



Course Syllabus

August 26 – December 13, 2018

Online Section

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Office Hours: I do not hold virtual or F2F office hours for fully online courses. However, I am available throughout the week as stated in Instructor Access.

Instructor Access: I will be available through the Canvas Classroom at least 5 days per week. I will answer all questions within 24-36 hours of the posting time. For all content related questions, please post in the provided Module Discussion threads so that all class members may benefit from the question and the response. For private discussions, please use the Canvas messaging system (Inbox). Please do not use my work email for content related or personal questions regarding the course as I also receive many other emails and will not be able to ensure a timely response (also, it is better to keep all course related correspondence centrally located and Canvas provides us that ability). Finally, for any type of emergency, contact me using any method available to you, i.e. F2F, work email, telephone, or Canvas private message.

Access to the [Canvas](https://tamuct.instructure.com/) classroom is at: <https://tamuct.instructure.com/>

Emergency Warning System (911 Cellular)

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

1.0 Course Overview and Description: Project Management (PM) is increasingly important in today's world. This course covers the fundamental concepts and applied techniques for cost effective management of both long-term development programs and short-term projects. The curriculum follows the Project Management Institute's (PMI) curriculum guidance using recommended skills contained in the Technical Knowledge (T-XX). The content includes planning, scheduling, organizing, and controlling projects. The course may use cases from a wide variety of industries, including construction, information systems, non-profit organizations, the government and the military.

Project management principles and methodology are provided with special focus on planning, controlling, and managing projects to successful completion. The topics are divided into two categories: the

technical components that make up the project and the behavioral aspects of a project. The technical issues include the relation between the performing organization and the project; determining strategy and project selection; developing the project plan; estimating costs, schedules, and the critical path; methods for determining project status; and risks, quality and procurement.

Computer tools will be introduced to provide hands-on practical skills with the above topics and a simulation will be used to reinforce the learning of the above topics.

1.1 Prerequisites: BUSI 3301, BUSI 3311, MGMT 3301 or permission from the instructor.

2.0 Course Objectives: This course provides an integrated introduction to PM. By “integrated”, it is meant that the student will learn all of the fundamental aspects of modern PM, both managerial and technical. Students will also become familiar with PM software tools. Finally, in discussions and cases students will learn how to apply the skills required of a project manager.

This course will:

- Provide experience in using the concepts, techniques, and tools available to project managers for organizing, planning, and controlling projects.
- Help develop an appreciation for the managerial, cultural, and social aspects of PM.
- Raise awareness of the importance of the organization’s strategy during project selection.
- Provide an understanding of the critical role of work breakdown structures and networks in planning, scheduling, and estimating the status of projects.
- Create an awareness of potential conflicts and scheduling problems that occur on projects.
- Demonstrate how to reliably estimate the status of projects.
- Expose you to MS Project and/or MS Excel based PM tools, and demonstrate their usefulness for planning and scheduling projects.

In pursuing these objectives, the course will:

- Use the textbook and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess complex project management situations

2.1 Course Learning Objectives (CLOs): After successfully completing this course, the student should achieve the following objectives:

- 2.1.1. Identify the elements of the PM life cycle, including: Plan, Control, and Organize and Allocate Resources
- 2.1.2. Understand PM processes
- 2.1.3. Comprehend basic tools and techniques to plan, organize and manage a project
- 2.1.4. Optimize results while managing the triple constraints
- 2.1.5. Manage stakeholder communications
- 2.1.6. Describe the principles of Team Leadership
- 2.1.7. Describe the career paths in the PM Profession

2.2 Student Learning Outcomes (SLOs): After successfully completing this course, the student should be able to:

Technical Knowledge Module (T-XX)

- 2.2.1. Describe the importance of PM in the context of various organizational cultures and strategies, and summarize the typical components of the PM system and the processes that are considered essential to any project (T-PM) (CLO 2.1.1).
- 2.2.2. Evaluate factors important to project selection and prioritization as evidenced by organizational capability and available resource capacity (T-PM) (CLO 2.1.2, 2.1.3).
- 2.2.3. Select and describe an appropriate project management strategy for a new project that can meet stakeholder expectations in a given organizational context (T-PM) (CLO 2.1.2 - 2.1.5).
- 2.2.4. List and describe the project phases that make up a typical project, and summarize the PM processes that occur within each. Explain the relationships between subject areas, process groups, and processes (T-PP) (CLO 2.1.1, 2.1.2).
- 2.2.5. Describe the typical PM process documentation and the PM deliverables that are produced by project managers in each project phase (T-PP) (CLO 2.1.2 - 2.1.4).
- 2.2.6. Develop a sequence of categorized PM processes and activities that will meet stakeholder expectations (T-PP) (CLO 2.1.1 - 2.1.5).
- 2.2.7. Compose a life cycle for a specific project in a specific industry (T-PP) (CLO 2.1.1 – 2.1.5).
- 2.2.8. Develop a project charter and a preliminary scope that document high-level project strategy, milestones, deliverables, and estimates for stakeholder, customer, and sponsor approval (T-PI) (CLO 2.1.1 – 2.1.5).
- 2.2.9. Develop a PM plan that documents the actions necessary to define and coordinate activities, assess project deliverables, and ensure control and management of costs, schedule, and changes to the project (T-PI) (CLO 2.1.1 – 2.1.5).
- 2.2.10. Describe the interaction of the various components of the PM system, and give examples of how changes impact projects and how project managers adjust activities, coordinate responses, and communicate the results to stakeholders (T-PI) (CLO 2.1.1 – 2.1.5).
- 2.2.11. Describe career paths in self-selected industries. (CLO 2.1.7)

2.3 Meeting the Course Objectives and Student Learning Outcomes. In meeting the course objective and learning outcomes, students must familiarize themselves with the course textbooks, including the PMBOK Guide, the project simulation location/files, and MS Project software and / or given MS Excel files. Students then must understand the requirements for each assignment, as written in the course syllabus and as described in the Canvas classroom, and read and study all required readings prior to completing assignments.

2.4 Module Goals

2.41 Module 1 (Initiating): (SLOs: 2.2.1 – 2.2.4, 2.2.8, 2.2.11) (**Chapters 1 – 3; PMBOK Chapters I-1:I-3, II-1, II-2**). Demonstrate understanding of project selection and initiation with a minimum of 80% mastery by: Identifying and describing methods of project selection, project risk assessment, and stakeholder management; and determining and defining project goals, assumptions, constraints, deliverables, schedules, budgets, resources, quality, and quality assurance.

2.42 Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8) (**Chapters 4, 6 – 12; PMBOK Chapters I4:I6, II3**).

Demonstrate understanding of project planning with a minimum of 80% mastery by: Defining and refining project requirements, assumptions and constraints; and developing complete project scope documents, and comprehensive project plans including, objectives, work breakdown structures, schedules, resources, budgets, communications, procurement, risk management, quality assurance, and organizational structure.

2.43 Module 3 (Executing, Monitoring, Controlling): (SLOs: 2.2.9, 2.2.11, 2.2.14) (**Chapter 5, 13 – 14; PMBOK Chapters I-6:I-13, II-4, II5**). Demonstrate understanding of project execution and control with a minimum of 80% mastery by: Identifying and describing methods of leading project team members, managing project teams, resources, budgets, and schedules, and stakeholders; identifying and describing methods of measuring project performance, assessing and implementing project changes, and managing changes in the project scope; and identifying and describing methods of developing and implementing project controls and risk management.

2.44 Module 4 (Closing): (SLOs: 2.2.10, 2.2.11) (**Chapter 15; PMBOK Chapters I-6:I-13, II6**). Demonstrate understanding of project closure with a minimum of 80% mastery by identifying and describing methods of obtaining acceptance of deliverables, documenting lessons learned, releasing resources, transitioning from project to operations, and preserving essential project documents.

2.45 Module 5 (Project Simulation): (SLOs: 2.2.1 – 2.2.10). (**Chapters 1 – 15, PMBOK Chapters I-1:I-13, II-1:II-6**). Demonstrate mastery of project management concepts through the successful completion of the project simulation.

3.0 Required Textbooks/Software:

3.1 Required Textbook: Kloppenborg, T. J. (2019). *Contemporary project management* (4th Ed.). Cengage Learning: Stamford, CT: E-Book: ISBN-13: 9781337678667, Bound Book: ISBN-13: 9781337406451.

3.2 Required Textbook: Project Management Institute (PMI) (2017). *A guide to the project management body of knowledge (PMBOK Guide)* (6th Ed.). Newtown Square, PA: Author. ISBN: 978-1-62825-184-5.

NOTE: This edition has been divided into two parts, both of which will be used throughout this course: Part I: A Guide to the Project Management Body of Knowledge (this part will contain your theories/concepts).

Part II: The Standard for Project Management (this part contains the ANSI approved practices in PM). References to any chapter, in this syllabus, will be preceded by the part number (i.e. I or II).

3.3 MS Project Professional 2016. This software will be provided to the student with a perpetual license. To obtain the software, each student will digitally complete/sign the MS Imagine – Student Use Guidelines Form. The form must be submitted to the course instructor. Once the form has been processed, each student will receive a separate email from the COBA Management & Marketing WebStore, which will provide the URL (Website) to first register, and then to download the software. If the downloaded software requires a product key, that key will be found on the Order Details page, in each student’s account (after the software download). You may only use your university email address: '@my.tamuct.edu’.

NOTE: MS Project Professional 2016 can only be used in the Windows environment. MAC / OS users will have to ensure/verify they can run programs in the Windows environment prior to downloading the software.

3.4 MS Excel.

4.0 Course Requirements:

4.1 Online Course: This course is completely online and will be conducted in an asynchronous mode. The asynchronous mode does not require the students or the instructor to be online at any specified day or time. Daily work is completed by the student according to the weekly schedule in this syllabus, but at a time that is convenient to the student. This mode does require the instructor to be available (online), at least 5 days a week, to answer questions. Students are responsible for ensuring constant access to the Internet and operability of their personal computers. The week is counted as Monday – Sunday (with Sunday as the last day of the learning week). ***Please Note:*** The order of work should be: Read any instructor note(s) regarding the relevant topics, read, study, and understand the topics in the Project Management textbook, review the related topics in the PMBOK Guide, participate in the appropriate discussion threads, research and respond to the discussion questions, research and complete all written assignments, following the identified formatting requirements.

4.2 Online Course Classroom: The classroom will be in Canvas under this course’s name and section number. Access to Canvas is through the Texas A&M – Central Texas website: [Canvas Instructure](#). The course homepage provides a link for using Canvas. Please refer all technical problems to the Canvas help desk; contact information is on the Canvas login page.

Login to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support: For login problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

4.3 Class Discussions & Participation: Select Discussions from the menu found on the left side of the Canvas course home page or Modules. All discussions and questions will be placed in its respective topics for ease of understanding by all class members and the instructor. All entries are threaded so that you may easily see a question and the respective responses to that question. All class members are invited to fully participate in the discussions, assisting their class members when they are able. This means class members may answer questions if they know (or think they know) the answers. The instructor will always read each question and the respective answers to ensure correctness and accuracy.

4.4 Participation: Participation is very important in an online course. You will be expected to participate four out of seven days a week in different discussions and to contribute to **at least one substantive discussion message and least one substantive peer response**. Participation is only counted in the Weekly Participation Forums. This is a required part of your grade. Participation consists of messages you post **above**

and beyond the Discussion Questions (i.e. discussion question answers **ARE NOT** considered participation) – this would consist of new ideas, your perspectives, pointed follow-up questions, etc. **Participation must relate to the weekly learning topics and assigned chapters** (see the instructor notes for the week, when available). Weekly participation forum responses, to other students', will count towards the class participation requirement.

You will find it is much easier to keep up with an online class when you are logging in and participating regularly. Please note that both quantity and quality are important considerations when participating. For example, a message which says simply, "I agree," does not constitute participation because it does not add anything of substance to the discussion. Therefore, support your participation posts from literature, meaning you should provide a citation/reference, either to credit a source (via paraphrasing or quoting) or supporting your opinions/assertions. Additionally, reciting a definition, either from the textbook or PMBOK, without further discussion or application to your life experiences, does not constitute a substantive post. References and citations must be formatted according to APA. The length of a participatory post should be between 100 – 200 words.

4.4.1 Participation Grading: Each week you can earn a maximum of 4 points for participation.

4.5 Discussion Questions (DQs): Answer the given discussion questions, in each learning week. Discussion question responses should be at between 100-200 words (unless otherwise noted). Post discussion question responses, in the **Discussion Questions** forum in the threads provided. To respond, highlight the appropriate thread, click on **Reply**, type your response, and send. Please do not start a new thread for the weekly discussion questions. Please Note: DQs may be completed prior to the due date (don't procrastinate).

I do not require your discussion question responses to adhere to specific formatting requirements (**NOTE:** references and citations must be formatted according to APA). However, please make sure to proofread carefully. Grammar and spelling errors may impact other students' understanding. Each correctly answered and substantive discussion question is worth 2 points. I expect your discussion question responses to reflect critical thought; therefore, each discussion question should cite at least one reference supporting your answer. References may include the course's current textbooks and articles from the Texas A&M University – Central Texas online library. Make sure to respond to at least 1 peer for each discussion and participation, unless otherwise noted.

Please note: Some discussion questions will ask you to conduct certain types of calculations based on the week's or previous weeks' learning. Ensure you provide your MS Word, MS Excel, and /or MS PowerPoint files along with your response. For these DQs, you will not have to cite a reference as you are conducting actual calculations.

4.6 Assignments:

4.6.1 Project Management Concepts and Applications Paper (Individual Assignment): Conduct research on Project Management using the current textbook, PMBOK, PMI website, and databases found in TAMUCT's digital library as your sources of information. Write an essay of no more than 1,050-word that includes the following elements (SLOs: 2.2.1, 2.2.2, 2.2.4):

- Review the materials in the Writing Guidelines (found in PM Tools).
- Describe the importance of PM in various organizational cultures and in various strategies.
- Describe the typical phases and processes used in projects and explain the relationship between subject areas, process groups, and processes.
- Describe and evaluate important factors to project selection and prioritization, in terms of organizational capability and resource capacity and availability.
- Evaluate and assess the importance of ethics and professionalism throughout a project's life cycle; include factors that influence moral conduct.
- **You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**
- Format your paper according to APA guidelines.

This will be a similarity checked assignment. You must achieve less than 10% similarity on the Similarity Index. If your similarity is greater than 10%, then you must contact the instructor for guidance. Be prepared to revise the paper until the 10% or less similarity is achieved (Please note: You may revise on your own).

4.6.2 Project Selection and Project Charter: In either your current organization or a previous organization, identify 4 to 6 organizational objectives. Then, determine ideas for a minimum of 4 – 6 projects that will either improve processes or develop new products for the selected organization. Using the Project Selection Tool, select one project, that best fits the stated goals and assume a project start date of 3 months after the course end date (this means you will not have done any work on the project). Develop a project charter according to the PMBOK Guide, Chapter 3 of Contemporary Project Management, and using the PMBOK Aligned Project Charter Template. All sections of the template must be completed, all administrative instructions (blue text) must be deleted. Provide your statement for project selection and the selection table in ANNEX C of the charter (SLOs: 2.2.1 – 2.2.4, 2.2.7, 2.2.8).

4.6.3 Project Planning: Stakeholder Analysis and Communications: Conduct an analysis of all stakeholders in your selected project using the Stakeholders-Communication.xlsx spreadsheet. Then, create a communications plan for these stakeholders, using the same spreadsheet. Copy and paste both completed tables into a MS Word document and explain the actions taken/conducted in the development of both tables, including the overall results of the stakeholder analysis (SLOs 2.2.5 – 2.2.8).

4.6.4 Project Planning: Scope Planning – Work Breakdown Structure (WBS) Development: Determine the tasks and activities required to conduct and complete your selected project. Develop a WBS, in outline form for each task and activity (see Exhibit 7.12 as a model of the desired product). Ensure you use a code of accounts, as defined in PMBOK. Additionally, explain your WBS in one or two paragraphs. Use MS Project Professional 2016 to assist in creating the WBS. When using MS Project please see section 7.6 in the textbook (Kloppenborg, 2019). **Please note:** *Whether using MS Project, MS Excel, or other spreadsheets, copy and paste the WBS into the MS Word document* (SLOs 2.2.6 – 2.2.9).

4.6.5 Project Planning: Project Schedule, Budget, and Resources: Develop a realistic project schedule taking in account non-workdays and holidays and a realistic baseline budget. Conduct research and use selected industry salaries, wages, and costs, etc. Include realistic required resources, which are tied to the salaries, wages, and costs. Identify and include both management and contingency reserves. Create the schedule and budget in MS Project Professional 2016 and transfer to the MS Word document. The MS Project file will be turned in with the MS Word document. In two to five paragraphs, explain how you determined the resources

and costs, provide an overview of your overall baseline budget, and identify your critical path. Additionally, provide the rationale for your management and contingency reserves. Please note: You may use the Project Budget Template (Timephased).xlsx spreadsheet to assist in creating your budget, but all costs must be placed in MS Project (SLOs 2.2.5 – 2.2.9).

4.6.6 Project Planning: Risk Analysis and Control: Develop a risk management plan identifying at least five primary risks that are relevant to the chosen project (use the Risk Priority-Response.xlsx spreadsheet). Transfer the table and the register from the spreadsheet to MS Word and discuss the rationale for your risk matrix (Risk Priority tab) and the identified controls for each risk (Risk Register tab). Ensure you assign the appropriate reserves (contingency or management), including the required amount, and discuss the rationale for the assignment for each risk (SLOs 2.2.5 – 2.2.9).

4.7 Project Management Simulation: The required simulation is provided by Double Masters Simulations, who is a Project Management Institute approved Registered Education Provider. The simulation is based on the PMBOK Guide and covers the area of Project Integration Management, in particular the processes of:

- Develop Project Charter
- Develop Project Management Plan
- Direct and Manage Project Work
- Monitor and Control Project Work
- Perform Integrated Change Control
- Close Project or Phase

These processes will appear throughout the simulation as they occur within the project. In practice, these processes overlap and interact in ways that cannot be completely detailed in this simulation.

The simulation consists of an introduction section and seven lessons. Each student will work individually as the project manager. The simulation is scored using a 100 point system. For this course, successfully completing the simulation is the achievement of a minimum of 70 points. Full credit (100% - 20 points) for the simulation will be awarded with a minimum simulation score of 75 points. Simulation scores between 65 and 74.99 will receive 80% (16 points) credit for the simulation. Simulation scores between 55 and 64.99 will receive 70% (14 points) credit for the simulation. Simulation scores between 45 and 54.99 will receive 60% (12 points) credit for the simulation. Any score less than 45 will receive a grade based on the actual percentage earned. See the simulation link in the Canvas class for further simulation details and for the link to the actual simulation (SLOs: 2.2.1 – 2.2.10).

5.0 Grading Criteria

5.1 Grade Computation: Students earn their course grades by completing scheduled assignments; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below. Failure to complete appropriate assignments and exams may result in a failing grade. Refusal to complete homework assignments will result in a failing grade.

5.2 Grading Scale:

Letter Grade	Percentage	Point Range
A	90% - 100%	188.1 - 209
B	80% - 89.99%	167.2 – 188.0
C	70% - 79.99%	146.3 – 167.1
D	60% - 69.99%	125.4 – 146.2
F	59.99 & below	0 – 125.3

Final grades will be calculated as follows:

Module	Assignments	Points	Percentage
1	Project Management Concepts and Applications Paper	15	7%
1	Project Selection and Project Charter	10	5%
2	Stakeholder Analysis & Communications	10	5%
2	WBS Development	10	5%
2	Project Schedule, Budget, & Resources	15	7%
2	Project Risk Analysis and Control	15	7%
1-5	Participation (4 pts per week @ 15 wks)	60	29%
1-4	Discussion Questions (2 pt. per DQ @ 27 DQs)	54	26%
5	PM Simulation	20	10%
	TOTAL	209	100%

6.0 Course Calendar

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
1 26 Aug	Module 1 (Project Selection, Initiation) (SLOs: 2.2.1 – 2.2.4, 2.2.11) Read Kloppenborg: CH1; PMBOK CH I-1:II-3, II-1	Chapter 1: Introduction to Project Management	DQ 0: Introductions: 1 Sep Participation Week: 1 Sep
2 2 Sep	Module 1 (Project Selection, Initiation) (SLOs: 2.2.1 – 2.2.4, 2.2.11) Kloppenborg: CH2; PMBOK CH I-1:II-3, II-2	Chapter 2: Project Selection and Prioritization	DQ 1: 6 Sep DQ 2: 7 Sep Participation Week 2: 8 Sep
3 9 Sep	Module 1 (Project Selection, Initiation) SLOs: 2.2.1 – 2.2.4, 2.2.11) Kloppenborg: CH3; PMBOK CH I-4, II-2:II-3	Chapter 3: Chartering Projects	DQ 3: 13 Sep DQ 4: 14 Sep Participation Week 3: 15 Sep Project Management Concepts and Applications Paper: 15 Sep
4 16 Sep	Module 2 (Project Selection, Initiation) SLOs: 2.2.1 – 2.2.4, 2.2.11) Kloppenborg: CH4; PMBOK CH I-1:I-4, II-2:II-3	Chapter 4: Organizational Capability: Structure, Culture, and Roles	DQ 5: 20 Sep DQ 6: 21 Sep Participation Week 4: 22 Sep Project Selection and Project Charter Assignment: 22 Sep
5 23 Sep	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH6; PMBOK CH I-1:I-5, II-2:II-3	Chapter 6: Stakeholder analysis and Communication Planning	DQ 7: 27 Sep DQ 8: 28 Sep Participation Week 5: 29 Sep Stakeholder Analysis & Communications Assignment: 29 Sep
6 30 Sep	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH7; PMBOK CH	Chapter 7: Scope Planning	DQ 9: 4 Oct DQ 10: 5 Oct Participation Week 6: 6 Oct

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
	I-1:I-5, II-2:II-3		WBS Development: 6 Oct
7 7 Oct	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH8; PMBOK: CH I-1:I-5, II-2:II-3	Chapter 8: Scheduling Projects	DQ 11: 11 Oct DQ 12: 12 Oct Participation Week 7: 13 Oct
8 14 Oct	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH9; PMBOK: CH I-1:I-5, II-2:II-3	Chapter 9: Resourcing Project	DQ 13: 18 Oct DQ 14: 19 Oct Participation Week 8: 20 Oct
9 21 Oct	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH10; PMBOK: CH I-1:I-5, II-2:II-3	Chapter 10: Budgeting Projects	DQ 15: 25 Oct DQ 16: 26 Oct Participation Week 9: 27 Oct Project Schedule, Budget, & Resources (CHs 7-9): 27 Oct
10 28 Oct	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH11; PMBOK: CH I-1:I-5, II-2:II-3	Chapter 11: Project Risk Planning	DQ 17: 1 Nov DQ 18: 2 Nov Participation Week 10: 3 Nov Project Risk Analysis and Control: 3 Nov
11 4 Nov	Module 2 (Project Planning) (SLOs: 2.2.5 – 2.2.8) Kloppenborg: CH12; PMBOK: CH I-1:I-5, II-2:II-3	Chapter 12: Quality Planning & Project Kickoff	DQ 19: 8 Nov DQ 20: 9 Nov Participation Week 11: 10 Nov
12 11 Nov	Module 3 (Performing Projects) (SLOs: 2.2.9, 2.2.11, 2.2.14) Kloppenborg: CH12; PMBOK: CH I-1:I-5, II-2:II-5	Chapter 13: Project Supply Chain Management	DQ 21: 15 Nov DQ 22: 16 Nov Participation Week 12: 17 Nov
13 18 Nov	Module 3 (Performing Projects) (SLOs: 2.2.9, 2.2.11, 2.2.14)	Chapter 5: Leading & Managing Project Teams	DQ 23: 22 Nov DQ 24: 23 Nov Participation Week 13: 24 Nov

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
	Kloppenborg: CH5; PMBOK: CH I-1:I-5, II-2:II-5		
14 25 Nov	Module 3 (Performing Projects) (SLOs: 2.2.9, 2.2.11, 2.2.14) Kloppenborg: CH14; PMBOK: CH I-1:I-5, II-2:II-5	Chapter 14: Determining Project Progress & Results	DQ 25: 1 Dec DQ 26: 1 Dec Participation: Not Required – You receive a “bye” for this week
15 2 Dec	Module 4 (Project closure) (SLO: 2.2.10, 2.2.11) Kloppenborg: CH15; PMBOK: CH I-1:I-5, II-2:II-6	Chapter 15: Finishing the Project & Realizing the Benefits	DQ 27: 7 Dec Participation Week 15: 8 Dec
16 9 Dec	Module 5 (PM Simulation) (SLOs: 2.2.1 – 2.2.10)	PM Simulation (SLOs: 1.1-4.6)	Bonus DQ: 12 Dec PM Simulation: 12 Dec

Important University Dates:

Aug. 26, Classes Begins

Sep. 2, Labor Day (University Closed)

Sep. 11, Deadline to drop 16-week classes with no record

Oct. 25, Deadline for Graduation Application for Spring Ceremony Participation

Nov. 8, Deadline to drop 16-Week Classes with a Q or W

Nov. 11, Veteran's Day (University Closed)

Nov. 28-29, Thanksgiving (University Closed)

Dec. 13, Spring Semester Ends

Dec. 13, Commencement Ceremony

7.0 University Resources, Procedures, and Guidelines

7.1 Drop Policy: If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

7.2 Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. More information can be found at [Academic Integrity](#).

In this course, any evidence of cheating or collusion will result in a grade of zero (0) for each affected assignment or exam and each participating student will be reported to the Office of Student Conduct.

7.3 Academic Accommodations: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the

website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

7.4 Tutoring: Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

7.5 The University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

7.6 University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

7.7 A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php]