Greetings!
Welcome to PJM 6135 – Project Quality Management!

The class is designed in a blended format. Our class meets on Thursday from 5:50 p.m. to 8:00 p.m. at NEU's Boston Campus in Snell Library (Basement) Room 015. Class materials and required online work are available Online at NUOnline. You can access this course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Text(s)/Software/Tools:
3. Case Study: The Fox Islands Wind Project (A). This case study provides students with an opportunity to analyze both project quality processes and deliverables. Students are expected to find solutions to the quality problems of the project. The case study is available at www.hbr.org, Product #:810129-PDF-ENG. Additional case studies will be made available online.

Supplemental Readings

Software & Related Equipment
- Wimba Pronto – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.
- A headset (headphones plus microphone) will allow you to speak with me using Wimba Pronto. I highly recommend getting this hardware to go along with Pronto. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or
comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com for about $30.

Adobe Reader 9.3 or higher – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.

MS Project 2007 or higher – Project management software programs are widely used across industry sectors to better organize project management activities, simplify resource allocation, and improve project control and performance. In this course, we will use Microsoft Project as a project planning, controlling, and monitoring tool. You can rent Microsoft Project Professional 2016 for just $25/month from www.office.com. Microsoft Project is also available free of charge on the campus computers at the Snell Library (first and second floor), 54 Dodge, and Digital Media Commons. There is no recent version of MS Project available for Mac, but MAC users can run Windows on their MAC using Parallels Desktop 11 for Mac. For additional options (e.g., Boot Camp) and information, contact the information technology services (ITS). You can also purchase Microsoft Project Student Edition via MyNEU.edu at a deeply discounted price. Instructions are available in Blackboard.

In this PJM5900 section, students are required to purchase and enroll in a project management tutorial: The HMM Project Management Tutorial. The tutorial is a learning and performance support tool with interactive learning activities, audio downloads for mobile devices, self-assessment, and video clips with transcripts. Each tutorial web link is unique. To ensure that you are working on the unique tutorial developed for this section of the course, you will be provided a link via Blackboard. Students may NOT self-enroll in a generic section of the tutorial that the instructor of this course cannot access. However, if you want to read more about the tutorial before the start of the class, you may find it at http://cb.hbsp.harvard.edu/cbmpi/access/50367831. When enrolling, pay attention to the course registration number (CRN) located at the top left side of your syllabus. The cost for students is approximately $15.

Prerequisites

Course Prerequisites:
- PJM6000 Required
- PJM6025 Project Scheduling and Cost Planning: Strongly Recommended
- This course cannot be taken concurrently with PJM6000

Student Competencies:
- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout the course.
- Students are expected to be already proficient in the use of these software programs when enrolled in this course.
- Students are expected to be familiar with APA format for scholarly and academic writing.
- Minitab. If you don’t have any experience using Minitab, you can still take this course. You will need, however, to set aside extra time to learn to use the software through demo videos and reference guides which will be made available weekly on the course Website.

Course Description

In a time of increasing demand for better quality and more reliable products and services, quality management is no longer a simple management tool. It is a strategic weapon. PJM6135 was designed to provide students with the tools and techniques they need to identify and solve quality problems in projects. The course is structured according to the Project Management Institute’s Project Management Body of Knowledge (PMBOK®) Guide fifth edition. Students will learn project quality management processes and apply their knowledge to develop a complete and workable project quality management plan. We will analyze both project quality processes and deliverables.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:
1. Interpret quality terms as they are used in project management
2. Describe the importance of the customer’s role in project quality management
3. Develop a toolset to use with future project, including quality tools and templates for Project Quality Management
4. Identify and describe the roles and responsibilities needed to plan and execute the Project Quality Plan
5. Create a realistic Project Quality Management Plan (PQMP) which includes processes for all phases of quality management, including Quality Definition, Planning, Assurance and Control
6. Apply a wide variety of tools and techniques, including the Seven Tools of Quality to monitor project success
7. Learn how to apply the techniques for managing project quality to the broader context of organizational or enterprise
In pursuing these objectives, students will:

- Use the textbooks and on-line course components
- Use lectures, group discussions, case studies and a final exam
- Focus on combining theory and real world application
- Utilize relevant software to capture and display data

Course Methodology
Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete evaluation planning and report assignments where you will have a chance to apply what you’ve learned.

Each week, you will be expected to:
1. Attend the class lecture
2. Review the week's learning objectives
3. Complete all assigned readings
4. Complete all lecture materials for the week
5. Participate in the Discussion Board
6. Complete and submit all assignments by the due dates

Attendance Standards
As the weekly class session is a vital part of the learning experience for PJM 6135, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by email about the excused absence or lateness before class.

- Students who do not participate fully in class exercises will be penalized 1 point per class.
- Students with more than 2 unexcused latenesses will be penalized 1 point per lateness.
- Students with more than 1 unexcused absence will receive a failing grade for the course.

Assignment Standards | Rubric
I want to make sure you know exactly what I expect with each assignment so I have listed the four factors I use for your assignments and the importance (weight) I attach to each:

- **Accuracy** – Does the work accurately reflect the information presented in the course? (30%)
- **Completeness** – Does the work include all of the information requested in the assignment? (30%)
- **Relevance** – Does the work include only information directly related to the assignment; extraneous information added just to fill the space will reduce your grade (30%)
- **Communication** – Is the writing (all assignments are written) clear, comprehensible and competently produced? (10%)
  – see the Writing Quality Standards below for more information.

Class Schedule / Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/18 – 9/24</td>
<td>Introduction to Project Quality Management</td>
<td>Kenneth, chapters 1, 2 and 3 PMBOK, pp. 227-231 Week 1 lecture and Guide Case Study</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
<tr>
<td>2</td>
<td>9/25 – 10/1</td>
<td>Project Quality Planning</td>
<td>Kenneth – Chapters 4, 7, 8 and Appendix 1 PMBOK- pp. 231-242 Week 2 lecture and Guide Case Study</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
<tr>
<td>3</td>
<td>10/2 – 10/8</td>
<td>Project Quality Assurance</td>
<td>Kenneth - Ch. 5, 9 and 10 Appendix 2</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Text</td>
<td>Website</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>4</td>
<td>10/9 – 10/15</td>
<td>Project Quality Control</td>
<td>Kenneth – Chapters 6 and 11 Appendix 3 PMBOK - pp. 248-254 Week lecture 4</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
<tr>
<td>5</td>
<td>10/16 – 10/22</td>
<td>Statistical Process Control in Practice</td>
<td>Kenneth - Chapter 12 and 13 Appendix 4 Week lecture 5</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
<tr>
<td>6</td>
<td>10/23 – 10/28</td>
<td>Assessing Quality Management Systems</td>
<td>We will use the University Database to retrieve peer-reviewed articles as reading assignments for this week.</td>
<td>See the “Course Material” section of the course Website.</td>
</tr>
</tbody>
</table>

*** Syllabus may change to reflect students’ needs and industry trends.

**Grading / Evaluation Standards**

Your grade will be weighted as follows:

<table>
<thead>
<tr>
<th>Evaluation Measures</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Group Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Exam</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
**Grading Rubric**

The table below shows the maximum number of points you can earn for each of your assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual Assignment</th>
<th>Group Assignment</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Week 2</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Week 3</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Week 4</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Week 5</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Week 6</td>
<td>Makeups, Rewrites, Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

The instructors reserve the right to scale grades as needed.

We use the following scale to convert your scores to Letter Grades:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Low</th>
<th>High</th>
<th>Points earned</th>
<th>This grade given for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94</td>
<td>100</td>
<td>282 - 300</td>
<td>Excellent, thorough work which demonstrates complete command of the material and goes above and beyond the assignment requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>&lt;94</td>
<td>270 - &lt;282</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>&lt;90</td>
<td>261 - &lt;270</td>
<td>Good work which meets the assignment requirements and demonstrates an understanding of the concepts</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>&lt;87</td>
<td>252 - &lt;261</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>&lt;84</td>
<td>240 - &lt;252</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>&lt;80</td>
<td>228 - &lt;240</td>
<td>Average work which meets most assignment requirements and demonstrates an understanding of at least ¾ of the concepts presented in the course</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>&lt;76</td>
<td>219 - &lt;228</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>&lt;73</td>
<td>210 - &lt;219</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;70</td>
<td>&lt;210</td>
<td>Poor work which doesn’t meet at least ¾ of the assignment requirements and demonstrates insufficient evidence of a command of the course concepts</td>
</tr>
</tbody>
</table>

*** The instructors reserve the right to scale grades as needed.

**Writing Quality Standards**

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Grammar, Mechanics, usage</th>
<th>Clarity and Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Level of Proficiency</td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.</td>
<td>Sentences are structured and words are chosen to communicate ideas clearly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
</tr>
<tr>
<td>Moderate Proficiency – half grade level reduction (5%)</td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
</tr>
</tbody>
</table>
Minimal Proficiency – full grade level reduction (10%)

Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. The reader is unable to understand some of the intended meaning.

Style and/or format are inappropriate for the assignment.

Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

**Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).

**The Purdue Online Writing Lab** [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

**NEU Writing Center** - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: [http://www.northeastern.edu/english/writing-center/](http://www.northeastern.edu/english/writing-center/)

1. In-person Consulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
2. Email Submissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.
3. Mobile Consulting: If you have a pressing deadline, or live far away from campus, consider signing up for our new mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCONline’s new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit [http://www.northeastern.edu/english/writing-center/mobile-consulting/](http://www.northeastern.edu/english/writing-center/mobile-consulting/).

**ESL Language Co-op tutoring** - is a free service international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by emailing: languagecoop@neu.edu and indicating when you would like to make an appointment. All sessions are held in 88 Snell. Starting on May 7, they're moving to an online scheduling system, so students won't email to schedule, but they'll just go to this website ([http://neu.mywconline.net/](http://neu.mywconline.net/)) and make an online appointment.

**International Tutoring Center**: Provides high-quality ESL writing instruction and tutoring support. Students can meet one-on-one with an ESL tutor for 50-minute appointments to work on papers, assignments, TOEFL prep, and research projects. Tutors can assist in reviewing first drafts and provide citation support. ([International Tutoring Center]

**Additionally, here is a message from Global Student Services (GSS):**

GSS is excited to provide linguistic, intercultural, and motivational support for international students enrolled in academic programs, and cross-cultural and curricular ESL support for faculty/staff. You are welcome to connect with our office by emailing mailto:globalss@neu.edu or connect with me directly at my contact information below.

**Communication/Submission of Work**

In the Assignments folder, for assignments with the Blackboard assignment symbol you will click on the View/Complete Assignment link to view the assignment information.

For other assignments with the Turnitin symbol, attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.
Late Submission of Work

As stated in the Student Handbook at HUhttp://www.cps.neu.edu/student-services/student-handbookUH, you must notify me and obtain my acceptance if you are unable to complete any assignment by the published submission deadline. I will gladly grant extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date. The request must include the date and time when you intend to submit. You don't need to offer any reason for your request – you just need to show that you are planning ahead. However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation.

Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

All assignments must be submitted through the appropriate link – no work will be accepted via Email. If you make an error by submitting the wrong file or by clicking “Submit” prematurely, let me know and I will either clear out your original submission or add an additional submission attempt for you. Work submitted after the due date will be marked as late.

Academic Honesty and Integrity Statement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense very seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI’s Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI’s Code states: “As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives.” (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to “engage in or condone behavior that is designed to deceive others…” but to “make commitments and promises, implied or explicit, in good faith”. (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. This policy applies to ALL assignments – draft, final, extra credit, team, individual, etc. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University’s policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html.

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student’s exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (resubmitting materials from another course or course section as new work) is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual’s alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending my work to another student. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won’t, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with
academic dishonesty. I know that I’m expected to safeguard my work. (Also see the section on “participation in academically dishonest activities below”.)

**Participation in academically dishonest activities** – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

**Facilitating academic dishonesty** – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

**Withholding information about dishonesty** – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn’t come to class because they were sick when you know this isn’t true.

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**24/7 NU Online Technical Support**
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email mailto:NUOnline@neu.edu.
For answers to common questions you may also visit the NU Online support portal at: http://smartpantz.perceptis.com/neu/content/default.aspx

**MyNEU Technical Support**
Please contact the University help desk by calling 617-373-HELP (4357) or email mailto:help@neu.edu

**Northeastern University Online Policies and Procedures**
For comprehensive information please go to http://www.cps.neu.edu/online/

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