Business Technology
Southwest College

BMGT 1370 – Introduction to Human Resources/PeopleSoft
Summer 2016 - CRN: 15336
6/7/2016 – 7/31/2016
Stafford, STF2 Room E116
3 credit hours (3 lecture, 2 lab)-80 hours per semester- 8 weeks
In Class Instruction

SCANS Competencies Included

INSTRUCTOR: Sheila Quinn, MBA, MOS

INSTRUCTOR CONTACT INFORMATION:

>   *Phone***:** 713-718-8630
>   *E-mail***:** sheila.quinn@hccs.edu

OFFICE LOCATION AND HOURS
Please feel free to contact me concerning any problems that students are experiencing in this course. Student participation and 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.

FINAL EXAM: Student Portfolio

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: Monday, July 11, 2016
Please verify this with the Academic Calendar
http://www.hccs.edu/district/events-calendar/academic-calendar/summer/

COURSE DESCRIPTION
This course will provide students with the opportunity to examine the PeopleSoft Human Resources Information System (HRIS). In most companies, HR departments are implementing or have implemented some type of HR Information System. This course will provide students with a hands-on overview of the major areas of Human Resources/PeopleSoft, as illustrated by PeopleSoft software applications. Topics covered include accessing PeopleSoft, navigating the PeopleSoft interface, navigating PeopleSoft screens and menus, understanding how data is stored and shared in a relational database, understanding and using PeopleSoft panels, selecting and running processes, using the process scheduler, using the process monitor, using PeopleSoft reporting tools, creating and running queries; running nVision, Crystal, and SQR reports; understanding effective dating, and setting up PeopleSoft foundation tables in establishing a

company's human resources system. Topics will be examined through lecture, in-class/hands-on exercises, videotape, simulation, homework assignments, and guest speakers.

COURSE PREREQUISITE
NONE

PROGRAM LEARNING OUTCOMES

At the conclusion of this course, students should be able to:

1. Understand the PeopleSoft application environment
2. Navigate within the PeopleSoft system
3. Getting to know PeopleSoft's system structure
4. Develop and running processes
5. Create and use run controls
6. Create and print human resources reports
7. Set up a Translate Table
8. Understand the significance of effective dating
9. Recruiting Workforce
10. Managing Various Positions
11. Discuss the changing nature of the field of Human Resource/Financial Management
12. Complete the required units from the textbook
13. Demonstrate the ability to complete projects under timed production conditions
14. Demonstrate the ability to work in a self-paced, individualized instructional environment, utilizing time-management and work-organizational skills.

STUDENT LEARNING OUTCOMES

1. The student will apply advanced features using PeopleSoft applications to produce documents.
2. Students will complete documents under timed production conditions.
3. Students will select correct navigation to perform tasks within the software.
4. Students will demonstrate end-user proficiency skills for the PeopleSoft environment.

LEARNING OBJECTIVES

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.

BMGT 1370
Weekly Activity Schedule
WEEKLY SCHEDULE OF ASSIGNMENTS

16 WEEKS SESSION or (12 WEEKS SESSION—instructor will provide changes)

Special Topics: BMGT 1371--INTERMEDIATE HUMAN RESOURCES/

PEOPLESOFT APPLICATION II

WEEKLY SCHEDULE OF ASSIGNMENTS	

Week		Textbook Assignments
1	6/6	Class introductions, review and discuss syllabus

2	6/14	Discussion on Human Resources and its Components
		
		Course Overview
		
		Introduction to PeopleSoft for HRMS
		    PeopleSoft HRMS
		    Collaborative Applications
		    Enterprise Performance Management and Workforce Analysis

2	6/16	**Navigating Through the PeopleSoft Systems**
		    Navigating the PeopleSoft Systems
		    Retrieving Data Through the Search Page
		    Activity 1: Navigating and Searching in PeopleSoft
		    • Viewing and Updating Data Within a Record
		    Activity 2: Inserting a Row
		    Activity 3: Defining Terminology
		    • Assigning Favorites
		    Activity 4: Adding a Favorite
		    • Organizing Favorites
		    • Opening a New Window
		    • Using PeopleBooks Online Help

3	6/21	**Understanding System Structure**
		Understanding PeopleSoft Internet Architecture
		PeopleSoft Tables and Relational Database
		Effective Dating
		Century Dates
		Activity 5: Effective Dating
		• Action Types
		Activity 6: Working With Action Types
		Activity 7: Working With Action Types II

3	6/23	**Working With Tables in PeopleSoft**
		PeopleSoft Tables
		The Translate Table
		Control Tables
		Transaction Tables
		• Activity 8: Using Control Table Vales to Update a Transaction
		Inactivating Values
		Business Units
		Understanding the Relationship of Business Units and SetIDs
		• Activity 9: Changing Your Business Unit Value
		• Activity 10: Determine Values Available to a Business Unit

4	6/28	**Running Human Resources Processes and Reports**
		Processing a Report
		Processing and Viewing a Human Resources Report
		• Activity 11: Process and View a Human Resources Report
		Employee Table
		• Activity 12: Process and View a Report

5	7/5	**Using Group Build**
		Working With Employees Through Group Build
		Creating a Group in PeopleSoft Human Resources
		Defining a Group Population
		Creating a Group Criteria
		Defining a Group in the Group Definition Component
		Group Definition

5	7/7	Defining Groups With Effective-Dated Data
		• Activity 13: Defining Group Criteria and Definition
		Viewing Group Results
		Setting Up Group Security
		Group Security Default
		• Activity 14: Assigning Security for a Group

		Refining the Group Activity 15: Using a Group in Working With Transactional Data

6	7/12	**Recruiting Workforce - Requisitions**
		    Objectives
		    Describing the Concepts That Are Associated With Recruiting
		    Workforce - Requisitions
		      • Activity 16: Creating a Job Requisition
		      • Activity 17: Entering Job Requisitions Expenses
		      • Activity 18: Copying a Job Requisition
		      • Activity 19: Creating a Job Requisition
		      • Activity 20: Entering a Job Requisition
		    Review

6	7/14	**Recruiting Workforce – Process an Applicant**
		    Objectives
		    Describing the Concepts That Are Associated With Recruiting
		    Workforce - Applicant
		      • Activity 21: Creating an Applicant Checklist
		      • Activity 22: Searching for Qualified Applicants
		      • Activity 23: Selecting Applicants to Interview
		  Activity 24: Creating an Interview Schedule

7	7/19	• Activity 25: Making a Job Offer and Entering Acceptance
		      • Activity 26: Hiring an Applicant
		      • Activity 27: Creating an Applicant Checklist
		      • Activity 28: Selecting Applicants to Interview
		      Review

7	7/21	**Managing Positions**
		    Objectives
		    Describing the Concepts That Are Associated With Managing
		    Positions
		      • Activity 29: Entering a Position
		      • Activity 30: Copying a Position
		      • Activity 31: Hiring Into a Position
		      • Activity 32: Transferring Someone Into a New Position

8	7/26	• Activity 33: Transferring a Position to a New Location
		      • Activity 34: Reclassifying a Position With a New Job
		        Code
		      • Running Exceptions/Override Report
		      • Entering a Positions

8	7/28	**Portfolios Due**

INSTRUCTIONAL METHODS

Lecture, in-class/hands-on exercises, videotape, simulation, homework assignments, and guest speakers.

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

Instructions for submitting assignments:

Make-Up Test Policy

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will only be accepted at the discretion of the instructor.

INSTRUCTOR REQUIREMENTS

As student 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 Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Computer Applications I 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 office 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 Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology 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:

Daily PeopleSoft Class Projects	40%
Class Participation, Resourcefulness, Attitude	10%
Attendance	10%
Notebook/Exams via PeopleSoft Portfolio	40%
TOTAL	100%

INSTRUCTIONAL MATERIALS
The HR Answer Book, by Shawn Smith and Rebecca Mazin
Concepts in Enterprise Resource Planning, 3rd edition, by Ellen monk and Bret Wagner
PeopleSoft HRMS Reporting by Adam T. Bromwich
THREE RING BINDER – Solid Black Binde4r
DIVIDERS WITH DATES (Example: Week 1, August 23, 2003)
FLASH DRIVE
HIGHLIGHTER COLOR PEN(s)

STUDENT INFORMATION
A student handbook is available on the College website: http:/www.hccs.edu. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY

HCC Course Withdrawal Policy (updated 7/26/2010)

Beginning Fall 2007, 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 may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines.
If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:
https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG

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.

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.

INTERNATIONAL STUDENTS
Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

STUDENTS' RIGHTS UNDER GENDER DISCRIMINATION
Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

STUDENTS WITH DISABILITIES
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS)

Counselor at the beginning of each semester. **Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.**

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester:

DISABILITY SUPPORT SERVICES OFFICES:
System: 713.718.5165
Central: 713.718.6164 – *also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.*
Northwest: 713.718.5422
Northeast: 713.718.8420
Southeast: 713.718.7977
Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

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.

LECTURE/LAB TEACHING DEMONSTRATION

CLASS, CAMPUS: _____

When teaching lecture/lab course, it is a requirement for the instructor to incorporate lab assignments while lecturing. Please have the students complete this form during the first week of instruction.

A GLANCE AT *THIS* COMPUTER (Example)

1.   **What is a CPU** _____
        On-off buttons—(demonstrate) Start vs Reset
        Student Response ☑ _____ **Student Signature**

2.   **Drives on this computer:**
        USB Flash Units (explain)
        CD Rom (demonstrate)
        Zip Drive (demonstrate)
        Student Response ☑ _____ **Student Signature**

3.   **Desktop (personally their desktop while on that computer)**
           ⇒ **If projects are stored on desktop of the computer in the classrooms, and/or HCC open labs, those documents are erased at the end of each day.**

Name _____
                              Print "your" Name

I, _____, have been given
            Student Signature

Instructions on the use of "this" computer. *I was provided instruction in both the lecture and lab formats.*

Date_____

Instructor Signature_____

This form will be returned to Willie Caldwell's office, Scarcella Room N109 on date of completion of all lecture/lab classes for the semester.

HCC
HOUSTON COMMUNITY COLLEGE
Southwest

HOUSTON COMMUNITY COLLEGE SYSTEM

BUSINESS TECHNOLOGY DEPARTMENT

Student Questionnaire

Name: **Last Name** **First Name** **MI**	Student ID#:
Address: **Street** **Apt. #**	Home Telephone
City **State** **Zip Code**	Cell Telephone #
E-mail address:	Instructor's Name:

Educational Plan

Have you determined your major?   Yes   No

                    (If no, please see your instructor or Business

Have you filed a degree plan?   Yes   No   **Technology Department Chair.)**

Graduation Target Date:

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

Employment History

Are you currently employed?   Yes   No

Is your employment   Part-time?   or   Full-time?

If you are employed, please complete the following:

Employer

Address

City   St   Zip   Phone#

Comments:

If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m.

HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

Willie T. Caldwell, Department Chair
10141 Cash Road, N109, Stafford Texas 77477

BUSINESS TECHNOLOGY DEPARTMENT

STUDENT QUESTIONNAIRE

Student Success
Organizational Stewardship
Business Technology Department

STUDENT ADVISEMENT CHECKSHEET

When teaching Business Technology courses, it is a requirement for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about degree plans (contractual agreement)?
Yes □ No □

Have you been made aware of the importance of completing an application for graduation in order to receive your certificate or degree?   **Yes □ No □**

Have you been given job placement information including:
  ➢ **Job Placement Contact Person with**
    o **E-mail address**
    o **Telephone Number**
    o **Location**
  ➢ **Website address**
  ➢ **Access instruction for website including directions on how to navigate the job placement website**
    Yes □ No □

Name _____
<u>**Print "your" Name**</u>

I, _____, have been given
        Student Signature

Information regarding the above listed items.

Date_____

Instructor Signature_____

This form will be returned to Willie Caldwell's office on date of completion.