to be familiar with the use of Microsoft Excel.

### *Grade Determination:*

#### Quizzes

There will be 14 segments covered in the class corresponding to the “Learning Objectives/Outcomes” described above.

Each segment will have a Quiz associated with it which will include multiple part questions including those requiring computations as well as multiple choice. Each Quiz will be worth 100 points. The lowest grade will be dropped. The average of the remaining scores will be the “base” grade for the course (see below for class participation grade).

Each graded Quiz assignment will allow up to 2 attempts. A preparation and testing strategy will be discussed during the first day of class. Non-graded homework will be available for practice.

All graded Quizzes will be online and “open book.” **The due date for each assignment is provided below in the syllabus and in the Course Calendar and in MyLab from Blackboard. Assignments submitted after the due date will be penalized 5 percentage points (for example, a grade of 93 will become 88). No submissions will be accepted after May 11<sup>th</sup>.** There will be no final exam.

There will be no extra credit problems unless made available to all students. None are contemplated.

The grading rubric will be as follows:

Grade Scale	Grade Conversion	Grade Scale	Grade Conversion
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Grade < 60	E

### Class Participation

Up to an additional **and optional** 10 points will be awarded for class participation. This will be over and above the “base” grade. One point will be awarded for active participation (providing response to in-class practice problems) during class. No more than one point will be awarded during any one class period to the same student. An effort will be made to call on every student wishing to participate with priority given to those students who have the least prior participation but no guarantee can be made that every student wishing to participate will be selected.

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Students are reminded of the Ethics and Professional Standards Policy.

Students not in attendance remain fully responsible for information transmitted and activities occurring during class.

No incompletes (grades of “I”) will be given, so all students must remain up to date with their work.

### IV. Career Services Resources

Whether you are planning for employment or graduate school, take advantage of these School of Business state-of-the-art professional development resources (access them using your UAlbany email address): (1) [Vault](#) Career Intelligence system; (2) [VMock](#) resume critique system, and (3) [Big Interview](#) practice system. More details are [here](#).

### V. Class Schedule

The class will be updated periodically based on class progress and is subject to change. Due dates for online homework and Quizzes will be shown on Pearson’s MyLab website.

<b>Date</b>	<b>Chapter and Topic</b>	<b>Quizzes are due by the end of Wednesday of the week shown</b>
Jan 24 & 26	Introduction Chapters 3 & 4: Time Value of Money	---
Jan 31 / Feb 2	Chapters 5 & 6: Interest Rates and Bonds	Quiz Chs. 3 & 4
Feb 7 & 9	Chapter 2: Financial Statement Analysis	Quiz Chs. 5 & 6
Feb 14 & 16	Chapter 8: Investment Decision Rules	Quiz Ch. 2

Date	Chapter and Topic	Quizzes are due by the end of Wednesday of the week shown
Feb 21 & 23	Chapter 9: Fundamentals of Capital Budgeting	Quiz Ch. 8
Feb 28 / Mar 2	Chapter 18: Financial Modeling and Proforma Analysis	Quiz Ch. 9
Mar 7 & 9	Chapter 19: Working Capital Management	Quiz Ch. 18
Mar 14 & 16	No class—Spring break	---
Mar 21 & 23	Chapters 11 & 12: Risk and Return in Capital Markets and Systemic Risk and Equity Risk Premium	Quiz Ch. 19
Mar 28 & 30	Chapter 13: The Cost of Capital	Quiz Chs. 7 & 10
Apr 4 & 6	Chapter 14: Raising Equity Capital	Quiz Chs. 11 & 12
Apr 11 & 13	Chapter 15: Debt Financing	Quiz Ch. 13
Apr 18 & 20	Chapter 16: Capital Structure	Quiz Ch. 14
Apr 25 & 27	Chapter 17: Payout Policy	Quiz Ch. 15
May 2	TBD (Last day of class)	Quiz Ch. 16
May 9		Quiz Ch. 17

**UNIVERSITY AT ALBANY - SUNY**  
**BFIN 375 MONEY AND CAPITAL MARKETS (3 credits)**

**SPRING 2020**

**Instructor:** Dr. Ying Wang

**Phone:** c/o Finance Office (956-8319)

**Class Time:** T/Th 2:45–4:05pm (4001)

**Office Hours:** T 4:05-5:35pm/Th 12:45–1:15pm and by appointment

**Course Website:** <https://blackboard.albany.edu>

**Office:** BB 365

**Email:** via BLS

**Class Location:** BB B012

**Course Description:**

Financial *markets* exist to facilitate the flow of funds needed for financing investments made by corporations, governments, and individuals. Financial *institutions*, on the other hand, serving as intermediaries in this flow of funds, are the key players in these money, capital, and other financial markets. In general, this course will provide a broad conceptual framework for understanding why such markets exist and proceed in the following three parts. First, we will discuss the functions of the Fed and its monetary policy with a special focus on the 2008 financial crisis. Second, we will introduce the basics of bond pricing and term structure of interest rates. Finally, we will introduce credit analysis and discuss various fixed income sectors.

This is a *technically demanding* course, and although no math other than algebra is required, students should be extremely comfortable with basic statistical concepts and fundamental financial ideas (principally time value of money and compounding). Occasionally concepts might be explained using some calculus, but this should only require a basic conceptual understanding.

**Text and Readings:**

- *Bond Markets, Analysis, and Strategies*, by Frank J. Fabozzi, 9<sup>th</sup> Edition, 2016, Pearson Prentice Hall;
- *Financial Markets and Institutions*, by Anthony Saunders and Marcia Millon Cornett, 6<sup>th</sup> Edition, 2015, McGraw-Hill Irwin;
- *The Federal Reserve and the Financial Crisis* lectures by Ben Bernanke, available from [www.federalreserve.gov/newsevents/lectures/about.htm](http://www.federalreserve.gov/newsevents/lectures/about.htm);
- *Harvard Business School* cases (see below) available from <http://hbsp.harvard.edu/>;
- Other supplementary readings (including lecture notes) available from the course website;
- *The Wall Street Journal*, *Financial Times*, *Business Week*, *The Economist*, *Review of the Federal Reserve Bank of New York*, and the bulletins from the other Federal Reserve Banks.

**Prerequisites:**

Fin 300 (and Fin 301 is highly recommended); open only to junior & senior Business majors pursuing a Finance type combined concentration; not open to students with concurrent enrollment in Fin 410 or who have successfully completed Fin 410.

**Computer-related and Calculator Requirements:**

Students are required to access the Internet for research and communication purposes. In particular, you are required to use Blackboard (BLS) to access class materials, submit assignments, and communicate with the Professor. Second, students are required to have a financial calculator capable of computing the internal rate of return or yield to maturity. Finally, each student is assumed to be familiar with the use of spreadsheets (most usually Microsoft Excel), presentation software, and word processors.

## Grades, Exams, and Projects:

Each student will be evaluated on the following basis:

Exams	30%
“Follow the News” Presentation/Discussion	10%
“Fixed Income Sector” Presentation/Discussion	10%
Case Study	10%
Spreadsheet Assignment	10%
Final Project	25%
<u>Class Attendance and Participation</u>	<u>5%</u>
Total	100%

### Exams

There will be two in-class exams required of all students. The exams account for 30% of your grade (30 points), and are graded based on your performance. **Mark your calendar for the exam dates and location: March 5<sup>th</sup> & April 23<sup>rd</sup>, 2020, BB B012.**

### Team Projects

In this course we put great emphasis on teamwork. You are *responsible* for forming groups of roughly 6 students (group names are due on **January 28<sup>th</sup>, 2020**, Tuesday). The group projects include a “Follow the News” presentation, a fixed income sector presentation, a case study, a spreadsheet assignment, and a final project. The “Follow the News” presentation accounts for 10% of your grade (10 points), and is graded based on how well you present the weekly financial news and lead discussions. The fixed income sector presentation accounts for 10% of your grade (10 points), and is graded based on how well you present and lead discussions. The case study accounts for 10% of your grade (10 points), and is graded based on the quality of your analysis and presentation of a case. The spreadsheet assignment accounts for 10% of your grade (10 points), and is graded based on how well you complete your spreadsheet assignment. The final project accounts for 25% of your grade (25 points), and is graded based on the quality of your final report and final presentation.

A single grade will be assigned to each group unless the “free-riding” problem is found. Please refer to the “free-riding” policy below for more details. The details of the team projects and relevant due dates will be announced in due course.

### Class Attendance and Participation

Class attendance and participation accounts for 5% of your grade (5 points). You are expected to attend classes and participate in class discussions in this course. After missing four classes for any reason, your attendance credit may decrease by 1 point for each missing class unless you have documented excuses allowed by the university rule. Please refer to the attendance policy and professional behavior policy for more information about class attendance.

### Extra Credits

There are a variety of opportunities for extra credits, including but not limited to serving as the group leader and contributing to class discussions and activities in a meaningful way above and beyond the minimum threshold, etc.

### Course Grading Scale

Grade Scale	Grade Conversion	Grade Scale	Grade Conversion
93-100	A	73-76	C
90-92	A-	70-72	C-



87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Grade < 60	E

### Helpful Tips

To well prepare yourself for this course, you are *strongly* encouraged to

- check the course website regularly for updates, emails, important announcements, and assignment submissions;
- read the assigned chapters from the text and the corresponding transparency masters from the course website *before* the material is presented in class (new slides, if any, are usually available on or before 1pm on the date of class);
- bring the printed lecture notes and financial calculators to every class and take notes during the class;
- contribute informed input to the class discussions;
- spend at least 2-3 hours per week going over the lectures and remember to practice, practice, and practice;
- seek help from the Professor in a timely manner as needed.

### Course Policies:

#### *Policy for Make-up Exam*

While I encourage all of you to take the exams on time, I do understand that sometimes you have to miss an exam for reasons beyond your control. A student might qualify for a make-up exam if **ALL** of the following conditions are satisfied:

- The student *must* inform the instructor by email of the absence *before* the exam but NOT after the exam. In case of emergency, you can call the department secretary (956-8319) to leave a message. Be sure to leave your name, date and time, student ID, course name, Professor's name, and the reason to miss the exam.
- The student has a *documented legitimate excuse* allowed by the university rule. Note that the student is responsible for obtaining any relevant document from the Office of Vice Provost for Undergraduate Education. (Please note that NO make-up will be offered if a student fails to show up due to misinformation about the exam time and place.)
- Any make-up has to be written within 48 hours of the exam if possible.

In case a student miss the exam and does NOT qualify for a make-up, a zero grade will be assigned to the exam. NO EXCEPTIONS!

#### *Late Exam Policy*

If a student comes late for an exam, limited extra time may be granted on the condition that the student does *not* come more than 15 minutes late for the exam and accepts a 10% of full credit deduction in grades.

#### *Late Assignment Policy*

**All assignments are due at the beginning of class on the stated dates. Both a *hard copy* and an *electronic copy* are required. (Note that failure to submit either the hard copy or the electronic copy by the stated deadline will result in a "late submission.")** Details on electronic submissions will follow. Late submissions may be accepted on the condition that the student accepts a 10% of the full credit deduction for each calendar day late. Failure to turn in any assignment will result in a zero grade for that particular assignment. No late assignments will be accepted during the university final exam week.

Planned absences from class, such as athletic events, job interviews or trips, are not legal excuses for not turning in assignments or turning in assignments late. In such an event, the student's assignments have to be turned in prior to the absence.

### **Policy for Appeals of Grades and Partial Credits**

All grade appeals should be made in WRITTEN form within one week after credits are assigned for exams or projects. Appeals made outside the one-week period or in verbal form will not be considered. Partial credits, if any, are awarded at the discretion of the instructor, and nonnegotiable.

### **Incomplete Grade Policy**

There will be NO incompletes (grades of "I") given, so it is important that all students remain continuously up-to-date with their work.

### **"Free-riding" Policy**

For team projects, every team member must participate equally. Peer evaluations will be conducted to ensure appropriate contributions by each team member and points will be deducted at least by half if evidence of "free-riding" (including but not limited to insufficient contributions by team members) is found (note that interpretation of free-riding" and any related grading issue is at the discretion of the instructor, and nonnegotiable). If problems develop that cannot be resolved even after consultation with the professor, teams may "fire" a member. The dismissed student will have to complete all team assignments on his/her own or receive a zero grade on all team assignments.

### **Academic Integrity**

Cheating in this course will *NOT* be tolerated. Anyone caught cheating on an exam will *fail* the course and will be reported to the University Judicial System. Apart from the required financial calculator, no other electronic devices, including cell phones, will be permitted for use during an exam. In addition, all students will be held accountable for the Standards of Academic Integrity as stated in the Undergraduate/ Graduate Bulletin.

To avoid plagiarism, care must be taken to ensure that all reference material is appropriately cited. In particular, for the project report, all charts, tables etc. not constructed by the student **MUST** be referenced. Penalties for plagiarism include a score of zero on the project.

### **Class Attendance Policy**

Class attendance is a requirement in this course. Participation and verbal contribution are integrated into the grading criteria. It is understood that there will be emergencies, conditions, or athletic events that may preclude your participation in a class but each class missed translates into a gap in your knowledge. The more classes missed for whatever the reason, the larger the gap. If you must miss a class, it will be assumed that you had a good reason thus doctor's notes or other letters are unnecessary. You are trusted! However, after missing four classes, your attendance credit may decrease by 1 point for each missing class unless you have reasons allowed by the university rule. This is not meant to offend someone who has missed classes; it is rather to ensure academic integrity and equality.

Please note that students not in attendance remain fully responsible for information transmitted and activities occurring during class.

### **Professional Behavior Policy**

Tardiness: Please do NOT arrive late or leave a class before it is over. If you arrive later than the start of the class, please quietly take a seat nearest the entrance. Please try not to walk in front of

the classroom, as this disturbs the flow of the lecture. My **5-minute policy**: I understand that you may be late for reasons outside your control. On the other hand, a student arriving more than 5 minutes late creates great disruption. The 5-minute policy stipulates that the classroom door will be shut and students will be treated as missing the class and NOT allowed in the classroom if *more than* 5 minutes late. If you have to leave early, please notify your professor in advance and sit close to the exit; failure to do so will be treated as missing the class.

Inattention: Please do NOT read other books or newspaper, study for other courses, browse the internet, talk in private, or do anything unrelated to the course during this class. It is not polite. Uses of cell phones are prohibited as this is disruptive. Please keep your phone off or silent.

### **Reasonable Accommodation Policy**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning, and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

### **Personal Responsibility Policy**

Each student is responsible for understanding the contents of—and complying with—this syllabus. By enrolling in this course, the students agree to adhere to the terms and conditions as stated in this syllabus.

## **Course Learning Objectives (Subject to Changes):**

### **Overview of Financial Markets**

- a) Understand the roles of financial markets and institutions
- b) Explain the difference between financial markets
- c) Understand the characteristics of securities traded in financial markets
- d) Understand the roles of foreign exchange market in globalization
- e) Understand the roles of principal regulatory agency (e.g., SEC)

### **The Fed and Monetary Policy**

- a) Understand the major functions of money and two measurements of money supply
- b) Explain the fractional reserve banking system
- c) Explain and compute how the fractional reserve system influence the ability of banks to create money
- d) Explain the structure (organization and functions) of the Federal Reserve System
- e) Understand the independence of the Fed
- f) Explain how the Fed uses three monetary policy tools to control the money supply and stimulate the economy
- g) Understand the difference between the discount rate and the Fed funds rate and how the Fed controls the Fed funds rate
- h) Understand the difference between the functions of the Fed and Treasury
- i) Understand the goals of monetary policy
- j) Explain the impact of expansionary and restrictive monetary policies on economic variables
- k) Explain Ben Bernanke's approach to monetary policy
- l) Analyze the Fed's policy reactions to the recent Subprime market crisis

### **Bond Pricing and Yields**

- a) Understand the definition of fixed income securities
- b) Explain basic terminology in fixed income markets

- c) Explain features of some fixed income securities
- d) Explain risks associated with investing in bonds
- e) Explain the cash flow features of zero-coupon and coupon bonds
- f) Understand the price quotations of U.S. Treasuries
- g) Compute the price of zero-coupon and coupon bonds
- h) Explain the relationship between price and yield
- i) Explain the time path of bond prices
- j) Compute current yield and yield-to-maturity (YTM)
- k) Explain the difference between YTM and total return
- l) Understand reinvestment risk

#### Corporate Bond Credit Analysis

- a) Understand the major areas of bond credit analysis: covenants, collateral, and capacity;
- b) Explain the reason why covenants must be analyzed;
- c) Explain the factors considered in evaluating the ability of an issuer to satisfy its obligations;
- d) Explain the factors considered in assessing a company's business risk;
- e) Understand why an analysis of a company must be looked at relative to the industry in which it operates;
- f) Explain the reasons corporate governance risk is important and how it can be mitigated;
- g) Calculate key financial ratios;
- h) Understand the relationship between corporate bond credit analysis and stock analysis;
- i) Perform a credit analysis.

#### Overview of Bond Sectors and Instruments

- a) Describe the features, credit risk characteristics, and distribution methods for government securities;
- b) Describe the types of securities issued by the U.S. Department of the Treasury (e.g. bills, notes, bonds, and inflation protection securities), and differentiate between on-the-run and off-the-run Treasury securities;
- c) Describe how stripped Treasury securities are created and distinguish between coupon strips and principal strips;
- d) Describe the types and characteristics of securities issued by U.S. federal agencies;
- e) Describe the characteristics and motivation for the various types of debt issued by corporations (including corporate bonds, medium-term notes, structured notes, commercial paper, negotiable CDs, and bankers acceptances);
- f) Describe the types and characteristics of securities issued by municipalities in the United States, and distinguish between tax-backed debt and revenue bonds;
- g) Describe what a Eurobond is and the different types of Eurobond structures;
- h) Describe the types and characteristics of mortgages and mortgage-backed securities and explain the cash flow, prepayments, and prepayment risk for each type;
- i) Describe what a Credit Default Swap (CDS) is and how to use CDSs to control credit risk;
- j) Follow the news and discuss current events in various fixed income sectors.

#### Term Structure of Interest Rates

- a) Understand different types of yield curves and the relationship between yield curve and economy
- b) Understand how to construct a yield curve using theoretical spot rates and explain why a yield curve created using YTM of coupon bonds gives incorrect estimates of true rates
- c) Interpret and compute theoretical spot rates from observed prices of Treasury securities
- d) Understand how to price a bond using spot rates
- e) Interpret and compute implied forward rates from spot rates
- f) Understand different theories of term structure and use these theories to explain the shape of term structure

#### Useful Web Links

## **Bond Markets**

A time-series of the 10-year yield on MSN:

**10-Year Yield:**

<http://moneycentral.msn.com/investor/charts/charting.asp?Symbol=%24TNX.X>

**US Department of Treasury:**

<http://www.ustreas.gov/>

General discussion of today's events in the bond market, with the current yield curve:

**Bloomberg:**

<http://www.bloomberg.com/markets/rates/index.html>

**CNN Money:**

<http://money.cnn.com/markets/bondcenter/>

**Reuters:**

<http://www.reuters.com/finance/bonds>

Historical data on interest rates:

**Federal Reserve Interest Rate data:**

<http://www.federalreserve.gov/releases/h15/update/>

**Emerging Market Debt:**

<http://www.bradynet.com>

**US Municipal Bond Market:**

<http://www.msrb.org/>

<http://www.emuni.com>

<http://www.themunicenter.com>

<http://www.fmsbonds.com>

## **Bond Resources**

Detailed information on the bond markets:

**SIFMA:**

<http://www.sifma.org/>

**An Investors Guide to Bond Basics:**

<http://www.investinginbonds.com/>

**General Information on bonds:**

<http://www.bondsonline.com>

<http://www.bondsearch123.com>

<http://www.bondbuyer.com>

<http://www.jbh.com>

## **Exchanges and Derivatives**

Organized futures and options exchanges:

**Chicago Mercantile Exchange:**

<http://www.cme.com/> (Eurodollar futures and options)

**Chicago Board of Trade:**

<http://www.cbot.com/> (T-bond futures and options)

The International Swap Dealer Association is at

**ISDA:**

<http://www.isda.org/>

## **Credit Rating Agencies**

**Moody's:**

<http://www.moody.com/>

**S&P:**

<http://www.standardandpoors.com/>

**Fitch:**

<http://www.fitch.com/>

## **Bond Managers**

Leading fixed-income managers:

**Pimco:**

<http://www.pimco.com/TopNav/Home/Default.htm>

**BlackRock:**

<http://www.blackrock.com/>

**Goldman Sachs:**

<https://www.gsam.com/>

## Course Outline

While I will try to adhere to the tentative course outline below as closely as possible, I reserve the right to modify the schedule, including project dates and contents, as necessary. This may result in change of material covered to allow for a class project and adequate review.

### TENTATIVE COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1/23/2020	Course Introduction	
1/28/2020	Overview of Financial Markets	Ch 1 (S/C)
1/30/2020	The Fed and Monetary Policy	Ch 2, 4 (S/C)
2/4/2020	The Fed and Monetary Policy	Ch 2, 4 (S/C)
2/6/2020	The Fed and Monetary Policy	Ch 2, 4 (S/C)
2/11/2020	Overview of Bond Markets	Ch 1 (Fabozzi)
2/13/2020	Bond Pricing	Ch 2 (Fabozzi)
2/18/2020	Bond Pricing	Ch 2 (Fabozzi)
2/20/2020	Bond Yields	Ch 3 (Fabozzi)
2/25/2020	<i>No Class</i>	
2/27/2020	The Big Short	
3/3/2020	Bond Yields	Ch 3 (Fabozzi)
3/5/2020	<b>Exam #1</b>	
3/10/2020	Credit Analysis	Ch 22 (Fabozzi)
3/12/2020	Credit Analysis	Ch 22 (Fabozzi)
3/17/2020	<i>No Class – Spring Break</i>	
3/19/2020	<i>No Class – Spring Break</i>	
3/24/2020	Credit Analysis	Ch 22 (Fabozzi)
3/26/2020	Fixed Income Sectors	Ch 6-10, 13, 32 (Fabozzi)
3/31/2020	<i>TBA</i>	
4/2/2020	<i>No Class</i>	
4/7/2020	Fixed Income Sectors	Ch 6-10, 13, 32 (Fabozzi)
4/9/2020	Fixed Income Sectors	Ch 6-10, 13, 32 (Fabozzi)
4/14/2020	Term Structure of Interest Rates	Ch 5 (Fabozzi)
4/16/2020	Term Structure of Interest Rates	Ch 5 (Fabozzi)
4/21/2020	Term Structure of Interest Rates	Ch 5 (Fabozzi)
4/23/2020	<b>Exam #2</b>	
4/28/2020	Group project presentations	
4/30/2020	Group project presentations	
5/5/2020	Group project presentations	

UNIVERSITY AT ALBANY – STATE UNIVERSITY OF NEW YORK  
SCHOOL OF BUSINESS

**BFOR 200**  
**Information Security for Business**  
**Spring 2022**  
**Monday & Wednesday 3:00-4:20pm**  
**Campus Center Auditorium**

**INSTRUCTOR INFORMATION**

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<b>Instructor</b>	Dr. Lee Spitzley
<b>Email</b>	<a href="mailto:lspitzley@albany.edu">lspitzley@albany.edu</a>
<b>Office Location</b>	Room 363, Massry Center for Business
<b>Office Hours</b>	Tuesdays 1:00 – 2:00 p.m. You do not need a prior appointment to see me. Also available at other times by appointment.

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**COURSE OBJECTIVES AND DESCRIPTION**

This course presents students with foundational concepts and processes to achieve better information security in a modern organization. Students will be introduced to the fundamentals of computers and computer systems. Through this course, students will learn the basics of computers, hardware, peripherals, and networking. An overview and exploration of the software and technology foundations for cyber security will be examined. Students will develop an understanding of the threat landscapes and risk of information exposure, as well as mitigation techniques to limit losses. Modern information security technologies and their limitations will be explored as well as the legal, ethical, and privacy issues. This course will give students the foundational knowledge and skills to understand information security.

The purpose of this 3 credit course is to provide the student with an overview of the field of information security. The course is divided into two parts:

- **Part I:** Information Security Fundamentals
- **Part II:** Emerging Threats and Security Management

Upon completing this course, students will:

- Understand the business value of cyber security.
- Learn information security terminology and concepts.
- Learn networking concepts (OSI/Internet models and TCP/IP protocol suite).
- Understand human factors in information security
- Be able to assess information security risk
- Have an awareness of international concerns around security
- Understand security ethics, privacy issues, and important laws

**Prerequisite(s): None**

## GRADING POLICY

The final grade will be based on a total score of 500.

Criteria	Exam 1	Exam 2	Exam 3	Exam 4	HWs	Quizzes	Total
Scores	80	80	80	80	80	100	500

### Grading Scale

Grade Scale	Grade Conversion	Grade Scale	Grade Conversion
93-100 (465-500)	A	73-76 (365-384)	C
90-92 (450-464)	A-	70-72 (350-364)	C-
87-89 (435-449)	B+	67-69 (335-349)	D+
83-86 (415-434)	B	63-66 (315-334)	D
80-82 (400-414)	B-	60-62 (300-314)	D-
77-79 (385-399)	C+	≤ 59 (299)	E

## EXAMS

Over the semester, there will be four exams. Each exam is worth 80 points and will be posted on Blackboard at the time specified (class time). The exams consist of multiple choice, short answer, and essay questions. Makeup exams will NOT be given unless mandated by Institutional policy.

## HOMEWORK ASSIGNMENTS

The assignments are due at the beginning of class time on the date specified. There are four assignments. Each homework assignment is worth 20 points. Homework is graded by the instructor/TA. The detailed information for each assignment will be available on Blackboard. No late assignments will be accepted.

## QUIZZES

Quizzes will be given in almost every lecture to check whether you have understood the day's lecture. Quizzes will be due by 11:59 p.m. on that Sunday. Two attempts will be allowed for each quiz, and an average of graded attempts will determine the quiz grade. The quizzes will be auto-graded for multiple choice questions and the instructor/TA will grade short answer or essay questions. No late submissions will be accepted. The total points from quizzes are 100 points.



## COURSE SCHEDULE

Week	Date	Topics Covered	Note
<u>Part I</u>			
1	1/24	Course Overview	Online
	1/26	Introduction to Information Security	Online
2	1/31	Malware & Password Attacks	
	2/2	Social Engineering	
3	2/7	Social Engineering	
	2/9	Networks	<b>HW 1</b>
4	2/14		
	2/16	<b>Exam 1</b>	
5	2/21	Network Attacks	
	2/23	Wireless Network Attacks	
6	2/28	Insider Threats & Data breach	
	3/2	Cryptography	<b>HW 2</b>
7	3/7		
	3/9	<b>Exam 2</b>	
8	<i>Classes Suspended: Spring Break</i>		
<u>Part II</u>			
9	3/21	Economics of Cybersecurity	
	3/23		
10	3/28	The Dark Web	
	3/30	Fake News	
11	4/4	Election Security	<b>HW 3</b>
	4/6	Cyberwarfare & Terrorism	
12	4/11	<b>Exam 3</b>	
	4/13	Privacy	
13	4/18	Security vs. Privacy	
	4/20	Ethics & Legal	
14	4/25		
	4/27	Auditing & Compliance	<b>HW 4</b>
15	5/2	<b>Exam 4</b>	

Note: This schedule is subject to change.

## ACADEMIC INTEGRITY & HONESTY

Students MUST comply with all University at Albany's standards of academic integrity. For a detailed description of what the standards of academic integrity are, please visit the webpage at [http://www.albany.edu/undergraduateeducation/academic\\_integrity.php](http://www.albany.edu/undergraduateeducation/academic_integrity.php)

As stated on the undergraduate and graduate bulletin, "Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity." Non-compliance with academic integrity standards, will result in the student being reported to the Dean of Undergraduate Studies Office and receive a lowering of a paper or project grade of at least one full grade, receive a failing grade for a project containing plagiarized material or examination in which cheating occurred, receive a lowering of course grade by one full grade or more, a failing grade for the course, or any combination of these depending on the infraction.

## CAREER SERVICES RESOURCES

Whether you are planning for employment or graduate school, take advantage of these School of Business state-of-the-art professional development resources (access them using your UAlbany email address): (1) [Vault](#) Career Intelligence system; (2) [VMock](#) resume critique system, and (3) [Big Interview](#) practice system. More details are [here](#).

**BITM 215 – Information Technology for Business – Fall 2019**

**Professors: Pranay Jinna, Giri Tayi, Eliot Rich**

**Course Manager: Ethan Sprissler**

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**Section Number:** 2677                      Tues/Thurs                      1:15 PM – 2:35 PM                      LC 18

**Course Pre-requisite:** Sophomore Standing

**Professors:**                      Pranay Jinna, Giri Tayi, Eliot Rich

**Course Manager:** Ethan Sprissler [esprissler@albany.edu](mailto:esprissler@albany.edu)

**Course Managers**

**Office Hours:**                      Tuesdays and Thursdays, 4:00 – 6:00 pm office BB 318

**Course Managers**

**Office:**                      **Business Building (BB) #318 (Course Managers Office)**

**Contact:**

**If you have any concerns or want to arrange a meeting, please speak to the COURSE MANAGER in his office during office hours. Please refrain from contacting the Course Manager via e-mail unless there is a medical emergency, a situation which may prevent you from taking an exam, or if there will be an extended period of absence.**

**Credits:**                      **3**

**Required Materials:**

- 1. iClicker (any version) – if you buy used, make sure that the previous owner de-registers the iClicker    AND ONE (1) of the following:**
  
- 2. Exploring Microsoft Excel Comprehensive with MyLab IT package:  
ISBN: [9780135825280](https://www.amazon.com/dp/9780135825280)                      **OR****
  
- 3. MyLab IT with Pearson eText for Exploring Microsoft Office 2019  
ISBN: 9780135402467**

This includes the material for Excel; the most important aspect is the digital access code for MYITLab; this is where all of your homework will be submitted. The **physical** copy of the text is not necessary as there is an e-text option available; **however, success in this course will require reading the textbook.** E-texts are less expensive; however, many students report that the e-text is much more difficult to work with and many do not read it. Please keep this in mind when you select your textbook option. You may share a text book, but you definitely need access to a text, but everyone will need his or her own access code.

The publisher has set up a web site for this course where you can order the text directly from the publisher: <http://www.pearsoncustom.com/ny/ualbanycis/> . If you wish to purchase the eText and an Access Code for MyITLab or just an Access Code for MyITLab, follow the directions at the end of the syllabus for registering for MyITLab.

**Prerequisite(s): None**

**Learning Objectives:**

1. Understanding of the role of information systems in business.
2. Understand databases and learn to write simple queries in SQL.
3. Acquire an intermediate to advanced understanding of Excel.
4. Understand basic concepts and terms from computer programming and scripting using macro creation utilizing VBA.

**Course Description:**

This 3-credit course covers the role of information systems in business, including software applications, business analytics, e-commerce, and cyber-awareness. Development of spreadsheets is emphasized, including elementary scripting and computer programming concepts. Emphasis is placed on acquiring an intermediate to advanced understanding of Excel and SQL, the goal of which is to prepare students for work as a data analyst or in any number of business fields which require compiling and sorting a large amount of data.

**Attendance and iClicker questions:**

**ATTENDANCE IS MANDATORY.** In order to avoid confusion, “**mandatory**” means *you are required to attend*. There will be a maximum of two allowed missed classes. This includes medical and/or family emergencies. In other words, a student may miss two classes without penalty. ***This does not mean a student may miss two classes IN ADDITION to medical or family excuses.*** If a student skips two classes and then requires additional time off, EVERY ABSENCE must be documented or will receive a penalty for all excuses beyond the second. The best way to avoid penalties is to plan on attending every class this semester. If there is a long-term medical reason keeping a student away for more than two classes, the student must speak with the professor as soon as possible and documentation must be provided. Again, this does not mean that a student can skip two classes AND attempt to use a medical excuse. In this case, any days not covered by the documentation will be considered ‘missed.’

Student Athletes that miss class due to games/matches/meets will not be penalized. However, before each absence the Course Manager **must be notified by email**.

***Late arrivals and early departures from class are rude and disruptive for everyone. If you must arrive late or leave early, please take a seat in the back of the lecture center.***

There will be several iClicker questions per class period, beginning in September. These questions will refer to material in the lecture, as well as provide possible test questions. **You may miss two days of clicker questions without penalty.** For every day of iClicker questions you miss after the ‘free’ two days will reduce your final grade by 20 points.

Example: missing three days will cost 20 points off the final grade, four days will cost 50 points.

Medical excuses DO count towards the 2 allowable missed classes. **In other words, you are not able to skip two days AND still receive credit for missed days, even with a medical excuse.** If you miss two classes without a medical excuse, then provide an excuse for a third day, you will still have missed more than 2 days of class and therefore will be subject to penalty. The only exception is a documented chronic medical condition, where more than two consecutive days will be missed. All medical excuses must be documented with a note from the on campus medical center.

### **Homework Assignments:**

Twelve (12) Excel homework problems have been assigned and are located on MyITLab. These assignments are currently “hidden” and will be made available when we arrive at the appropriate point in the course. Completion of each assignment on the computer will help you learn the course material. Instructions for completing each assignment will be available on MyITLab. Your homework assignments must be submitted on-line, through MyITLab.

This semester you will be able to submit these assignments 2 times; you may submit the first time, view your score and identify which steps you did incorrectly and then correct them and resubmit. The final score for each assignment is THE AVERAGE of both submissions. This is intentional. The lower first score will not be deleted so that your average will be higher. The final submission of these assignments is due at 11:00 PM on the posted due dates. No late submissions will be accepted, no exceptions.

### **Point Totals:**

- 180 points: 45%: 12 Excel homework assignments, each 15 points, completed through MyITLab
- 210 points: 52.5%: 3 multiple choice exams: 70 points each
- 10 points: 2.5%: Class Participation (based on Clicker Response)

**400 TOTAL POINTS**

## Grading:

Your final grade in this class will be based on 12 Grader homework assignments worth 15 points each, three exams worth 70 points each and class participation of 10 points. Each counted Graded Homework assignment is worth 15 points (total of 180 points) and the three Exams are worth 70 points each (total of 210 points). Class participation counts for 10 points. Altogether, this brings us to a total of **400 possible points**. The chart below specifies the minimum number of points for each letter grade category.

### Final grades will be assigned as follows:

Total Points	Grade Category
372+	A
360-371	A-
348-359	B+
336-347	B
324-335	B-
312-323	C +
300-311	C
288-299	C-
276-287	D+
264-275	D
252-263	D-
Less than 252	E

**NOTE:** This does not take into account attendance penalties or extra credit options. *If you have 362 points, but you missed more than two classes, your final grade will be lower than this chart indicates.*

All Grader Homework scores will be available on the MyITLab site. As you submit each Homework on the MyITLab site, that assignment will be automatically graded, and you should be able to see your grades in the gradebook area of the site. The Exam scores and any extra credit quizzes I decide to give will be posted on Blackboard under the 'Announcements' section.

**TO FIGURE OUT YOUR CURRENT, BEST-POSSIBLE GRADE AT ANY POINT IN TIME:** sum all the points that you have missed and subtract that total from 400. Using the chart above, you should be able to determine the best possible grade you may achieve before taking into account extra credit or attendance penalties.

## Academic Integrity:

This issue is taken very seriously at the School of Business and in BITM 215. We want to encourage you to take it seriously as well, and avoid any temptations, errors of judgment, or other weaknesses that would put you at risk. Therefore, please be clear on the following expectations.

We assume that all work done for credit in this course will be the result of your own efforts. Anyone who gives or receives unauthorized assistance in the preparation of graded course work will be subject to disciplinary action, which will include failure in the course (BITM 215) and possibly expulsion from the University.

We encourage students to be able to learn from each other in BITM 215. The following describes the difference between *unauthorized assistance* and the collaborative learning that I encourage. Collaborative learning is different than collaborative work. The former is encouraged, the latter is subject to penalty. To work collaboratively means to push each other's boundaries with regard to the skills and knowledge of the course. It may be accomplished through examples and illustrations that aid a classmate in understanding challenging material. With respect to collaborative learning, the distinguishing point you must be clear about is that collaborative learning must end when you are producing your to-be-graded work.

Should you believe you are wading into what may be a grey area in the distinction between collaborative learning and unauthorized collaborative work, we strongly advise you to err on the side of caution. Ultimately it is the instructors in BITM 215 who decides on matters of academic integrity in this course, and not the student. The consequences of breaches of academic integrity, or errors in judgment that lead to breaches of academic integrity are severe and will include failure in BITM 215, and possibly expulsion from the University.

In BITM 215 the following are considered Integrity Violations; if you commit any of these actions, we will file an academic dishonesty violation with the Office of Conflict Resolution & Civic Responsibility and fail you in the course.

1. **Exams** - Any act of Academic Dishonesty associated with an exam will result in failing the course, examples of Academic Dishonesty include (but are not limited to):
  - a. Talking during an exam/quiz
  - b. Copying another student's answers during an exam/quiz
  - c. Using any electronic aid, such as a computer, smart phone, translator, pad, tablet, etc. during an exam/quiz
  - d. Using cheat sheets, information written on clothing or body parts, other written material during an exam/quiz.
  
2. **Homework Assignments** - The following are examples act of Academic Dishonesty with respect to the Grader Homework assignments; **the penalty for cheating is failure in the course:**
  - a. Paying another person to do your assignment.
  - b. Having a tutor work with you on a **graded homework** assignment (this does not include practice exercises).

- c. Copying any data from a file posted on the web, or any external source, and pasting that data on your worksheet or data base, and submitting it as your work.
- d. Copying another student's file (or part of a file) and submitting it as your own work.
- e. **Giving another student your work also counts as cheating.**
- f. **Using homework answers found online, regardless of whether or not you personally downloaded the assignment, also counts as cheating.**

**3. In class** – using someone else's iClicker to make it appear that another student is present in class when they are not actually in the classroom is also considered cheating and **20 points** will be deducted from both **the student who is using the iClicker as well as the student who is not in class.**

If you commit an integrity violation and subsequently drop the course, after the drop date, the registrar will reinstate you in the course, and you will receive an appropriate failing grade. In addition to the above noted penalty, we will file an academic dishonesty violation with the Office of Conflict Resolution & Civic Responsibility. Generally, even a student with no prior disciplinary record may face suspension from the University for a Minimum one semester, or longer in aggravated cases.

**Downloading Files:** (These steps are required each time you download a file from MyITLab)

When you navigate to the MyITLab site and log in, you should then navigate to which ever assignment you are ready to complete. Select that assignment and a dialog box will open. Select Download Files, and another box will open. You may download the ZIP folder with the Excel/Access file and the Instructions. These Excel/Access files will have a name such as:

- Exploring\_e01\_Grader\_EOC.xlsx (Excel Grader 1 End of Chapter)

At this point you should open the file, then go to the File Tab and select Save As. A dialog box will open and you should change the file name to something that will distinguish it as your file, such as:

**Sprissler\_Excel\_Grader\_1.xlsx** or a name designated in the directions. Then select a location to save the file in, such as the S drive on a public campus computer, a flash drive, etc. Close all the files (handle the directions files any way you want). Then open the application file (Excel or Access Grader that you just renamed and saved) and do the assignment.

When you have completed the assignment, save the file, close the file, navigate to the MyITLab site and upload our submission in the Course Content area.

**MAKE SURE THAT YOU ARE UPLOADING THE CORRECT FILE! DOUBLE CHECK THE NAME OF YOUR FILE BEFORE YOU UPLOAD!**

**If you are on a public computer (Library, user room, etc.) delete your file off the desktop/My Documents (you may save it to the S Drive or a flash/thumb drive) and log off the computer.**

**Hardware & Software requirements to complete the coursework:**



1. Access to a computer with MS-Excel 2016 installed, either by itself or as part of Office 365. You must use a PC (**not a MAC**) for the Grader assignments. It is advisable not to use a computer with a foreign operating system, such as Chinese, Japanese, Korean, Dutch, etc.
2. You are expected to complete the Hands-On Exercises in the Excel text. These exercises require student data files (Hands-On files) that can be downloaded from the publisher's web site; these files (Hands-On) are also posted on Blackboard.
3. If you do not already own Office 365, there will be a link provided on Blackboard to the University agreement that will allow you to download the software for use while you remain a student at the University.

## Help:

**Prior to seeking help for a topic, you should have already completed the corresponding Simulation and/or Hands-On Exercise in the textbook for that topic.** If you have not completed the appropriate Hands-On Exercise, the TAs (and Course Manager) *will be unable to help you. You MUST demonstrate that you have made some effort to learn this material.* TAs are available for help with understanding the material covered on the homework; they can be found on the 1<sup>st</sup> floor of the New School of Business building, room 320. You are strongly advised to go see a TA as soon and as often as you need help. *The TA's are there to help you understand HOW to complete problems, not give you the answers;* if you did not understand a **specific** function or topic in Excel, we will work with you so you can understand that area, but we will use files other than the Grader Homework file to explain the procedures. You will learn the Excel and Access material by completing the Hands-On Exercises. The TAs' office hours will be posted on Blackboard by the end of the second week of classes.

**Schedule:** The following is a general plan for the course. Deviations may be necessary.

Class #	Date	Topic	Additional Info.
1	8/27	Introduction with Course Manager	<b>Create MYItLab account</b>
2	8/29	Introduction to Excel (Pranay Jinna)	<b>Homework 1-4 available on 8/29; due 9/20 at 11:00 pm EST</b>
3	9/3	Formulas & Functions	
4	9/5	Formulas & Functions	
5	9/10	Charts	
6	9/12	Datasets & Tables	
7	9/17	<i>Business Analytics*</i>	
8	9/19	Professional Services Industry Presentation (PwC)	<b>Homework 1-4 due 9/20 at 11:00 pm EST</b>
9	9/24	<b>Exam 1 (35 Minutes)</b>	<b>Bring ID and Pencil!</b>

10	9/26	Subtotals, PivotTables & PivotCharts (Giri Tayi)	<b>HW 5-8 available 9/26; due 10/18 at 11:00pm EST</b>
11	10/1	What-If Analysis	
12	10/3	What-If Analysis	
13	10/8	Specialized Functions	
14	10/10	Specialized Functions	
15	10/15	<b>NO CLASS – FALL BREAK</b>	
16	10/17	Statistic Functions	<b>HW 5-8 due 10/18 at 11:00pm EST</b>
17	10/22	<i>E-Commerce*</i>	
18	10/24	<b>Exam 2 (35 Minutes)</b>	<b>Bring ID and Pencil!</b>
19	10/29	Multi-sheet workbook management (Eliot Rich)	<b>HW 9-12 available 10/29; due 11/22 at 11:00pm EST</b>
20	10/31	Importing Data, Web Queries, and XML	
21	11/5	Importing Data, Web Queries, and XML	
22	11/7	Collaboration	
23	11/12	Collaboration	
24	11/14	Templates, Styles, and Macros	
25	11/19	Templates, Styles, and Macros	
26	11/21	<i>Cyber-awareness and Ethics*</i>	<b>HW 9-12 due 11/22 at 11:00pm EST</b>
27	11/26	<b>Exam 3 (35 Minutes)</b>	<b>Bring ID and Pencil!</b>
28	11/28	~~~ No Class – Thanksgiving Break ~~~	
39	12/3	<b>Guest Speaker – William Trevor</b>	
30	12/5	Final class ~ Extra credit quiz	

Note: Topics “Business Analytics”, ”Professional Services Industry Presentation”, ”E-Commerce” and “Cyber Awareness and Ethics” are not part of the exam.

## **Your homework assignments must be submitted on-line, through Pearson MyITLab.**

To register for MyITLab, follow the directions on the MyITLab registration which follow, and the directions for entering your Student ID into MyITLab which follow the registration directions.

**Browser:** When accessing MyITLab, the recommended browser is Chrome. FireFox would be a second choice.

**To register for BITM 215 – Section 2677:**

1. Go to [pearsonmylabandmastering.com](https://pearsonmylabandmastering.com).
2. Under Register, click **Student** then click **OK Register Now**
3. Enter your instructor's **course ID: sprissler54003**, and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
  - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign in**.
  - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
  - Use the access code that came with your textbook or that you purchased separately from the bookstore **or**
  - Buy access (Access Code & eText or just Access Code) using a credit card or PayPal.
  - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click **Go To Your Course** on the Confirmation page. Under MyLab & Mastering New Design on the left, click **BITM 215 Section 3965** to start your work.

**Retaking or continuing a course?**

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

**To sign in later:**

1. Go to [pearsonmylabandmastering.com](https://pearsonmylabandmastering.com).
2. Click **Sign in**.
3. Enter your Pearson account username and password. Click **Sign in**.
4. Under MyLab & Mastering New Design on the left, click **BITM 215 Fall 2019 Section 2677** to start your work.

## Entering your NetID into MyITLab.

Sign into MyITLab and select Course Home.

Select Getting Started.

Then Click Set Time Zone.

The screenshot shows a web browser window displaying the MyITLab interface for a course titled "ITM 215 - Spring 2014 - Section 4736". The interface includes a left-hand navigation menu and a main content area. Three red arrows point to specific elements: one to "Course Home" in the navigation menu, one to "Getting Started" in the main content area, and one to the "Set Time Zone" button in the "Student Getting Started" section. The "Set Time Zone" button is circled in red. Below the "Student Getting Started" section, there is a promotional banner for "MyITLab for Office 2013: Exploring Series" by Pearson Education, featuring a smiling woman and a laptop. The browser's address bar shows the URL "digitalvillum.next.eclege.com/postindexmixed.html?courseId=9425637#/menus/1000051412797/items/42221333". The browser's taskbar at the bottom shows several open applications, including Firefox, Getting Started, and Document1.

**CONTINUE TO THE NEXT PAGE**

You will see a screen that looks like this, but the student profile will allow editing. Your first and last names will already be in their respective boxes. Enter your **NetID** (typically two letters and 6 numbers, ex: JD518439). Then, scroll down and click the SAVE.

**Your NetID is used to sync your homework scores between Pearson and Blackboard. Failure to follow this set of instructions will result in zeros on your homework assignments.**

The screenshot shows a web browser window titled "My Profile - Mozilla Firefox" with the URL "mylabs.px.pearsoned.com/Pegasus/Modules/MyPreference/frmMyAccountSetting.aspx?mode=3&PageView=". The page content includes a "My Profile" header, a red error message "This student profile cannot be edited.", and several form fields: "First name" (Student), "Last name" (Student), "Student ID" (circled in red), "Time zone" (GMT-05:00 Eastern Time (US and Canada)), "Localization" (English (United States)), "Number" (123456.78 / -123456.78), "Time displays as" (8:46:46 AM), and "Date displays as" (2/1/2014). The Windows taskbar at the bottom shows icons for Internet Explorer, File Explorer, Getting Started, My Profile, and Document1.

**University at Albany, School of Business,  
BITM 330 Improving Business Performance with Information Technologies  
Fall 2019  
Call#1002 (LC 24) and Call#6853 (LC 23)**

**This is a three-credit course.**

**Pre-requisites: BITM 215, AMAT 106, and AMAT 108, or equivalent courses**

**Lectures are Tu/Th, but, please follow the syllabus for the weeks when the Lab is scheduled and on those weeks no Thursday class will be offered.**

**Labs are required; please attend ONLY the Lab according to YOUR LAB day and time.**

**Instructors:**

<b>Saggi Nevo</b>	<b>Jakov (Yasha) Crnkovic</b>
Office: BB393	Office: BB391
Office hrs. (until 9/30/2019) 1. Tue. 10:30-11:30 am 2. Thur. 10:30-11:30 am	Office hrs. (from 10/1/2019) 1. Wed, 1:00 - 2:00 pm 2. Thursdays during class times (when lecture is not offered because of the Labs)
<b>Course coordinator: Ethan Sprissler,</b> Office: BB318; <b>E-mal: <a href="mailto:esprissler@albany.edu">esprissler@albany.edu</a></b> Office hrs. T, R 4-6 pm Please come in person. Do not send e-mails unless it is extremely emergency!	

There are **four TAs/GAs** assigned for this courses and they will run Lab sections and conduct their office hrs.

**Texts: 1: Kroenke, Auer: Database Concepts, (printed) and**

**2. Poatsy: Access 2016 (eBook) bundled with access for working on MyIT Lab, for the bundle: ISBN: 9780134776972. Do not purchase anything before the first class since the Pearson rep will come to explain some details and to answer questions!**

**Supplies: Portable memory or USB Drive** (“flash drive”, “thumb drive”) is very useful. It costs less than \$10 per 32 GB and you need only <1 GB for this course, so you will have enough room for all your courses on one drive! We will use mostly Microsoft Access and Excel towards the end of the course. Note: Access files you CANNOT send via e-mail, please have your USB drives in the Lab every time or use S drive. When visiting TA or professor’s office hrs., bring your file on USB (“flash”) drive!

**Software:** We will use Excel and Access 2016 (2013 versions will work fine, too). Please use library if you do not have Access on your machine.

- **YOU MAY DOWNLOAD MS ACCESS FREE OF CHARGE, if you have the Windows OS...**
- Go to your UAlbany email, look for “Office 365”, and look for the link to download Microsoft Access (you may also download other Microsoft products from here).
- Unfortunately, there is not such availability for Macintosh OS at this point.
- All submissions should be in Windows readable formats.

**LAB sessions will follow the lectures and discussions. The focus will be in using Access to solve database management cases.** Please **DO NOT BRING YOUR OWN COMPUTER TO THE LAB:** there is no space where to put it! You will be able to complete **the majority** of your individual projects during the LAB sessions, **but not all!** **Do not expect that TA will show all steps to solve!**

**IT IS NOT ALLOWED TO OPEN AND USE COMPUTER, TABLET OR ANY SUCH A DEVICE INCLUDING CELL PHONES DURING THE LECTURES** (penalty 5 points per occasion). **IT IS NOT ALLOWED TO TAKE**

PICTURES, RECORD/TAPE THE LECTURES USING ANY KIND OF DEVICE (penalty 5 points per occasion)!  
IF YOU DO NOT WANT TO COMPLY WITH THIS REQUEST, PLEASE DROP THE COURSE ON TIME.

## COURSE DESCRIPTION

This course covers database theory, design and applications of databases for the business uses. It covers data modeling and normalization process, database management approaches, database functions and database administration, followed by the design of database systems for business applications. Students will use Access, SQL and programming in VBA (Visual Basic for Applications). Experience with database applications is gained through several individual and group projects. The knowledge gained in classroom students will apply to create database systems working in the instructional computing lab. Course meets twice a week (once a week in a classroom and once a week in a lab). Attendance is required. In addition, professor will have extra office hours (in his office) every Thursday when there is no Lecture that day.

## LEARNING OBJECTIVES:

By the end of the module student should be able to:

- Understand the role and importance of database management within organization
- Discuss and analyze database based information systems in business
- Find end user's role in company IT/IS independently of the role user has in the organization
- To be a comprehensive user of both Microsoft Excel (covered in BITM215) and Microsoft Access
- Get a solid base for development database applications in business and accounting
- Appreciate the role of database designer and managers

**ASSESSMENT.** The accomplishment of course objectives will be assessed in class by:

- Applying the concepts and software for solving business-like problems in individual homework projects
- Developing logical design for VBA projects and database systems
- Building small prototypes for decision making in various business applications
- Creating a working database prototypes in Access using wizards, macros and elements of VBA
- Linking the current business practices with the theory being discussed in classes
- Using the Blackboard and e-mail communications with your peers, and professor to discuss issues and current business and managerial practices in the related areas

## PROJECTS, TESTS AND GRADING:

1. **Two MyLab IT projects** (<=15 points each, total < =30)
2. **Two DB design Projects** (<=15 points each < total <=30). Detailed instructions will be provided on Blackboard.

### Project

### Topic

- |             |  |
|-------------|--|
| 1 Access DB | Creating a database for a simple application (Capstone 1, MYITLab, autograded)   |
| 2 Access DB | Creating a database for a business application (Capstone 2, MYITLab, autograded) |
| 3 VBA-Excel | Business Application Development – Excel (submit in Bb)                          |
| 4 Access Db | Business Application Development - Access (submit in Bb)                         |

3. **Three on-line tests:** up to 100 points each, total <= 300 points.
4. **MYIT Lab assignments.** Up to **105 points** for seven **MyIT Lab** activities (L1 to L7, <=15 for each Lab activity). Activities are assigned on MYITLab and auto-graded by the system. To get the full credit (15 points per activity), you need to score 85% or more for the activity, and if scored less it will be reduced number of points.
5. **MYIT Lab simulations.** Up to **35 points** for seven simulations (<=5 for each simulation). To get the full credit (15 points per activity), you need to score 85% or more for the activity, and if scored less it will be reduced number of points. **You should do this BEFORE the related Labs, so that it can instruct you how to do the Lab. No points for simulations if it is done after the Lab deadline.**

## EXTRA POINTS

Class attendance is your obligation. TA will check it every time for the Lab and instructors will check attendance using mini quizzes. Each successful mini-quiz will earn one extra point, with the total of at least 10 points.

## Negative points

1. Negative points may be applied for disruptive behavior in the classroom or in the Lab (**5 points** per occasion)
2. For **all projects** and all **MyITLab** activities (L1-L7, simulations), there will be a grade penalty. Submit your projects on time! Penalty for being late is 20% per day, and it is automatically deducted in the auto-grader.
3. We encourage students to attend and take advantage of the labs. This is the time we have allocated to assist you more directly with your issues. Please, use this time wisely! Missing Lab session (unless acceptable reason) leads to penalty of **5 points** per occasion.

## FINAL GRADING:

Towards the end of the semester there are **NO extra points**, and **NO extra work** (“I will do anything” and similar “stories”). Also, there is no **re-grading** of any previously submitted and graded material! From max of 500 points (actually student can earn max of 510, but grades are based on 500), 470 points is the minimum number of points for an A. For the other grades, please see the table below. There are extra points making the total higher, and because of that, no calculation for the % matching will occur: please just use the table of points.

### Table for grades:

Grade	Min number of points for the grade (please notice that the intervals are different)
A	<b>470 or above</b>
A-	<b>460</b>
B+	<b>450</b>
B	<b>440</b>
B-	420
C+	400
C	380
C-	360
D+	340
D	320
D-	300

## NOTES:

**1. Not all material and information will be on the Bb, so please attend the classes (this is not an online course.)**

**2.** Written projects will consist of problem solving exercises and a short discussion. Problem descriptions will be distributed in class and on the Blackboard. Please follow the instructions on how to submit your solutions. Projects produced by: using any kind of copying; scanning, cut&paste or similar techniques will not be accepted (any **suspicion** of cheating will lead to zero points for the project.) Please work individually and keep a copy of your work in safe place. You will need to upload the project file (or files) to Blackboard.

**YOU CANNOT SEND MICROSOFT ACCESS (\*.ACCDB) FILE USING UNIVERSITY E-MAIL. ALSO, PLEASE DO NOT SEND ANY OF YOUR SUBMISSIONS AS E-MAIL ATTACHMENTS! IT IS SLOWING THE GRADING PROCESS.**

Instructor and TAs most likely do not have S-drive access in their offices, so, if you need help with Access, please have your file on a flash drive before asking for help!

**3.** Please, do not be late with projects and homework assignments. **It means fewer points.** Please note that this **MUST** be enforced based on the grading scheme.

**4.** Exam and project grades will be posted on the Blackboard or MyITLab site. If a student feels that there is a mistake, the student must **visit the professor in person during office hours or by an appointment (NO E-MAIL CORRESPONDENCE IN THAT MATTER).** **There will be no RE-GRADING or “DISCUSSING” the project or test grade after the next project is due, and it WILL BE STRICTLY REINFORCED.**

**5.** Exam (test) dates will not be changed. There are **NO** make-up tests for whatever the reason may be, except documented medical reasons (please organize your other obligations accordingly, do not plan trips and do not schedule anything on those three test days).

**6.** The basic knowledge of Windows operating system, Internet, Word and **very good level of Excel** programs is assumed. Knowledge of **Access** is not needed (we will start from the beginning).

**7. CHEATING (even attempted) IN ANY FORM WILL NOT BE TOLERATED.** Individual will fail the exam, project or entire course (zero points for the exam or project or even a letter grade E for the entire course) and will be



reported to School officials for further actions. Do not cheat when submitting MyIT Lab assignments: system will “get you” and you will be dismissed from the class with the grade of E **and** reported to the University authorities!  
**8.** If there is a problem connected with this course, please contact your professor as soon as possible using the e-mail, or in person during office hours or before the next class.

### Tentative topic schedule

#	date	Activity	Description	Assignment Due
1	8/27/2019	Lecture	Organization of the course. Introduction (Ch.1)	
2	8/29/2019	Lecture	Introduction to Access. Tables and Relationships in Access (discussing features with readymade database)	
3	9/3/2019	Lecture	Queries (QBE) in Access. Reports and simple Forms	
4	9/5/2019	Lecture	The Relational Database Model (Ch. 2)	
5	9/10/2019	Lecture	Normalization (Ch.2)	
6	No LC 9/12/2019	Lab	Lab: L1, L2	
7	9/17/2019	Lecture	Normalization exercises / Exam 1 preps	
8	No LC 9/19/2019	Lab	Lab: L3, L4	L1, L2
9	9/24/2019	<b>Exam 1 (on line, &lt;= 30 minutes). Student can start it anytime between Noon and 6 pm. Be sure to have reliable Internet connection, once started you need to finish in only one session!</b>		
10	No LC 9/26/2019	Lab	Lab: P1, L5	L3, L4
11	10/1/2019	Lecture	Data Modeling (Ch. 4)	
12	10/3/2019	Lecture	Entity-Relationship Model (Ch. 4)	
13	10/8/2019	Lecture	Database Design (Ch. 5) Controls/Objects in Access	
14	No LC 10/10/2019	Lab	Lab: L6, L7	P1, L5
	10/15/2019	University Fall Break		
15	10/17/2019	Lecture	SQL (Ch.3)	
16	10/22/2019	Lecture	SQL (Ch.3)	
17	No LC 10/24/2019	Lab	Lab P2	L6, L7
18	10/29/2019	Lecture	Exam 2 preps	
19	10/31/2019	<b>Exam 2 (on line, &lt;= 30 minutes). Student can start it anytime between Noon and 6 pm. Be sure to have reliable Internet connection, once started you need to finish in only one session!</b>		
20	11/5/2019	Lecture	Database administration (Ch. 6)	
21	11/7/2019	Lecture	Computer Programming Concepts (VBA text)	
22	11/12/2019	Lecture	Designing business application in Excel	
23	No LC 11/14/2019	Lab	Lab P3	P2
24	11/19/2019	Lecture	Designing business application in Access	
25	No LC 11/21/2019	Lab	Lab: P4	P3
26	11/26/2019	Lecture	Intro to DW, Business Intelligence Systems, and Big Data (Ch. 8)	
27	12/3/2019	Lecture	Exam 3 preps	

28	12/5/2019	<b>Exam 3 (on line, &lt;= 30 minutes). Student can start it anytime between Noon and 6 pm. Be sure to have reliable Internet connection, once started you need to finish in only one session!</b>	P4
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**UNIVERSITY AT ALBANY**  
STATE UNIVERSITY OF NEW YORK

**MGT 481w**  
**Strategic Management**  
**2019-20**  
**3 Credits**

***This is a writing emphasis course!***  
***In order to receive credit as a writing course you***  
***MUST earn at least a C grade.***

**Syllabus**

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**Important: Use Internet Explorer or Microsoft Edge**



# UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

**Coordinator:** Dr. Van Ness, Office: BB 341  
([RVanNess@Albany.edu](mailto:RVanNess@Albany.edu))

**Office Hours:** Open Door Policy or by appointment

**Department Secretary:** Melanie Lawyer-Hoop BB308 Phone: (518) 956-8331

**Professors:**

**Prof: Moore**  
**Prof. Muller**  
**Prof. Downey**  
**Prof. Iyer**  
**Dr. Hughes**  
**Dr. Van Ness**

**Course Website:** [www.albany.edu/faculty/vanness](http://www.albany.edu/faculty/vanness) ← all in lower case

**IMPORTANT!! Use Internet Explorer or Edge for the course website** ←

**Prerequisite:** Senior standing in the School of Business and permission of the Office of Student Services.

## **Bulletin Description:**

“This capstone course develops an overall management viewpoint and integrates various specialized functions such as Marketing, Finance, Accounting, Management Information Systems, and Human Resource Management. Topics include industry analysis, global competitiveness, international management, strategies for adjusting to the social, political, and economic environment, approaches for developing and implementing strategic plans in organizations, managerial values and ethics, and social issues in business.”

## **Course Structure and Objectives:**

**Structure:** This three-credit capstone course is divided into distinct segments. These include a traditional Lecture-Segment and a student Activity-Segment.

**Objectives:**

**(1) Lecture-Segment learning objective:**

To broaden your understanding of strategic management concepts, corporate reporting requirements (including Sarbanes-Oxley), and provide you with the necessary “tools” to effectively research and evaluate corporate performance. The primary focus of this course is less about new concepts and more about refining and solidifying what you have already learned.

**(2) Activity-Segment learning objective:**

- To enhance your research ability
- To sharpen your critical thinking skills as you synthesize, analyze, and evaluate performance data (semester case study)
- To refine your writing abilities
- To provide an opportunity for developing your teamwork and interpersonal skills
- To develop professional presentation skills
- *“Each student can demonstrate the ability to apply analytic skills to the solution of business problems.”*

**Ethics:**

Ethics and ethical reasoning will be integrated throughout the course. Since a primary focus of this course is business ethics and ethical behavior it seems only appropriate that we discuss class behavior in an ethical context. Quite simply, you should author your own work, give credit when quoting the work of others, and **NEVER** copy anything that is copyright protected without appropriate approval. Of course you understand that test taking means **NEVER** seeking unauthorized assistance. If there is ever a situation in which you find yourself unsure of the correct course of action, please **ASK** your professor for guidance.

**Reflection of Diversity:**

Many classes will begin with a discussion of current events. You are encouraged to participate by expressing your opinion of the issues. Our classes are multi-racial and multi-cultural thus you will find this to be a perfect opportunity to observe reactions to current events from different perspectives. This course will be rich with new ideas and each session will be a unique learning experience as well as a model for human respect.

**Attendance:**

Class attendance is important. Participation and verbal contribution are crucial to demonstrating your learning in this course. Obviously, if you are not in class you cannot participate. If you miss 2 classes or the equivalent by arriving late or leaving early *without attending a makeup class*, you will be **required** to take a comprehensive final exam to demonstrate sufficient learning. [More on this policy later in this syllabus]

## **Required COURSE Materials:**

### **1) Textbook: Management Strategy & Performance [ebook]**

**"You will need a code to register for the textbook, you can find that HERE:**

**<https://www.albany.edu/faculty/vanness/481NEW/courseindex.pdf>**

*The book is available **only** at: <https://www.campus-hq.com> as an online text along with several analysis templates including the corporate analysis template called "The Performance Scorecard" explained in #2 below.*

### **2) Analysis software: "The Performance Scorecard" [PSC]**

- The PSC is a copyright protected software package that enables you to analyze publicly-traded corporations. This software is intended for educational purposes and is a single user license. If you have any questions about the license restrictions please ask your Professor. Please read the following carefully.

**Software Terms:** Your access to copyright protected course materials is granted as a limited time, "single-user" for **educational purposes only** license. The software will imbed your full name and unique security code so that no one else will be able to acquire your work and submit it as his or her own. This embedded code will serve not only to protect your work but also to indicate your licensing rights to access and utilize the software. The course PSC software may be copied by you for YOUR OWN USE but MUST NOT BE SHARED. Each person who uses the PSC software must submit his or her semester project with their unique security/authorization code. **The alpha-numeric code may be found** on the top right of the "Target Income-Ratios" tab of the software. **Projects that have used the analysis software can only be accepted if they include your unique security code received during the purchase process of your course materials.**

### **3) Course website: [www.albany.edu/faculty/vanness](http://www.albany.edu/faculty/vanness)**

### **4) Other assigned journals and publications: TBA**

**Grading, Graded Activities, & Guide**

# Grading:

**Grade: Total points you earn divided by 11750**

A	96-100%	C+	77-79%
A-	91-95%	C	73-76%
B+	87-90%	C-	70-72%
B	83-86%	D	61-69%
B-	80-82%	E	Below 61%

## **Caution – ADVANCED NOTICE**

Deadlines on assignments are important in the business world and they are important in this course. Missed deadlines are costly in business thus they will be costly in this course – **grades will be reduced by 10% for each day that an assignment is late**. This will be STRICTLY ENFORCED and it applies to everyone so PLEASE meet the due dates of your assignments. If you have questions about this class rule, please ask your professor to explain it again.

## **ATTENDANCE POLICY AS IT RELATES TO GRADING**

**PLEASE Read this carefully!**



### **ATTENDANCE AT WORK IS A REQUIREMENT AND IT IS A REQUIREMENT IN THIS COURSE**

It is understood that there will be emergencies, conditions, or athletic events that may preclude your participation in a class, but each class missed translates into a gap in your knowledge. The more classes missed for whatever the reason, the larger the gap. If you must miss a class, it will be assumed that you had a good reason, **thus doctor's notes or notes from the athletic department are unnecessary. You are trusted! However, if you miss more than 2 classes, and have not participated in a makeup class, you must take a comprehensive exam to demonstrate that you have learned a minimum level of concepts.** This is not meant to offend someone who has missed classes; it is rather to ensure academic integrity and equality.

- **ALL ABSENCES ARE CONSIDERED NECESSARY SO NO DOCTOR'S NOTES OR OTHER LETTERS, PLEASE.**

#### **To reiterate:**

To ensure academic integrity and equality the following policy is enforced: If you miss more than **TWO CLASSES** for **ANY REASON** and have not participated in a makeup class **YOU MUST** TAKE A COMPREHENSIVE EXAM TO DEMONSTRATE THAT YOU HAVE LEARNED A MINIMUM LEVEL OF CONCEPTS.

**If you are required to take the final exam and do not do so, you will not have completed the requirements for the course. A zero [0] will be averaged into your exam grades and you may be given an I (incomplete) grade for the course.**



## Opportunity to make up missed classes:

There will be a variety of opportunities to make up missed classes so the probability of being required to take the final exam can be reduced. Ask your Professor for details.

**If you do not understand any aspect of the attendance policy, please ask your professor to explain it further.**

## Primary criteria for demonstrating learning:

In order to earn a passing grade, **you must** satisfactorily **complete ALL projects and assignments** including the class presentation. You may not omit any assignment including the presentation.

	Points	Activity
1.	4500	<sup>1</sup> Semester Project (Case Study – Corporate Research)
2.	4500	<sup>2</sup> Exams: <b>Two</b> Intra-semester Exams <b>plus</b> a <b>Final Exam</b>
3.	900	<sup>3</sup> Strategy/Investment Exercise (Team Credit)
4.	1500	<sup>4</sup> Super Bowl Debate (Team Credit)
5.	100	<sup>5</sup> Evaluation by your team members [Peer Evaluations]
6.	250	<sup>6</sup> Two Strategy Essays
	<b>11750</b>	

Meaningful class participation is expected of everyone; HOWEVER, students who contribute to the class discussion above and beyond the minimum threshold will be awarded bonus credit.

**Any student who does not participate in any team exercise or the Super Bowl Debate will receive "0" for that particular exercise. And, if you are an officer you will also receive "0" for the officer's role.**

### PLEASE NOTE:

Assignments **WILL NOT be accepted electronically.**

**NO email attachments PLEASE!**

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<sup>1</sup> Semester Project: See pages 13 and 16 through 23.

<sup>2</sup> You must take the two intra-semester exams, but you may be exempt from the final. If you are eligible for exemption from the final exam the score on your first two exams will be converted to the equivalent of three exams by dividing the scores you earned by .6666. If you have questions, please ask your professor.

<sup>3</sup> Investment Exercise: Complete details on Pages 10 and 24-28

<sup>4</sup> Debate" Complete details on Pages 10-12 and 29

<sup>5</sup> Peer Evaluation: How well your team thinks you performed. (Did you make a meaningful contribution to the team?)

<sup>6</sup> Essays that do not meet written specifications will be returned to students. Students will be given seven days to rewrite and resubmit for a grade change during the fall and spring semesters. During the summer students will be given two days because of the compressed semester. Each essay should be as long as you believe is necessary to do a good job. Essay # 1 should identify and discuss 10 key financial ratios. Explain the ratio, how is it used, what is its value, how is it computed, etc. Ask your professor if you have questions about this essay. Essay # 2 should identify and discuss interesting corporate decisions and behaviors for your target and benchmark companies. **BE SURE TO PUT A "CREATIVE" AND PROFESSIONAL LOOKING COVER PAGE ON YOUR ESSAYS.** See page 15

# 1. Graded Activities: Teams

## **I) Teams:**

The class will be divided into six (6) teams.

Your team will be expected to elect a President, Vice President, and Secretary.

These OFFICER positions have VERY IMPORTANT responsibilities.

Each officer will be rewarded with extra credit if he or she performs to the expectations of his or her team and to the expectations of the professor.

Job descriptions for each officer are provided below.

### **What is the purpose of the Team?**

Four important objectives of the TEAM:

- (1) To provide you with intellectual, technical, and creative assistance as you work on your semester project and other "graded" class assignments
- (2) To provide you with another opportunity to practice your abilities of persuasion and your verbal and written communication skills.
- (3) To assist you in refining your critical thinking skills by questioning and challenging you to explain your thinking and reasoning.
- (4) To provide you with the opportunity to make a significant contribution to the class debates and earn a grade commensurate with the team's success.

### **What does the Team do?**

Your Team will be expected to meet at least once weekly, and it is the responsibility of the President to organize the meetings. The secretary will document the meetings including the names of those in attendance and those absent. The first term secretary will submit this report to the Professor at the halfway point in the semester and this will be the basis of assigning the bonus credit to the Secretary, the Vice President, and the President. A similar report will be due from the second term secretary at the end of the semester.

### **Teams will:**

Teams will be assigned specific activities. These will include but are not limited to:

- (1) The group culture exercise
- (2) Preparation for the Merger Exercises
- (3) Preparation for classroom exercises
- (4) Preparation for the exams as a study group
- (5) Assisting each other with individual semester project problems
- (6) EVALUATE the contribution of each other member of their team (see pp. 30-31)

### **Teams are expected:**

Team members are expected to attend the meetings agreed upon by the majority.

- ✓ If you are consistently unable to attend meetings, please notify the Professor immediately.
- ✓ You will be assigned to another team. Do not wait because if you routinely miss team meetings it will affect your course grade.
- ✓ Your team is extremely important to you. If you have any difficulty with the team you are on, please see your professor immediately so that you can be reassigned.

### **Team Officers:**

Each Team will elect three officers. These will include a President, Vice President, and a Secretary. The term served by each officer will equal approximately ½ the course semester. If an officer serves for more than one term in the same position, she or he will be eligible for double credit. If an officer serves in one position for one term and then serves in another position for another term, he or she will be eligible for credit as assigned to each position. For example if the President completes the term she or he will be eligible for 200 points and then if he or she serves as Vice President, he or she will be eligible for an additional 150 points. Again, the semester will be divided into two terms and officers will serve accordingly.

**The President** will be responsible for organizing and supervising the meetings. The President will also be one of the “debaters” for the class debates. The President will also be responsible for counting and organizing the votes at the class exercises.

#### **Pres.: Extra Credit: 200 Points**

**The Vice President** will function as the President if the president is absent and/or function as the Secretary if the Secretary is absent. The Vice President will be responsible for assisting the president in organizing the meetings and the VP will be part of the class exercises.

#### **VP: Extra Credit: 150 Points**

**The Secretary** will record the discussions of the Team meetings and take attendance (recording who was in attendance and who was absent). The secretary should specifically name each individual making a contribution to the meeting and state the nature and context of that contribution. Significant contributions by individuals can lead to additional bonus credit for that student. If you are unsure of how to document your report please refer to the guide on the course website. The 1<sup>st</sup> term secretary’s report will be submitted at the halfway point of the semester and the 2<sup>nd</sup> term secretary’s report will be due at the end of the semester. The Secretary is also expected to participate alongside of the President and Vice President in the class exercises.

#### **Sec.: Extra Credit: 250 Points**

# 2. Graded Activities: Class Exercises

## The Class Exercises:

### Overall Structure:

Teams will participate in two major class exercises: Investment Exercise and a Super Bowl Debate. ALL TEAM MEMBERS MUST PARTICIPATE

The class will be divided into six discrete teams and numbered 1 through 6.

## Exercise # 1: "Strategy/Investment Exercise"



## Exercise # 2: "Super Bowl Debate"



### **Everyone is expected to participate in the exercises:**

Each team elects three officers (President, Vice President, and Secretary) for one half of the semester. Elections are held again for the second half of the semester. Officers who are serving in the first half of the semester can be reelected for the second half if the Team chooses to do so. Although every team member is expected to participate in each exercise, any officer who is absent will lose their extra credit for their role as an officer. **Officers MUST participate to earn their credit for serving as a team officer.** Officers will take the lead, but everyone should feel free to express an opinion.

### **The Class Votes AND the Professor Votes:**

All students in the class EXCEPT THOSE WHO ARE MEMBERS OF EITHER OF THE EXERCISE TEAMS will vote on a grade to be assigned to each participating team. Votes will be tallied by team and averages computed. The Professor will collect all the ballots and randomly audit the tabulations by the team Presidents.

**Balloting will be confidential and by paper vote. Ballots will be tallied and averaged by each team's President or other officer.**

**The Exercises are an important, graded class exercise.**

### **Strategy/Investment Exercise:**

**A perfect score is 900 points this exercise. Both the class & the Professor will vote**

### **Super Bowl Debate:**

**A perfect score is 1500 points. The class will vote & the Professor will vote**

**Any student who does not participate in the investment exercise or the Super Bowl Debate will receive**

**"0" for that particular exercise. And, if you are an officer you will also receive "0" for the officer's role.**

### **Voting:**

**Voting is confidential and should be taken very seriously.**

**Voters should consider:** Did the teams stay **TOPIC** focused as described below? Did the team appear to have done adequate research? Did the team appear prepared in other ways for the exercise? Was the team convincing? Did the team **AVOID READING SCRIPTS**? Was the team interesting or boring? Was the team creative?

### **Strategy/Investment Activity: Rules and Timing:**

**See Page 24 of this syllabus**

### **Super Bowl Debate**

**See Page 27 of this Syllabus**

# Exercise Points

Achievement numbers as shown in Table 1 will be assigned to each activity.

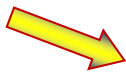
<i>Achievement # for the SUPER BOWL DEBATE activity</i>	
Achievement will be assessed on a scale of 1 to 10	<b>Table 1</b>
1 – 5 = Completely unacceptable	
6= Contributions were poorly considered or sloppily expressed	
7 =Contributions were adequate (met the low end of minimum expectations)	
8= Contributions met the high end of expectations. They were carefully considered and clearly focused.	
9= Contributions significantly exceeded expectations. They were carefully considered, clearly focused, and thought provoking. Excellent!	
10 =Contributions were shockingly profound and insightful. They reflected surprisingly creative (out of the box) thinking – (Fantastic!!!)	

Each team member will vote and then hand their ballot to the team president. The president will add the total value for all votes and then divide by the number of voting members. **Student voting counts for half the total grade the team will earn. The other half will be from the professor's vote.**

For example: if the ballots were scored by individual voters as 7, 8, 9, 10, 8, 7. The total would be  $7+8+9+10+8+7=49$ . 49 would then be divided by 6 voters for an average score of 8.1667.  $49/6 = 8.1667$ .

8.1667 then would be converted to the score of 613 points on the 750 points available.

Class vote:.....  $750 \times .81667 = 613$   
Professor vote:  $750 \times ? = ?$   
Total:..... $1500$ ..... $613 + ?$



**If you have any questions about the grading format, please ask the Professor.**

# 3. Graded Activities:

## **Project Demonstrating Excellence (Semester Case Study):**

The Case Study **Research** is a semester-long project; hence it is referred to as your semester project. **It IS NOT a "Paper"!**

Please do not forget your Case Study is a **semester long project**. **You should begin immediately!** Details will be provided during the first class. You will select a publicly traded corporation (*referred to as your "target company"*) and become an EXPERT on this company. You will assemble a database of financial and non-financial information *from and about* your target company. You will study its industry and identify the unique factors in this industry that may influence your target company's performance. You will also create a database of information related to a "benchmark company." A benchmark company is a strong and successful competitor of your target company. **COMPANIES MUST NOT HAVE A DEFICIT IN TOTAL EQUITY OR IN RETAINED EARNINGS!**

Once all the data are collected you will examine your target company's performance in the context of its industry. You will also compare the target company's performance to its performance of the preceding year and to the performance of the benchmark you have chosen. The comparison will involve a very specific method detailed in your textbook and explained in class.

**After you have completed your research and evaluated your target company (use the Performance Scorecard analysis software to organize your data), you will write a 50-page (or more) PROFESSIONAL SUMMARY of your research and your conclusions about the firm's performance. The page count DOES NOT include the Cover Page, Table of Context, Citations, or the Appendices.**

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# 4. Graded Activities:

## **Exams:**

There will be three exams, two within the semester, and one final exam. You may qualify for an exemption from the final exam. Your professor will provide additional details. If you miss one of the semester exams you will simply make it up during the final exam period. **(All make up exams will be given during the final exam period.)**

## **Missed Exams:**

If you miss an exam you may take a makeup exam during the final exam period. Since anyone taking a makeup exam will have the benefit of extra study time, some questions might transcend specific points in the semester. If you do not understand this or anything else, ASK YOUR PROFESSOR. The Final Exam is divided into two parts. Part one will be "primarily" equivalent to exam one, so if you miss exam one, you will simply take Part one of the final. (Of course, it will not be exactly the same exam and may contain some questions from test two). If you miss exam two during the regular semester, you will simply take part two of the final which will be "primarily" equivalent to exam two. If you are required to take the entire final exam, you will take parts one and two plus a multi-part essay.

**Missed exams will be graded as Zero and will adversely affect your course grade so please try to avoid missing an exam and if you do, be sure to take the appropriate part of the final exam.**

### **Final Exam:**

If you meet specific criteria, the Final Exam will be optional. **No exam grades are dropped** so if you take the final exam, it will be averaged into your test scores. This means that the final exam can lower or raise your class average. Ask your Professor for more details.

**The Final Exam WILL NOT replace a test already taken.**

### **To qualify for a Final Exam exemption:**

(1) You must have perfect attendance and a passing grade; and (2) not arrived late or left early (which is distracting to the class and harmful to your learning); (3) If you have missed **LESS** than three classes, your professor can decide on a case-by-case basis of whether you must take a comprehensive final exam to ensure academic integrity. However, missing three or more classes automatically mandates taking a full comprehensive final exam to validate your understanding of the course material. **Again: if you miss three classes for any reason and have not made up those misses, you must take the entire final exam.** This is not a punishment; it is an effort to guarantee academic integrity and equality. It is meant to help everyone.

**If you are exempt from the final exam the sum of your grades on the first two tests will be increased. The total will be divided by .6666. If you do not understand this, please ask your Professor.**

### **NO! RETESTS:**

Once an exam has been taken the grade becomes FINAL. **NO RETESTS** So, please study and if you are not ready for the exam – don't take it. You can take an equivalent exam during the final exam period. This is entirely your decision and it will not be counted against you in any way, shape, or form. THE FINAL EXAM CANNOT REPLACE AN EXAM ALREADY TAKEN.

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## **5. Graded Activities:**

### **Extra Credit**

Extra credit is available in several forms such as:

- Serving as an officer
- Contributing to class discussions and activities in a meaningful way above and beyond the minimum threshold
- Perfect attendance
- Serving as a Timekeeper at the debates
- Other assignments by the Professor



# 6. Graded Activities:

## Two Strategy Essays – (Length: As long as necessary)

Essay # 1 should identify and explain 10 key financial ratios. How is the ratio computed, how is it used, what is its value, etc. Ask your professor if you have questions about this essay. Essay # 2 should explain what you have learned while completing your PSC for your target and benchmark companies. Essays will be graded on a Pass/Fail basis. Failing essays will be returned and students are strongly advised to speak with the professor about modifications. These can be resubmitted within 7 days for full credit consideration. Essays that have not been resubmitted within this time frame will not be accepted. They will be graded as "0." All passing essays will be awarded 125 points.

## W r i t i n g

### **Professional Summary (PS)**

#### **OVERVIEW:**

Your professional summary will be graded in three primary categories:

#### **(A) Technical**

– is it constructed exactly as requested?

#### **(B) Aesthetic**

– is it professional in appearance and devoid of distractions and blemishes? It should not have ink smudges, it should not have a heading on one page with the related content on another, it should have a perfectly aligned table of contents, and it should be, in every sense, an extremely professional “appearing” document.

#### **(C) Content**

– does the content address all the relevant areas of the project as outlined in the text? Does it demonstrate the ability to think critically?

## **WRITING GUIDE FOR YOUR SEMESTER PROJECT**

Consider your Professional Summary to be an important business report. You need to be accurate and you need to be clear, complete, and concise. While you should not ramble on and on or overload the reader with countless facts and figures, you do need to integrate a sufficient number of these to add credibility to your statements. Consult your Performance Scorecard textbook for additional details.

How long should my PS be? Let the three Cs be your guide (Clear, Complete, and Concise). However, as a general rule approximately 50 pages are considered appropriate. More than 50 pages is okay.

What should be included in my PS? The PS will be divided into three broad categories (Introduction, Central Content, and Summary) and these will contain several important segments.

Each category and segment should be clearly labeled. Do not forget to devote an appropriate amount of time and attention to THE INTRODUCTION, THE CENTRAL CONTENT, and THE SUMMARY. Each of these generic segments is crucial to a logical and professional summary of your discoveries and conclusions.

### **Introduction:**

This is a very important part of your report and it should stimulate interest and “hook” the reader. In other words, make the reader want to continue.

- Include a brief history of the company
- State the names and positions of top corporate officers
- Identify the members of the board of directors and include:
  - Their ages
  - Their field of experience
  - Are they inside directors or outside directors?
  - Board member tenure and Other relevant data
  - DO NOT cut and paste data from company site and limit your board discussion in the introduction to two pages. You may place other board data in an appendix.
- Indicate why you selected this particular company on which to become an expert.
- How did you select the benchmark?
- Provide some environmental context data (see details about the general and competitive environments in your Management textbook for guidance)
- Explain major trends and events in the target’s primary industry or industries.
- Give any general information that you believe will stimulate the interest of the reader of your report for example:
  - For example: if the General Electric Company is chosen, the PS would include introductory information such as: NYSE: GE – Headquarters: 3135 Easton Tpke., Fairfield, Conn. – Company founded: 1892 – Activities: One of the largest and most diversified industrial corporations worldwide, GE manufactures products and offers services from appliances to locomotives and financial services. Stock performance: (State what the stock has done over the last five years.)
- Give any general information that will be particularly interesting, informative, and/or decision useful to the reader.
- Does the introduction appear long enough?
- Does it provide an adequate outline how the data were collected?
- Is there an adequate outline of the order in which the material and analysis will be presented in the document?
- Does the introduction effectively capture interest and attention? Why were these two particular companies selected for study?

## **Central Content:**

This is the heart of your report. It should be objective and interpretative. In other words, you will report what you have observed and then you will interpret what you believe it means for future operations.

The body should be divided into CLEARLY marked sections. The sections should include both a **quantitative (financial) analysis** and a **qualitative analysis**.

The primary focus will be the reporting of your findings. What performance characteristics did you notice and what do you believe will be the long-term implications of those performance characteristics? For example, if you are addressing issues of a financial nature, one of the many issues you might identify could be a significant trend in profitability as compared to the benchmark. If profitability is increasing faster than that of the benchmark it might encourage expansion or diversification (***be sure to address ALL elements in the financial four as explained in your text.***) If you are addressing issues of a qualitative nature, you might comment on how the company treats its employees or what type of corporate culture exists and make a suggestion of how this might affect the company's performance in the future. Be sure to address all the items categorized in Organizational Citizenship and Strategic Planning in your text.

**Do not be wishy-washy.** With respect to the performance of your target company, you should express specific opinions and clear conclusions about what you believe is working well and about what needs to be improved. Be very precise about how you feel and why you feel that way. While you will be talking about two companies (the target and the benchmark), please remember that the primary focus (interest) of this professional summary is the target company NOT about the benchmark company. Specifically, address how well your target company is doing when compared to the prior year, **and** address how well your target is doing when compared to the benchmark.

### **Use subheadings. (Clearly label paragraphs)**

➤ **QUANTITATIVE (Financial)** – There are four major elements and each should be carefully and completely addressed. Each of these should have a subheading as shown in your Management textbook.

**(1) Profit, Equity, and Share Value management**

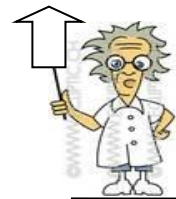
**(2) Debt management**

**(3) Cash management**

**(4) Asset Management**

➤ **QUALITATIVE ANALYSIS** – There are two (2) segments to the qualitative analysis and these include: (1) Organizational Citizenship (Corporate Social Responsibility) and (2) Strategic Positioning.

**(1) Organizational Citizenship** This segment summarizes your sense of how well the management is interacting with employees, suppliers, competitors, the general community, and the government. It contains eleven major elements and you should consider each of these carefully. If you are unable to find data in a particular area, discuss this with your professor. The Prof may suggest you rate the category "3" (which really means I do not know) but each 3 rating can reduce the value of your work. Choose your "3" usage VERY CAREFULLY. **LOOK!** Be sure to discuss this with your Professor!!! If the Prof approves, you are fine.



**(2) Strategic Positioning** contains five major elements and each of these should be addressed. Comment on the each of the following:

1. Vision and Mission
2. Competitive Advantage
3. Environment: External
4. Innovation
5. Plans and Progress

## **Summary:**

Connect all of the parts of your professional summary by providing a cursory summary of your introduction and a cursory summary of your central content section. Then express a series of opinions and an overall conclusion about the target company's performance. Cite specific details (events, facts, and/or figures) to justify each of your opinions. It is important to include facts and figures in the summary to justify statements and conclusions. In other words, what conclusions have been drawn about the company's performance and why? It is essential to avoid expressing a series of unsupported opinions or making unsubstantiated statements. The report should be objective and professional with the appropriate embedding of statistics to instill confidence in the reader of your report.

**Balance is important** – your summary should be approximately as long as your introduction. Conclude with conviction and finality. Remember you are **SELLING** your point of view because you believe in the accuracy and importance of your report.

Again, do not hesitate to include details (events, facts, and/or figures) in your summary. What have you concluded and why have you drawn that conclusion? Your summary should close with a statement of your overall conclusion about the quality of management performance.

Please remember that no company will perform well in all categories. There will undoubtedly be multiple areas where the target has performed well and others where it has performed poorly. Once all the data are processed and placed in perspective it is easier (not easy) to judge the target company as a whole.



**Be sure to read checklist below. Pay close attention to the Works Cited section.**

# C h e c k l i s t

## ***Checklist for your Professional Summary:***

Use **ONLY** companies listed on stock **exchanges in** the **United States**. (Only your professor can grant exceptions)

Companies (both target and benchmark) **MUST NOT HAVE A DEFICIT**.

Length: It should be at least 50 pages long and this **DOES NOT** count the appendix.

The appendix should include **ALL worksheets and bar charts from your PSC analysis template**. Be sure that you **DO NOT HAVE** any unallocated assets, liabilities, or expenses. **You MUST** include the number of outstanding common shares on the appropriate line on the balance sheet. **In addition** to printing ALL the worksheets from your PSC, ***you are required to add to the appendix of your report – data directly from the company's website or an SEC site***. **You MUST** include the balance sheet, income statement, and statement of cash flows **from** your target company. You must also include data about the Board of Directors.

Page number your report (Professional Summary).

Include a table of contents with the appropriate page numbers.

Do not number your cover or first page.

The report (professional summary) should have a spiral binding, preferably metal or sturdy plastic.

It should have a clear plastic cover on **BOTH** the front and back of the report.

It should have **TWO (2)** covers: one visible through the clear plastic protective sheet and a second behind that and on top of the table of contents. The first and second covers should not be identical.

Make sure that your table of contents is not wavy.

Be sure to include your security code.

- This is essential to your grade.
- There is one and only one security code per student.
- Reports with no security code will not be accepted and those with duplicates will be investigated for copyright violations and plagiarism. Please be careful.
- **Your security/authorization code is embedded in the upper right of the target Income-Ratio tab of the software.**



**If you have difficulty in locating the code, please ask your Professor for help.**

Be sure to include a "Works Cited" page.

### **Works Cited Page**

Every semester project is expected to have a formal Works Cited Page with **AT LEAST 10** completely different sources.

### **Read on....**

**No specific style guide is required EXCEPT** you are expected to ***be consistent***. In other words, if you start out using an APA method, stay with it and do not change to some other method. If you start with the MLA or the RVN methods, stay consistent.

**Completely different examples of citing works are below, and you may use these if you wish.**

**Example of citing method:**

- Adler, M., (1985), "Ten Philosophical Mistakes," New York: Collier Books.
- Augier, M. and March, J., "The Pursuit of Relevance in Management Education," *California Management Review* 49(3), 2007: 129-146.
- Bradley, B., "1950 - 1959", *American Cultural History*, Lone Star College-Kingwood Library, 1998.
- Bridgman, T., "Reconstituting Relevance," *Managerial Learning*, 38 (4), 2007: 425-439.
- Brotheridge, C. and Long, S., "The 'real-world' challenges of managers: Implications for Management Education," *Journal of Management Development*, 26(9), 2007: 832-842.
- Brown, R., Zeigler-Hill, V., "Narcissism and the Non-Equivalence of Self-Esteem Measures: A Matter of Dominance?", *Journal of Research in Personality*, 38, 2004: 585-592.
- Byron, C. and McInnis-Bowers, C., "Blending Liberal Arts & Business Education," *Liberal Education*, 90 (1), 2004: 56-63.
- Campbell, W. Bonacci, A., and Shelton, J., "Psychological Entitlement: Interpersonal Consequences and Validation of a Self-Report Measure," *Journal of Personality Assessment*, 83, 2004: 29-45.
- Chester, E., (2011) "Employing Generation Why?", Lakewood: ChesPress
- D'Amato, A. and Herzfeldt, R. "Learning Orientation, Organizational Commitment and Talent Retention Across Generations," *Journal of Managerial Psychology*, 23, 2008: 929-953.
- Daniel, C., "How Two National Reports Ruined Business Schools," *Chronicle of Higher Education*, 56 (12), 2009: 88-89.
- Davis, J., "Did growing up in the 1960s leave a permanent mark on attitudes and values? Evidence from the general social survey.", *Public Opinion Quarterly*, 68(2), 2004: 161 - 183.
- Duke, C. and Reese, R., "A case study in curriculum evaluation using strategic and tactical assessments," *Journal of Education for Business*, 70(6), 1995: 344-347.
- Elliott, S., "Selling New Wine in Millennia Bottles", *The New York Times*: October 10, 2010: 1-2
- Engwall, L., "The Anatomy of Management Education," *Scandinavian Journal of Management*, 23, 2007: 4-35.

**Another Example of citing method:**

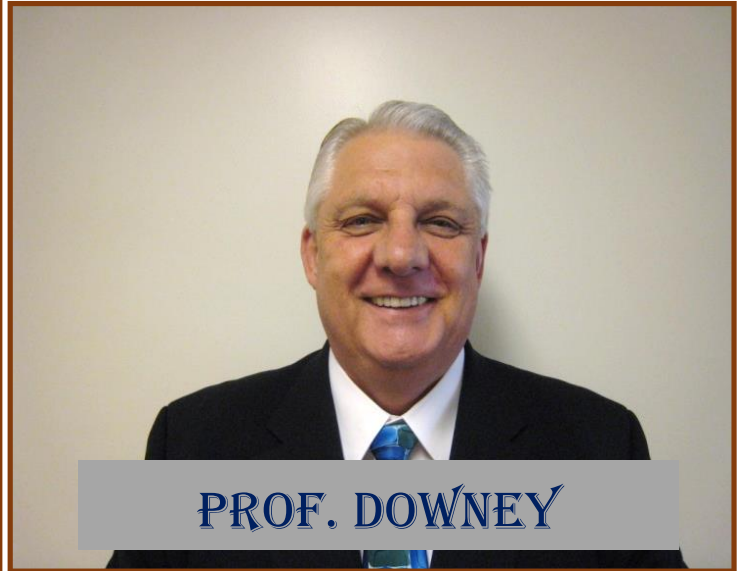
- Anakwe, U. P., Igbaria, M. and Anandarajan, M. (2000). Management practices across cultures: Role of support in technology usage. *Journal of International Business Studies*, 31, 653-666.
- Bhagat, R. S., & McQuaid, S. J. (1982). Role of subjective culture in organizations: A review and directions for future research. *Journal of Applied Psychology*, 67, 653-685.
- Black, J. S., & Mendenhall, M. (1989). A practical but theory-based framework for selecting cross-cultural training methods, *Human Resource Management*, 28(4), 511-539.
- Fernandez, E. R., Carlson, D. S., Stepina, L. P., & Nicholson, J. P. (1997). Hofstede's country classification 25 years later. *The Journal of Social Psychology*, 137, 43-54.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related value*. Beverly Hills, CA: Sage.
- Hofstede, G. (1991). *Culture and organizations: Software of the mind*. Berkshire, England: McGraw-Hill.
- Hofstede, G. (1996). *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival*. New York: McGraw Hill.
- Korman, A. (1985). Review of culture's consequences: International differences in work-related values. *Journal of Organizational Behavior*, 6, 243-244.

We are ***your team*** of Professors.  
We are here to assist you.  
You can go to any one of us.  
We all work together to assist every student in  
Strategic Management.

Any student may ask any of these professors for help.



PROF. IYER



PROF. DOWNEY



PROF. MOORE



PROF. MULLER



PROF. HUGHES



PROF. VAN NESS



The cover page should be in color.

Notice binding

Include the ticker symbol

There is only one security code assigned to each student.

It is crucial to your grade.

All this identifying data must be

Your name:  
Course section #  
Pin:  
Security code:



Online software "Security Code" will be assigned by THE PUBLISHER

PSC

Performance Scorecard analysis template must be accessed from the PUBLISHER

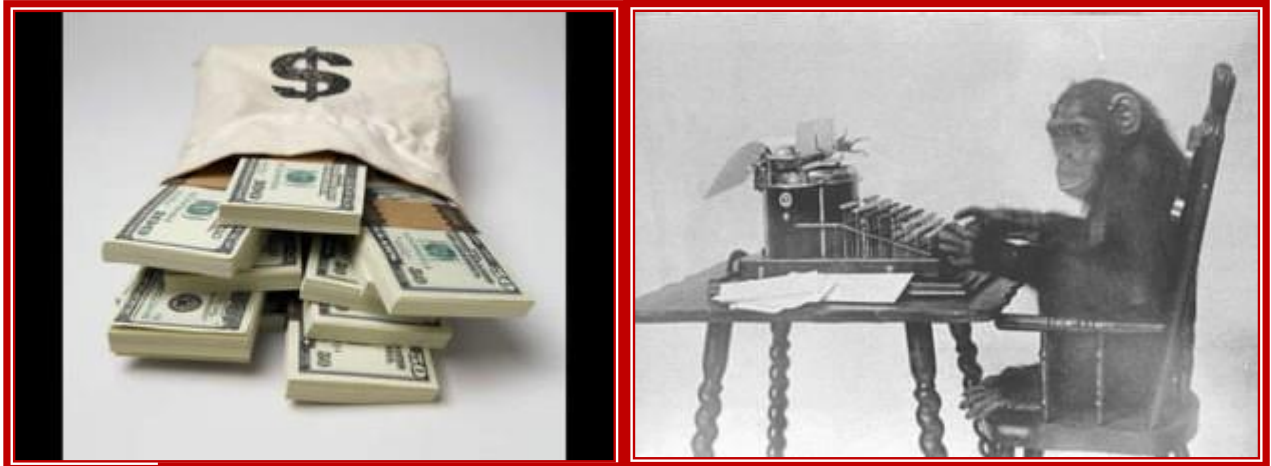
# ***Strategy/Investing Exercise***

## **INVESTMENT EXERCISE**

**15-minute Power Point Presentation**

**10-minute Q & A period**

**It is a Graded Exercise (Both students and the Professor will grade the exercise)**



## STRATEGY/INVESTMENT EXERCISE

*(27 minutes)*

**15-minute Power Point Presentation**

**10-minute Q & A period**

**2-minute grading period**

This objective of this exercise is to focus your attention on the correlation between management strategies and corporate performance. You should:

- (1) **Examine the background of the top management team,**
- (2) **Identify the key corporate strategies, and**
- (3) **Assess past performance and future potential.**

It is a Graded Exercise (Both students and the Professor will grade the exercise)

### **1) Each team will make a 15-minute Power Point presentation to the class**

- a. Each Team will be provided with an imaginary one million dollar investment fund (\$1,000,000).
- b. The Team will be expected to select a company in which to invest the money.
- c. The Team will make a 15-minute Power Point presentation to the class using at least **6 of the financial matrices** which appear in their Performance Scorecard AND at least **6 qualitative considerations** as shown in the Textbook and on the Performance Scorecard.
- d. *Financial considerations could include such items as:*
  - Beta
  - Price/Earnings Ratio
  - Return on Equity
  - Return on Assets
  - Dividend Yield
  - Share Price growth
  - Current Cash Coverage Ratio

e. *Qualitative considerations could include such items as:*

- Relationship with employees
- Customer loyalty
- Sensitivity to Environmental concerns
- Stockholder relations
- The firm's Vision for the future
- The firm's level of competitive advantage

During the 15-minute presentation, the Team **MUST** explain **why they believe the ratios** they've selected are important to their investment.

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2) After the presentation, the Team will answer class questions for 10 minutes

3) Each non-presenting team president **MUST be prepared to ask 3 relevant questions** or each member of this voting team will have their own presentation grades reduced by 60 Points!!

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**VOTING:** The class will be given 2-minutes to vote.  
All votes are to be strictly confidential.

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Each presenting team will keep a daily record of the stock performance of their selected company and keep a daily log of how much their \$1,000,000 original investment is currently worth. *All initial transaction costs should be ignored since the one million dollar original investment should be considered a net investment.*

4) Immediately prior to their Super Bowl Debate, teams scheduled for that day will report to the class on what their original \$1,000,000 is currently worth. **This report will BE GRADED BY THE PROFESSOR.**



*This exercise is exhausting*

# The Great Debate

## Rules and Timing:

- (1) Each Team will be allotted 5 minutes to introduce their company with no interruptions from the other Team.
- (2) Each Team will have 5 minutes to compare and contrast their company to the other. Emphasize why the strategy of your company is superior to the strategy of the other company. **FACTS TO SUPPORT EACH STATEMENT** should be provided. There are no interruptions during this period.
- (3) Each team will be allotted 3 minutes to rebut arguments, criticize the rival company, and/or promote the strategy and performance of their firm. There are to be no interruptions.
- (4) Debate teams will be given 2 minutes for private team discussion before the final 2-minute debate.
- (4) Both teams will have 2 minutes to DEBATE vigorously for their team and/or against the other. Interruptions are fine at this point, but blunt weapons are discouraged. **NO LOUD VOICES – PLEASE!**

Volunteer timekeepers will earn 25 bonus points.

### **CENTRAL FOCUS OF DEBATE:**

Why an investor should **invest in MY company** rather than the company of the other team.

# **Peer Evaluation**

**is on the next page.  
Please detach and  
give to your Professor  
at the end of  
the semester.**

***Detach and Present to Professor at end of semester***  
***Confidential***

***Evaluate each person on your team and then put this form in an envelope, seal it, and give it to the professor***  
**PEER EVALUATION FORM**

Write in the name of the person being evaluated and then put an **X** in the number column to signify performance.

See scale below – 1 to 7 with 1 being the worst grade and 7 being the best.

**\*Do not evaluate yourself**

Name	1	2	3	4	5	6	7

Your Team number (1-6): \_\_\_\_\_



**Ratings:**

[1] Did not act like a team member. Aloof and disinterested  
 [2] Talked about being a team member but made no measurable contribution.  
 [3] Made some contributions but was inconsistent in willingness to contribute. [4] Contributed when asked but mostly willing to let others do the work  
 [5] Met expectations  
 [6] Exceeded expectations  
 [7] Major contributor to team's work

## **“Management: Strategy & Performance” 8<sup>th</sup> Ed.**

Your textbook addresses crucial issues related to corporate environment, top management teams (TMTs), their strategy and the associated corporate performance.

**CHAPTER 1:** Who is running the company and what should they know and do?

**CHAPTER 2:** What is the business climate and what must firms do to compete successfully?

**CHAPTER 3:** How do firms add value & whom must they satisfy?

**CHAPTER 4:** What are the mechanisms for overseeing TMT behavior and decision-making?

**CHAPTER 5:** What is corporate research?

**CHAPTER 6:** How can “we” do corporate research and why is it important?

**CHAPTER 7:** How do “we” research the social side of performance & the impact of TMT’s strategies?

**CHAPTER 8:** What do “we” need to know to investigate financial performance?

**CHAPTER 9:** Why do different people assess a firm’s performance differently?

**CHAPTER 10:** Why are financial reports confusing and how can they be made understandable?

**CHAPTER 11:** What is a functional tool for standardizing financial reports?

**CHAPTER 12:** What do all the ratios mean and how can they be used effectively?

**CHAPTER 13:** What is an easy and effective way of quantifying a firm’s performance?

**CHAPTER 14:** What is an easy and effective way for reporting a firm’s performance?