



Business Administration Southwest College

**BUSG 1370 – Personal Finance Planning
Fall 2011 – CRN 57799
3 credit hours (3lecture)-48 hours per semester-3 weeks
Distance Education**

SCANS Competencies Included

INSTRUCTOR: Rhonda Johnson

INSTRUCTOR CONTACT INFORMATION:

Phone: 713-718-8792

E-mail: Via Blackboard

OFFICE LOCATION AND HOURS

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

COURSE DESCRIPTION

Concepts, terminology, principles, theories, and issues in the field of management.

INSTRUCTIONAL MATERIALS

Personal Finance Turning Money into Wealth, _____,

5th edition, Arthur J Keown, Pearson

ISBN# 978-0-13-607062-7

COURSE PREREQUISITE

NONE

PROGRAM LEARNING OUTCOMES

1. Identify essential management skills necessary for career success.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Examine the role of strategic human resource planning in support of organizational mission and objectives.
4. Describe the impact of corporate culture and atmosphere on employee behavior.

STUDENT LEARNING OUTCOMES

1. Explain and apply the various theories, processes, and functions of management.
2. Identify roles of leadership in organizations; and
3. Recognize elements of the communication process.

LEARNING OBJECTIVES

- 1.1 To explore the basic compensation concepts and the context of compensation practice.
- 1.2 To identify compensation professionals' goals within a human resource department.
- 1.3 To communicate the historical perspective on compensation from an administrative function to a strategic function.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

Thinking Skills—Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

3 WEEK COURSE CALENDAR
HRPO 2372
Weekly Activity Schedule
WEEKLY SCHEDULE OF ASSIGNMENTS

3 WEEK SESSION—instructor will provide changes

WEEK	TEXTBOOK CHAPTERS	
1	Part 1, 2, and 3	
2	Part 4	
3	Part 5	

EXAMS WILL BE GIVEN AFTER EACH PART. NO MAKE-UP EXAMS WILL BE GIVEN.

INSTRUCTIONAL METHODS

HRPO 2372 is a required course for certain Business Administration certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning business, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about business, it is student’s responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

STUDENT ASSIGNMENTS

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

Late Assignments: Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. **Late assignments will be accepted with 10 points deducted.**

Instructions for submitting assignments: Assignments may be submitted using Eagle Online.

Make-Up Test Policy

Students are expected to adhere to the weekly schedule printed in the course syllabus. **No make-up tests will be given.**

INSTRUCTOR REQUIREMENTS

As an instructor, it is my responsibility to:

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

PROGRAM/DISCIPLINE REQUIREMENTS

Business Administration is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Introduction to Business must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the business environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

Degree Plan

Students are encouraged to file a degree plan with a Counselor or the Business Administration Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Administration Department for information about filing a degree plan.

Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

GRADING

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	100-90
B-Good	89-80
C-Fair	79-70
D-Passing	69-60
F-Failure	59 and below

Student Evaluation

The following departmental grading system will be used to evaluate students' performances in this course:

Chapter Assignments	60%
Exams	40%
Total	100%

INSTRUCTIONAL MATERIALS

Personal Finance Turning Money into Wealth ,
5th edition, Arthur J Keown, Pearson
ISBN# 978-0-13-607062-7

POLICIES AND PROCEDURES FOR DISTANCE EDUCATION STUDENTS WITH ADA ACCOMMODATIONS

Procedures to Obtain Accommodation Letters:

1. Students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC campus [Disability Support Services](#) (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the accommodations requested by the DSS office.
2. Students who register for online DE courses must notify their campus Disability Support Services Counselor after they register, so that the DSS can then forward the accommodation letter, by email or fax, to DE Counseling.
3. The DE Counseling staff will send the student an email confirming that the accommodation letter was received and it will be forwarded to the Instructional Support Specialists (ISS) assigned to each course.
4. The ISS will then email the accommodation letter to the student's instructor and keep a record of those instructors who confirm receipt of the email.

Instructional Support Specialist (ISS) Responsibilities:

1. Forward the DE counselor's email with attached Student Accommodation Notification form and accommodation letter to each instructor.
2. Note whether the instructor confirms receipt of the email.
3. Assist with testing arrangements (times, date, location, test drop off and pick up).

Testing Procedures for On-Site Exams:

1. Students with an on-site DE exam with Extended Time and/or a Special Chair accommodation can test at one of the three [Distance Education Testing Locations](#).

2. Students with an on-site DE exam with a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology accommodation should schedule an appointment with a [College Campus Testing Center](#), and make arrangements with their instructor to drop off their exam with the College Campus Testing Center.

Instructor Responsibilities:

1. Instructors must accept and should confirm receipt of the accommodation letter with their assigned Instructional Support Specialist (ISS), whether sent (via email, fax or snail mail) by Distance Education, the student, or DSS Counselor.
2. Instructors are responsible for providing the approved accommodations exactly as noted on the accommodation letter, no more or less, and must do so in a timely manner. Instructors should *not* provide the accommodations retroactively (i.e. allow students an accommodation for a previous assignment prior to when the accommodation was issued).
3. Instructors who require on-site exams MUST:
 - Arrange for the ADA student to test at a [Distance Education Testing Location](#) if the student requires Extended Time and/or a Special Chair. **3100 Main is not a testing location for ADA students.**
 - Arrange for the ADA student to test at a [College Campus Testing Center](#) if the student requires a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology. **Distance Education Testing Locations do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations. 3100 Main is not a testing location for ADA students.**
4. Instructors are responsible for providing the College Campus Testing Center with the exam and adhering to the College Campus Testing Center's procedures. Assigned ISS can assist with testing arrangements (times, date, location, test drop off and pick up).
5. For questions regarding Distance Education Testing Locations or College Campus Testing Center arrangements, please contact your assigned Instructional Support Specialist.
6. For assistance or concerns about the actual accommodation issued, contact the College Campus Disability Support Services Office listed on the accommodation letter.
7. For assistance setting up "Extended Time" in Blackboard or Eagle Online, contact DE Tech Support at 713-718-5275 option 3 or complete the online help form at http://de2.hccs.edu/Vista_Admin/.

Student Responsibilities:

1. Students with a documented disability are strongly encouraged to request accommodations early (i.e., at least one week prior to a quiz or exam) to allow sufficient time for accommodations to be arranged.
2. Students should notify their Disability Support Services Office when enrolling into a DE course.
3. Students are encouraged to discuss their accommodations with their instructors each semester.
4. Students should contact their instructor's DE ISS one week prior to all on-site exams to make arrangements: 713-718-5275 option #1.
5. Students with an on-site DE exam with Extended Time and/or a Special Chair accommodation can test at one of the three [Distance Education Testing Locations](#).

6. Students with an on-site DE exam with a Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology accommodation should schedule an appointment with a [College Campus Testing Center](#), and make arrangements with their instructor to drop off their exam with the College Campus Testing Center.
7. It is recommended that students take a copy of their accommodation letter with them to on-site testing locations to better facilitate the accommodation.
8. Students should be aware of College Campus Testing Center and Distance Education Testing Locations' hours and procedures.
9. Complete the [AskDECounseling form](#) for additional DE questions or help.

Disability Support Services Counselor Information:

1. Please provide students interested in DE courses with the following information:
 - a. Students are encouraged to be proficient with computers and have easy access to a reliable Internet connection.
 - b. Students who want to take GUST 1270, LEAD 1200, MATH 0306, 0308, 0312, and ENGL 0310 online through DE must demonstrate passing scores on the [SmarterMeasure](#), an online readiness assessment.
 - c. Students should notify their Disability Support Services Office when enrolling into a DE course.
 - d. DE courses often require an extra amount of time, motivation, and self-discipline. Though they are more flexible due to the nature of online courses they can often be more difficult.
 - e. Although DE courses are delivered online, many courses require students to meet on-campus for orientation, labs, and/or exams.
 - f. DE students should be aware of [College Campus Testing Center](#) and [Distance Education Testing Location](#) hours and procedures.
 - g. Students should complete the [AskDECounseling form](#) for additional DE questions or help.
2. Once a student enrolls in a DE course, send/scan the student's accommodation letter to the attention of DE Counseling by email decounseling@hccs.edu (preferred) or by fax 713-718-5388.
 - a. **Please include the student's contact number and email address on the accommodation letter.**
 - b. Students are encouraged to have their letter submitted to Distance Education **at least one week in advance of a quiz or exam.**
3. Discuss with students that Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology accommodations for on-site Distance Education exams must be arranged with a College Campus Testing Center. ***Distance Education Testing Locations do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations. 3100 Main is not a testing location for ADA students.***
4. Provide the student with College Campus Testing Center information and procedures for scheduling an exam.

5. Distance Education Testing Locations for on-site DE exams can provide Extended Time and Special Chair accommodations.

DE Blurb to be placed on Accommodation letter by DSS Offices:

Extended Time for Distance Education Courses: Instructors who require on-site exams are responsible for making sure the student's accommodations are in place at the [Distance Education Testing Locations](#). Students must contact their instructor's Instructional Support Specialist one week prior to all on-site exams to make arrangements. For assistance with setting up "Extended Time" in Blackboard or Eagle Online, contact DE Tech Support at 713-718-5275 option 3 or complete the online help form at http://de2.hccs.edu/Vista_Admin/.

Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology for Distance Education On-site Testing: It is the student's responsibility to schedule an appointment with a [College Campus Testing Center](#) to obtain the accommodations of Distraction Limited Environment, Reader/Scribe, and/or Assistive Technology, if their Distance Education exam is on-site. It is the instructor's responsibility to make sure the student tests in a distraction limited environment or make arrangements with a College Campus Testing Center. [Distance Education Testing Locations](#) and 3100 Main do not offer Distraction Limited Environment, Reader/Scribe, and Assistive Technology accommodations.

DE STUDENT HANDBOOK

The Distance Education Student Handbook contains policies and procedures unique to the DE student. It is the student's responsibility to be familiar with the handbook's contents and part of the mandatory orientation. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: <http://de.hccs.edu/de/de-student-handbook>

HCC Course Withdrawal Policy

The State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert

process by which your professor will “alert” you and Distance Education (DE) counselors that you might fail a class because of excessive absences and/or poor academic performance.

In order to withdraw from your DE class, you MUST first contact your DE professor, PRIOR to the withdrawal deadline to receive a “W” on your transcript. After the withdrawal deadline has passed, you will receive the grade that you would have earned. Zeros averaged in for required coursework not submitted will lower your semester average significantly, most likely resulting in a failing grade of an “F”. It is the responsibility of the student to withdraw from the class; however, your professor reserves the right to withdraw you without your request due to excessive absences. If you do not feel comfortable contacting your professor to withdraw, you may contact a DE counselor. However, please **do not** contact both a DE counselor and your DE professor to request a withdrawal; either one is sufficient.

Spring Final Withdrawal Deadlines:

- **November 3, 2011 at 4:30 pm**

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

Student Services

DISTANCE EDUCATION ADVISING AND COUNSELING SERVICES

Much DE student information can be found on the DE Student Services website: de.hccs.edu. Advising or counseling can be accomplished through our online request form [AskDECounseling](#). Counselors and Student Services Associates (SSA) can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled to provide brief counseling and community referrals to address personal concerns impacting academic success.

INTERNATIONAL STUDENTS

International Students are restricted to ONLY ONE online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.

NOTICE FOR STUDENTS OUTSIDE OF HCC SERVICE AREA

Students who live or work outside the HCC service area and cannot take paper exams at one of our HCC testing locations MUST make arrangements for a proctor. Please see the DE Student Services Additional Resources webpage for more information.

VIRTUAL CLASSROOM CONDUCT

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the

Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

USE OF CAMERAS OR RECORDING DEVICES: Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

GRADE APPEAL, REFUNDS, DISCIPLINE ISSUES and SEXUAL HARASSMENT POLICY: Refer to the Student Handbook, Catalog and Schedule.

ACTIVITIES: You have the opportunity to enhance your personal and intellectual growth by participating in a variety of activities. Those activities can be located in the Student Handbook or through the HCCS Web resources at: www.hccs.edu/handbookHome2.html

HCC ATTENDANCE POLICY

Class Attendance

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Blackboard class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

Early Alert

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/de-counseling/DE_student_handbook.htm).

CLASSROOM BEHAVIOR

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Willie Caldwell, Department Chair, at 713-718-7807 or Room N109, Scarcella Building.