



Course Syllabus
January 14 – May 10, 2019
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) and Behavioral Knowledge Modules (B-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. Behavioral issues include management, leadership, and teams, organizational structures, communications, stakeholder engagement, and ethics and professionalism.

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: Graduate student status.

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. Evaluate and assess the importance of ethics and professionalism within project

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).

Behavioral Knowledge Module (B-XX):

- 2.2.11. Given an organizational context and project objectives, construct a communication-management plan that defines the participants, communication processes, tools, and methods required for appropriate project communication (B-DC) (CLO 2.1.1 – 2.1.3, 2.1.5).
- 2.2.12. Demonstrate how teams are assigned and formed and describe the stages of team development (B-TB) (CLO 2.1.6).
- 2.2.13. Given a specific project context, create a stakeholder engagement plan that includes approaches to issues such as communication ethics, and leadership (B-SE) (CLO 2.1.1 – 2.1.3, 2.1.5).
- 2.2.14. Evaluate and assess the importance of ethics and professionalism in every aspect of the project's operation, and examine the factors that influence moral conduct (B-EP) (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, MS Project software and / or given MS Excel files, and APA manual. 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, 2.2.14) (**Chapters 1-3, 14; 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, 2.2.12 – 2.2.13) (**Chapters 4-8, 11; 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 10, 12, 13; 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, 2.2.14) (**Chapter 14; 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 – 2.2.14). (**Chapters 1-14, 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 and Software:

3.1 Required Textbook: Larson, E. W., & Gray, C. F. (2018). *Project management, the managerial process* (7th Ed.). New York, NY: McGraw-Hill Irwin. ISBN: 978-1260151909 (Loose-leaf student version).

3.2 Required Textbook: American Psychological Association. (2010). *Publication manual of American Psychological Association* (6th Ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338-0561-5.

3.3 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).

3.4 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.

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: Select Discussions from the menu found on the left side of the Canvas class home page. All discussions and questions will be placed in their 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 online. You will be expected to participate four out of seven days a week in different discussions and to contribute **at least one substantive discussion message on each of those 4 days**. Participation is only counted in the [Week XX Participation](#) forums. This is a required

part of your grade. Participation consists of messages you post **above and beyond** graded assignments (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** (see any available instructor notes for the week). Discussion question responses, to other students' answers to the discussion question, will count towards the class participation requirement. When responding to a fellow student's discussion question response, copy the response into the weekly participation forum, and then provide your response.

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, **all** of your participation posts, must be supported from literature, meaning you must 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 – 300 words.

4.4.1 Participation Grading: Each week you can earn a **maximum** of 8 points for participation. Each day that you participate, you will receive **2** points. Any day that you do not post any substantive messages, you will receive **0** points.

4.5 Discussion Questions (DQs): Answer the given discussion questions, in each learning week. Discussion question responses should be at between 150-300 words. 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 turned in prior to the due date (don't procrastinate).

Unlike your formal written assignments, 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 5 points. I expect your discussion question responses to reflect critical thought; therefore, for each discussion question, **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. Responses to other students' DQs **will count** toward participation (but only in the Discussion thread).

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

4.6 Project Teams:

4.6.1 Team Selection / Requirements: Project managers manage team requirements and lead teams. Therefore, it is essential that class members are able to effectively and successfully submit high quality deliverables while working as a member of a project team. All class members will be required to work in teams and will be required to work in the provided "team break-out rooms" in our Canvas classroom. Working through text messages or any other outside "group meeting" is not authorized. Additionally, you are not

authorized to meet face-to-face (F2F). You will be able to upload files accessible by each team member. You will need to practice good version control. I recommend developing version numbers and date as part of the file name: i.e. *Team Essay v1 (01-03-19).docx* for the first version of the hypothetical team essay file.

Class members will self-select into the team of their choice. There will be a limit on the number of students (3-4 depending on the class size). If a team of your choice is full, you must choose another team. In Canvas, select People and then Project Teams. The first person in a team will automatically be assigned as the team lead for the initial assignment. As the term progresses the team lead will change to each of the team members.

Your first assignment, as a team will be to develop a team charter and a team schedule for each team assignment (team discussion questions and team research project), as listed in the Assignments section in the Canvas classroom. This schedule will include the name of the assignment, the team lead for the assignment (you must rotate leads for each assignment), due dates for the following: 1st Review, 2nd Review, and Final Review. The final review is the only review that may be scheduled on the assignment due date.

All assignments must have a separate and clearly identifiable discussion thread in the team break-out room. Additionally, each review in each assignment discussion thread must also be clearly identifiable.

Each team members' participation will be individually and subjectively graded based the number of substantive team posts, in the appropriate discussion thread in the team break-out room, and based on the given Learning Team (LT) Evaluations. See the grading rubric in the Team Participation assignment.

4.6.2 Learning Team (LT) Evaluations: After the completion of each team assignment, each member will individually complete a LT Evaluation. These evaluations will be used to subjectively judge how well team members performed/participated for the given assignment. Please be thoughtful in your evaluations and provide a truthful assessment of each team member. Do not score team members based on your emotions of a particular person at a particular time. Score team members based on their actual contribution to the particular assignment.

4.7 Assignments:

4.7.1 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, 2.2.14):

- 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).

4.7.2 Project Plan: Project Charter and Scope (Team Assignment): Determine an idea for a project, with a start date of 3 months after the course end date (this means you will not have done any work on the project).

NOTE: The project cannot be a home improvement / house build project and it must have or use a “sustainability” flare, using environmentally safe products or materials. If the team is composed of CIS / IT, members, you may develop a “sustainability” type IT project.

Sustainability Context

Companies that embrace sustainability do not pursue financial gain at any cost. Rather they actively seek to change the world for the better; they recognize that sustainability and sustainable development should be of equal importance with employee well-being and profits – i.e., embracing the Triple Bottom Line or People, Planet, and Profit. In doing so, they assess the social, environmental, and economic aspects of any action so that it is as sustainable as possible. These organizations view sustainability and sustainable development as not only meeting the needs of the present but also seeking to build the kind of world that we want our children and grandchildren to inherit.

You can choose a company/city/industry you currently work for or have experience with that is involved with an issue related to sustainability. Alternatively, you can choose a local company/city/industry that you may or may not have direct contact with.

For sustainability organizations to study check out:

Change the world Companies – Fortune Magazine (all links are the same topic)

- <http://fortune.com/video/2017/09/07/change-the-world/>
- <http://fortune.com/2017/09/07/change-the-world-money/>
- <http://fortune.com/change-the-world/>
- <http://fortune.com/2017/09/07/change-the-world-money/>

Small Businesses with a Sustainability Focus

- <http://brandmakernews.com/business-brand/entrepreneur/5746/10-sustainable-small-businesses-to-watch.html>
- <https://www.rubiconglobal.com/blog-50-sustainable-small-businesses/>
- <https://www.forbes.com/sites/susanadams/2014/04/22/11-companies-considered-best-for-the-environment/#8cad5d812ae9>

Triple Bottom Line Organizations

- <https://earth911.com/business-policy/triple-bottom-line-7-companies/>
- <http://inspiredeconomist.com/2016/03/14/10-triple-bottom-line-businesses/>
- <https://consciouscompanymedia.com/sustainable-business/the-worlds-top-25-for-benefit-companies/>
- <https://consciouscompanymedia.com/sustainable-business/southwest-is-still-americas-greatest-airline/>

Conscious capitalism Organizations

- <https://www.consciouscapitalism.org/heroes>
- <https://www.fool.com/investing/2017/11/19/conscious-capitalism-stocks-companies-that-have-su.aspx>

2018 Sustainable Champion Award Organizations

- <https://sustainableconnections.org/2018-sustainability-champion-awards/>

Example sustainability organization cases

- <http://www.apta.com/resources/hottopics/sustainability/Documents/Leadership-APTA-Leading-Sustainability-Initiatives-Through-Your-Organization.pdf>

Other areas that are acceptable:

- [WWF Global](#)
- [GreenMatch](#)
- [Global Ministries](#)
- [Other Green Search Sites](#)

Develop a project charter according to the PMBOK Guide and a project scope according to CH 4 of Project Management. Use the project scope checklist as paragraph headings for that section; do not include “6. Reviews with customers”. Include as part of the project scope a stakeholder analysis and a communications plan. The work breakdown structure (WBS) will be created in either MS Project or MS Excel and transferred to a table in the assignment. The MS Project / MS Excel file will be turned in with the MS Word document. Format the paper (in MS Word) according to APA in terms of citations and references and use PMBOK Guide’s “Code of Accounts” numbering system for the paragraphs (SLOs 2.2.1 – 2.2.8, 2.2.11 – 2.2.14). After submitting the assignment complete and submit the peer-review (Individual).

NOTES:

1. **You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**
2. **You are required to use the Project Plan Template found in the Project Tools in the Canvas Classroom. You will begin using the template (do not change any of the paragraph headings as these show you what you are required to submit) with each project plan assignment. You will continuously submit, and update the same template until you have completed your project plan at the end of the term. After a section has been graded, you will update/correct that section based on the instructor’s grading comments, then you will work the next section, per the course schedule.**
3. **Ensure you follow the grading rubrics found at the end of this course syllabus.**

4.7.3 Project Plan: Project Schedule and Budget (Team Assignment): Develop a realistic project schedule taking in account non-workdays and holidays and a realistic budget (including foreign countries if applicable). Conduct research and use selected industry salaries, wages, and costs, etc. Create the schedule and budget in MS Project or MS Excel and transfer to the MS Word document. The MS Project /MS Excel file will be turned in with the MS Word document. Format the paper (in MS Word) according to APA in terms of citations and references and use PMBOK Guide’s “Code of Accounts” numbering system for the paragraphs (SLO 2.2.5 – 2.2.8, 2.2.12 – 2.2.13). After submitting the assignment complete and submit the peer-review (Individual). **You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**

4.7.4 Project Plan: Risk Analysis and Change Control Management (Team Assignment): Develop a risk management plan identifying at least five primary risks that are relevant to the chosen project. Create a

risk assessment matrix table in MS Word and quantify the likelihood and probability of the risk occurring, identify the effect of the risk, provide an overall risk assessment score, estimate when the risk could occur, and provide a risk control matrix, also in MS Word, explaining how each risk will be controlled. Then, develop the change control management plan describing how changes to the project scope, timeline, and budget for the chosen project will be requested, reviewed, approved, reported, and communicated. Additionally, identify who will be responsible for managing the change control process, reviewing and approving the change requests, and communicating the approved changes to project stakeholders and explain the role of change control management and discuss how changes to the project schedule and project budget will be managed. Format the paper (in MS Word) according to APA in terms of citations and references and use PMBOK Guide's "Code of Accounts" numbering system for the paragraphs (SLOs 2.2.9, 2.2.11, 2.2.14). After submitting the assignment complete and submit the peer-review (Individual). **You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**

4.7.5 Project Plan: Execution, Monitoring and Control (Team Assignment): In an *essay*, between 1,000 and 1,500 words, identify the steps taken to assemble, develop, and manage the project team and explain how the project execution will be managed and monitored. Explain the importance of project sponsorship and project leadership during project execution, and identify the method and explain the rationale of measuring and reporting project progress and performance. Format the paper (in MS Word) according to APA in terms of citations and references (SLO 2.2.9 – 2.2.12, 2.2.14). This will be a similarity assignment. You must achieve less than 10% similarity on the Similarity Index. After submitting the assignment complete and submit the peer-review (Individual).

NOTE:

- 1. This is a separate document from your project plan template. Write as an academic essay. The information contained will be later summarized in your project plan.**
- 2. You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**

4.7.6 Project Plan: Final (Team Assignment): The final project plan will incorporate the previous project management deliverables into a comprehensive and coherent project plan. The final plan will include additional sections describing the project retrospective process and the project closedown process that was followed for the project. Additionally, determine how the project retrospective process and the project closedown steps relate to each other and to the overall project structure. Submit comprehensive project management plan as a Microsoft® Word document. Format the paper (in MS Word) according to APA in terms of citations and references and use PMBOK Guide's "Code of Accounts" numbering system for the paragraphs (SLOs 2.2.1 – 2.2.14).

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). After submitting the assignment complete and submit the peer-review (Individual). **You are required to cite any paraphrases, quotations, or support for your opinions/assertions; providing appropriate references on the references page.**

4.7.7 Project Plan: Retrospective (Team Assignment): The final team assignment will be the development of the team retrospective. This will be a presentation created in MS PowerPoint and will cover the entire project planning process. Each team member must include a minimum of one slide with his or her self-disclosed areas strengths and areas requiring his or her improvement as a team member. The notes sections in MS PowerPoint must be used for all (required) script pertaining to each slide. It will be difficult to cover the

entire semester. My recommendation (which means you do it) is for each team to conduct an internal retrospective in your team sites (in Canvas) after each team deliverable. The instructor will reserve the right to award extra credit points based on the detail of those internal retrospectives. Each teams' final retrospective PPT will be posted in the Retrospective discussion thread, where all teams will review and discuss each other's retrospective during the final week of class (SLOs: 2.2.10, 2.2.14).

4.8 Project Management Simulation (Individual Assignment): 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 75 points. Full credit (100% = 45 points) for the simulation will be awarded with a minimum simulation score of 80 points. Simulation scores between 75 and 79.99 will receive 80% (36 points) credit for the simulation. Simulation scores between 65 and 74.99 will receive 70% (31.5 points) credit for the simulation. Any score less than 65 will receive a grade based on the actual percentage earned. Your simulation retrospective will be worth 5 points (for a total of 50 points for the assignment). See the simulation link in the Canvas class for further simulation details and for the link to the actual simulation (SLOs: All).

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%	880.2 – 978
B	80% - 89.99%	782.4 – 880.1
C	70% - 79.99%	684.6 – 782.3
D	60% - 69.99%	586.8 – 684.5
F	59.99 & below	0 – 586.7

Final grades will be calculated as follows:

Assignments	Points	Percentage
Project Management Concepts and Applications Paper (Individual)	30	3.07%
Team Charter / Team Schedule	50	5.11%
Project Plan: Project Charter and Scope (Team)	50	5.11%
Project Plan: Project Schedule and Budget (Team)	50	5.11%
Project Plan: Risk Analysis and Change Control Management (Team)	50	5.11%
Project Plan: Execution, Monitoring, and Control (Team)	50	5.11%
Project Plan: Final (Team)	100	10.22%
Retrospective (Team)	75	7.67%
Learning Team Evaluation (Individual) (10 pts per @ 6 PRs)	60	6.13%
Team Participation (Individual) (Rubric)	150	15.34%
Participation (Individual) (8 pts per week @ 16 wks)	128	13.09%
Discussion Questions (Individual) (5 pt. per DQ @ 27 DQs)	135	13.80%
PM Simulation (Individual)	50	5.11%
TOTAL	978	100%

6.0 Course Calendar

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
1 14-20 Jan	Module 1 (Initiating): (SLOs: 2.2.1 – 2.2.4, 2.2.14) (Chapters 1-3, 14; PMBOK Chapters I-1:I-3, II-1, II-2). Lecture 1	Chapter 1: Modern Project Management	Participation 14-20 Jan
2 21-27 Jan (MLK: 21)	Module 1 (Initiating): (SLOs: 2.2.1 – 2.2.4, 2.2.14) (Chapters 1-3, 14; PMBOK Chapters I-1:I-3, II-1, II-2). Lecture 2	Chapter 2-3: Project selection, initiation, and organizational structure Team Charter / Team Schedule LT Evaluation 1	DQ 1: 24 Jan DQ 2: 25 Jan Participation 21-27 Jan 27 Jan 27 Jan
3 28 Jan – 3 Feb	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lecture 3	Chapter 4: Defining the project Project Management Concepts and Applications Paper (Essay)	DQ 3: 31 Jan DQ 4: 1 Feb Participation 28 Jan – 3 Feb 3 Feb
4 4-10 Feb	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lecture 4	Chapter 5: Estimating Project Times and Costs Project Plan: Project Charter and Scope LT Evaluation 2	DQ 5: 7 Feb DQ 6: 8 Feb Participation 4-10 Feb 10 Feb 10 Feb
5 11-17 Feb	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lectures 5-6	Chapter 6: Developing a Project Plan Project Quality (PMBOK) Project Charter Internal Retrospective	DQ 7: 14 Feb DQ 8: 15 Feb Participation 11-17 Feb 11-17 Feb
6 18 – 24 Feb	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lectures 6-7	Chapter 8: Scheduling Resources and Costs	DQ 9: 21 Feb DQ 10: 22 Feb Participation 18 – 24 Feb

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
7 25 Feb – 3 Mar	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lecture 8	Chapter 7: Managing Risk Project Plan: Project Schedule and Budget LT Evaluation 3	DQ 11: 28 Feb DQ 12: 1 Mar Participation 25 Feb – 3 Mar 3 Mar
8 4-10 Mar	Module 2 (Planning): (SLOs: 2.2.5 – 2.2.8, 2.2.12 – 2.2.13) (Chapters 4-8, 11; PMBOK Chapters I4:I6, II3). Lecture 9	Chapter 9: Reducing Project Duration Project Schedule/Budget Internal Retrospective	DQ 13: 7 Mar DQ 14: 8 Mar Participation 4-10 Mar 4-10 Mar
Spring Break (11-15 March 2019)			
9 18-24 Mar	Module 3 (Executing, Monitoring, Controlling): (SLOs: 2.2.9, 2.2.11, 2.2.14) (Chapter 10, 12, 13; PMBOK Chapters I-6:I-13, II-4, II5). Lecture 10	Chapter 13: Progress and Performance Measurement and Evaluation Project Plan: Risk Analysis and Change Control Management LT Evaluation 4	DQ 15: 21 Mar DQ 16: 22 Mar Participation 18-24 Mar 24 Mar 24 Mar
10 25-31 Mar	Module 3 (Executing, Monitoring, Controlling): (SLOs: 2.2.9, 2.2.11, 2.2.14) (Chapter 10, 12, 13; PMBOK Chapters I-6:I-13, II-4, II5). Lecture 11	Chapter 10-11: Leadership and Managing Project Teams Project Risk Analysis / CCM Internal Retrospective	DQ 17: 28 Mar DQ 18: 29 Mar Participation 25-31 Mar 25-31 Mar
11 1-7 Apr	Module 3 (Executing, Monitoring, Controlling): (SLOs: 2.2.9, 2.2.11, 2.2.14) (Chapter 10, 12, 13; PMBOK Chapters I-6:I-13, II-4, II5). Lecture	Chapter 12: Outsourcing: Managing Inter-organizational Relations	DQ 19: 4 Apr DQ 20: 5 Apr Participation 1-7 Apr

COURSE OUTLINE AND ASSIGNMENTS (16 Week)			
WK	Class/Activity	Subject	Assignment Due Dates
	12		
12 8-14 Apr	Module 4 (Closing): (SLO: 2.2.10, 2.2.14) (Chapter 14; PMBOK Chapters I-6:I-13, II6) Lecture 13	Chapter 14: Types of closures, evaluations, retrospectives Project Plan: Execution, Monitoring, and Control LT Evaluation 5	DQ 21: 11 Apr DQ 22: 12 Apr Participation 8-14 Apr 14 Apr 14 Apr
13 15-21 Apr Easter: 21	Module 4 (Closing): (SLO: 2.2.10, 2.2.14) (Chapter 14; PMBOK Chapters I-6:I-13, II6)	Chapter 15: International Projects Project Execution / Monitoring / Control Internal Retrospective	DQ 23: 18 Apr DQ 24: 19 Apr Participation: 15-21 Apr 15-21 Apr
14 22-28 Apr	Module 4 (Closing): (SLO: 2.2.10, 2.2.14) (Chapter 14; PMBOK Chapters I-6:I-13, II6) Project Plan Lecture 14	Chapter 16: Introduction to Agile PM Project Plan Final (SLOs: 1.1-4.6) LT Evaluation 6	DQ 25: 25 Apr DQ 26: 26 Apr Participation 22-28 Apr 28 Apr 28 Apr
15 29 Apr – 5 May	Module 5 (Project Simulation): (SLOs: 2.2.1 – 2.2.14). (Chapters 1-14, PMBOK Chapters I-1:I-13, II-1:II-6)	PM simulation (Introduction, Lessons 1 – 3) (SLOs: 1.1-4.6) Project Plan Final Retrospective	DQ 27: 2 May Participation 29 Apr – 5 May 5 May
16 6-10 May	Module 5 (Project Simulation): (SLOs: 2.2.1 – 2.2.14). (Chapters 1-14, PMBOK Chapters I-1:I-13, II-1:II-6)	PM simulation (Lessons 4-7) (SLOs: 1.1-4.6) Final Retrospective Discussion (Participation)	13 Dec Bonus DQ: 7 May Participation 6-10 May

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 lldavis@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].

8.0 Important University Dates:

SPRING 2019

January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (<i>University Closed</i>)
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal,

	Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (<i>University Open</i>)
March 14, 2019	Spring Break – No Class (<i>University Open</i>)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester
SUMMER 2019	
July 5, 2018	Deadline for Tuition and Fee Payments (Second 5-Week Classes)
September 12, 2018	Summer Semester Admissions Application Opens
March 18, 2019	Advising Begins for Summer Semester
March 18, 2019	Class Schedule Published For Summer Semester
April 1, 2019	Deadline for Scholarship Applications for the Summer Semester
April 4, 2019	Priority Deadline for International Student Summer Admission Applications
April 22, 2019	Priority Deadline for VA Certification Request
May 13, 2019	Classes Begin for Minimester
May 20, 2019	Priority Deadline for Summer Admissions Applications
May 27, 2019	Memorial (<i>University Closed</i>)
May 31, 2019	Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
May 31, 2019	Minimester ends
June 3, 2019	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 fee assessed for late registrants.
June 3, 2019	Classes Begin for First 5-, 10-, and 8-Week Session
June 6, 2019	Deadline to Drop First 5-Week Classes with No Record
June 10, 2019	Deadline to Drop 8-Week Classes with No Record
June 18, 2019	Deadline to Drop 10-Week Classes with No Record
June 21, 2019	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
June 21, 2019	Student End of Course Survey Opens (First 5-Week Classes)
July 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
July 4, 2019	Independence Day (<i>University Closed</i>)
July 5, 2019	Classes End for First 5-Week Session
July 5, 2019	Deadline for Graduation Application for Summer Ceremony Participation
July 5, 2019	Deadline to Withdraw from the University for First 5-Week Classes
July 8, 2019	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 fee assessed for late registrants.

July 8, 2019	Classes Begin Second 5-Week Session
July 8, 2019	Student End of Course Survey Opens (First 5-Week Classes)
July 9, 2019	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)
July 11, 2019	Deadline to Drop Second 5-Week Classes with No Record
July 12, 2019	Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester
July 12, 2019	Student End of Course Survey Opens (8-Week Classes)
July 19, 2019	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)
July 26, 2019	Classes End for 8-Week Session
July 26, 2019	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)
July 26, 2019	Deadline to Withdraw from the University for 8 -Week Classes
July 26, 2019	Student End of Course Survey Opens (10- and Second 5-Week Classes)
July 29, 2019	Student End of Course Survey Closes (8-Week Classes)
July 30, 2019	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)
August 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
August 9, 2019	Classes End for 10- and Second 5-Week Sessions
August 9, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Summer Graduation (5pm)
August 9, 2019	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
August 9, 2019	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
August 10, 2019	Commencement Ceremony Bell County Expo Center (TBD)
August 12, 2019	Student End of Course Survey Closes (10- and Second 5-Week Classes)
August 13, 2019	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
August 13, 2019	Deadline for Theses to Clear Thesis Office for Summer Semester