



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: MGMT 311 DL2, Compensation and Benefits Administration

Semester and Term: SUMMER 2014

Day and Dates: 7/7/2014 – 8/23/2014

Time: online

Campus Location: Distant Learning

Course Description: Students in this course will examine the major foundation programs and skills that undergird the current practice of Human Resource Management. Theory and method used in the design of compensation systems is explored, interviewing method and skill as applied to data gathering for problem solving or personnel selection, surveys for compensation benchmarking or employee attitude measurement and development of performance feedback and goal setting (MBO) programs are intensively reviewed. Student projects in program applications are required.

Prerequisite Course: MGMT 302 or MGMT 305

Course Code: BC, BE, HR-C

Instructor & contact information: Susan Pellerin

Email: : spelleri@bridgeport.edu

Required Textbook:

Compensation by Milkovich, Newman and Gerhart 11th Edition. ISBN 978-0-07-802949-3

Learning Outcomes:

Upon completion of this course, the student should be able to:

- To provide students with an understanding of the basis of human resource management programs and skills relating to compensation theory, practice, legal applications, benefit plan design, executive compensation, performance management, and indirect pay plan design.
- To introduce students to alternative pay systems, such as broad-banding, gain-sharing, incentive pay, and indirect pay approaches such as defined contribution and defined benefit plans, asset accumulator plans (under IRC Section 401, 403 and 457), etc.
- To better understand and learn about:
 - Establishing job worth and job evaluation practices
 - Designing a compensation structure
 - Administering a salary system
 - Conducting and interpreting salary surveys
 - Measuring employee performance
 - Developing core competencies (based on mission, vision and values)
 - Linking pay to performance
 - Short and long term incentive plans
 - Executive pay programs
 - Alternative reward systems

COURSE REQUIREMENTS:

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuing/dl/Taking_online_classes.htm

General Course Directions

General Course Directions:

This course will be completely delivered online via Canvas. There are no "in class" meetings. This may be a new experience for some of you. Carefully consider the following questions as part of your decision to learn in this fashion.

1. Do you have the technical expertise and computer equipment necessary?
2. Do you understand the amount of work required to complete an online course?
3. Do you look forward to working independently without face-to-face interaction?

If you answered no to any of the above questions please reconsider your involvement in this environment.

Please note that online courses are not "easier" than traditional classroom delivered courses. The amount of work may, in fact, be more if you choose to explore all the diverse links and other resources available in the Canvas environment. However, the major benefit to Canvas is precisely this: it provides you, the student, with resources not available in the classroom, in a permanent form (you can "bookmark" the links and print out the information to use throughout your career); and it allows you to interact with the course material 24 hours a day, seven days a week, from ANY location with an Internet connection.

Expect to spend approximately 4-5 hours a week, MINIMUM, at your computer and online, reading what other students have written on the Discussion Board, and contributing your own thoughts; browsing links and reading "Lecture" commentaries; and/or writing assignments. These are activities you would have done had you been in the physical classroom. Therefore, you should make sure you have adequate computer access, and the technical expertise to do things like copy files, download programs, etc.

Thirdly, some students find the classroom, face-to-face environment to be more conducive to their respective learning style. Because it is important to be able to adjust to this new learning environment, I recommend that you "team up" with a learning buddy to

supplement the on line experience.

If you have ANY problems, please contact me, Susan Pellerin, by email at spelleri@bridgeport.edu and/or spellerin1980@gmail.com or by phone at 203-878-2231. Email is preferable, unless you have lost your computer connection! I commit to returning your emails within 24 hours when possible.

If you don't already have one, you should make arrangements to get a UB ID so you can access the Library Proxy Connection, and do research online.

I look forward to meeting you on the Discussion Board!

Course Requirements/grading Information

Discussion Board Requirements (Each graded discussion board forum has a potential for 8 PTs or a total of 56 Points overall)

To receive the best score possible:

1. Post your initial response to the DBF by midnight Wednesday of each week.
2. Read and respond to at least 2 of your classmates under each forum with thoughtful, in depth responses that add value to the discussion by midnight Sunday of each week.
3. Saying I agree isn't a strong enough response without an explanation as to why you agree or disagree with classmates posting. In depth responses means providing additional information, explaining the relevance of that information to the discussion and/or including your experiences/examples.
4. Check back frequently to ensure that you respond to any questions or statements from your fellow classmates.
5. Remember to properly cite any supporting research used in support of your theories by following the APA Guidelines
6. Grades in this section are determined by meeting the quantity guidelines described above along with the quality/depth (organization, theory presentation, and properly cited supporting research) of each student's response.

Final Paper : Due 8/21/13

44 PTs

1. Choose a topic from the list below.
2. State choice of topic on forum under the discussion board by the end of Module 1.
3. Write a 2-4 page paper (not including a title page and/or reference page) using TimesNewRoman Font size 11 or 12 and 1.5 spacing, taking particular care to validate the information and properly cite each source.

4. The paper will be graded on the content: presentation of theory, properly cited proof using the APA guidelines provided as well as writing ability: organization of information, grammar, and spelling.
5. All papers should be submitted through the CANVAS learning system in the appropriate location under MODULE 7. If you are experiencing technical difficulties please contact the help line.

Final Paper Topic Choices:

1. How to conduct a compensation market analysis to determine a proper salary for a particular position.
2. The relevance of performance reviews to raises/bonus systems.
3. Why companies are moving toward defined contribution plans (e.g. 401 K) as opposed to defined benefit plans (standard, traditional pension plans).
4. A typical benefit package offered in manufacturing in the US.
5. Why the cost of health care premiums continues to increase.
6. Impact of the new ACA (“Obama Care”) plan on small business

MOD	Course Outline /	Assignments	Textbook Readings
1	Fundamentals of Compensation and Benefits Ungraded Forums MOD 1 <ol style="list-style-type: none"> 1. Introductions 2. 1st Assignment: In your own words summarize the concepts: compensation and rewards. 	DBF: Graded (8 PTs) <ol style="list-style-type: none"> 1. Is someone’s salary indicative of their value to the corporation? 2. Is your salary indicative of your value to your workplace? 	Textbook Readings Chapter 1 – The Pay Model: See page 4-5 “Compensation: Does it matter?” Information Provided online: PPTs Overview
2	Strategic planning/decision making models Compensation Plan Design fundamentals	DBF Graded (8 PTs) Describe at least 2 strategic planning/decision making models that would aid in compensation and reward plan design.	Textbook Readings Chapter 2 – Strategy Chapter 3 Chapter 7 Information Provided online: PPTs Overview
3	Talent Management and Total Rewards	DBF Graded (8 PTs) Performance Appraisals: are they still necessary?	Textbook Readings Chapter 9, 10, Information Provided online: PPTs Overview
4	<ol style="list-style-type: none"> 1. Establishing pay rates within an organization 2. Job Analysis, Job Evaluation and Job Descriptions 	DBF Graded (8 PTs) Describe at least 2 methods for conducting a job analysis citing the advantages and disadvantages of each	Textbook Readings Chapters 4, 5 and 6 Information Provided online: PPTs

		method.	Overview
5	<ol style="list-style-type: none"> 1. Federal and State Law governing 2. Compensation and Benefits 3. FLSA 4. ERISA 	DBF Graded (8 PTs) In your own words describe the difference in paying an employee classified as exempt versus non-exempt?	Textbook Readings Chapter 17 Mid –term grades based on Discussion board participation.
6	<ol style="list-style-type: none"> 1. Compensation of special groups 2. Unions and Compensation 3. Executive and International Compensation 	DBF Graded (8 PTs) If the federal government enacted a law mandating a living wage how would that impact the need for unions?	Textbook Readings Chapters 14, 15, 16 Information Provided online: PPTs Overview
7	<ol style="list-style-type: none"> 1. Employee Benefits 2. Benefit Administration 3. Thinking Profit and total rewards 	DBF Graded (8 PTs) Companies focus heavily on cost-saving strategies to be competitive today. Name one cost saving strategy that has a direct impact on compensation and benefits <u>Final Exam Due 8/21</u> See description above. Worth 44 PTs	Textbook Readings Chapters 12, 13 Information Provided online: PPTs Overview Textbook Readings Chapter 18 and other readings TBD Information Provided online: PPTs Overview

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

ACADEMIC POLICIES

Attendance Policy

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email

account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBN account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBN account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu <https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to

day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243.