Course Description and Contacts

PJM 6125 – Project Evaluation
Section 8
CRN #70864
Fall 2017 - CPS Quarter, 6-week session
September 18 – October 28, 2017

PJM 6125 - Course Description
This course offers students an opportunity to learn to develop metrics for determining and reporting project performance. It examines both quantitative and qualitative approaches of evaluation, with an emphasis on earned value management (EVM). It also examines stakeholder analysis and techniques for reporting performance results.

Instructor Contact Information
Instructor: Rose Marota, PMP®
E-mail: r.marota@northeastern.edu
Phone Number: n/a
Office Hours: Online Monday-Friday 9AM-12noon; on campus: Tuesday & Thursday evenings

Please contact me to set up an appointment. The best ways to contact me are:
1. Via “Ask the Instructor” in the Discussion Board;
2. Via email;

If you want to set up a specific meeting time, please send an email and we’ll find a mutually convenient time.

All email communication must be to my NEU Faculty Account (listed above) from YOUR NEU STUDENT account in accordance with University policy. Please contact the IS Help Desk if you need instructions about forwarding your email to another account.

In the event that some concern about the course arises and is not addressed by the instructor, please contact:
Joseph Griffin, PMP, PJM Faculty Lead
Jo.Griffin@northeastern.edu
617.768.7532

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 (NUOnline) until the start date of the term and until you have completed the “I Am Here” process.

Syllabus: This syllabus is not a static document. It may be updated and modified slightly before and during the course. You must follow the Blackboard version throughout the semester as assignments, requirements, and information may be updated. The Course Materials section of the course website will be your primary information source.
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 expectations 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. 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 unless specifically authorized, in writing, by the instructor.

**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 your work to another student directly or indirectly.** You may help fellow students by explaining concepts to them or suggesting additional reading, but not by giving them your work, examples of your work, or answers to specific questions or exercises. You may NOT, for example, lend papers, discs, computers, flash drives, or any other version of your work to other students. If another student copies your work, even without your permission, you will also be charged with academic dishonesty. You are expected to safeguard your 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 that might facilitate cheating, plagiarism, or other academically dishonest acts; alteration, 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, or uploading materials to websites that may be used to facilitate academic dishonesty.

**Withholding information about dishonesty** – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include, but are not limited to: (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; (3) knowing that a student or other individual has uploaded course materials to a website, blog, or other electronic storage location; or (4) knowing that a student has told the teacher they couldn’t come to class because they were sick when you know this isn’t true.
Welcome to PJM6125 – Project Evaluation. This is a blended format class. Our class meets on Thursdays during the weeks of September 18 to October 28 at 5:50PM in TBD NU's Boston Campus.

PJM6125 - Course Prerequisites
Students should have completed all required Project Management Coursework (PJM6000, 6005, 6015, 6025, 6135) prior to completing this course. It is highly likely you will do poorly in this course without the pre-requisite coursework.

Student Competencies:
- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to be proficient in the use of these programs.
- Microsoft Project
  - Demos will be provided to help you use this software but you will be expected to learn this material on your own if you are not a competent user.
- Students will be expected to use APA Sixth Edition writing standards.

PJM6125 - Learning Outcomes
In PJM6125, students will have the opportunity to:

1. Identify when to use a tactical vs. a performance evaluation.
2. Plan and conduct a tactical evaluation using both qualitative and quantitative measures.
3. Understand the difference between impact, efficiency, and effectiveness.
4. Identify and analyze stakeholders for the evaluation.
5. Use MsProject to baseline a project, mark progress and report on variance.
6. Describe the added value of Earned Value analysis in performance reporting.
7. Use Earned Value analysis to provide both variance and forecasting performance measures for a simulated project.
8. Describe change management procedures needed to respond to the results of both tactical and performance evaluation.

In pursuing these objectives, students will:

1. Review the week’s Learning Objectives.
2. Attend class on NU’s Boston campus and participate in class exercises.
3. Complete the assigned readings.
4. Participate in the Discussion Board.
5. Complete and submit the written Assignment.
6. Take the Final Exam.

PJM6125 - Required Texts
The following texts are REQUIRED materials for PJM6125:


   Date Published: October 16, 2013
   Format: Hard Cover with student CD and MS Project trial software CD
   Publisher: McGraw Hill Higher Ed
   Author: Clifford F. Gray & Erik W. Larson

Students who have the 5th ed. of Gray & Larson from a previous class may substitute the 5th ed. for this course.

   - **Author:** Project Management Institute
   - **Edition:** Fifth Edition*
   - **Number of Pages:** 589 pages
   - **ISBN-13:** 9781935589679
   - **Date Published:** 5th Edition, January 2013
   - **Publisher:** Project Management Institute

   Note: The PMBOK® Guide is available in a variety of formats including the hard-copy version listed above. Access to an electronic version (and the practice standards) is also included as a Project Management Institute “member benefit” and can be accessed (and downloaded) from the PMI Website here: [http://www.pmi.org/PMBOK-Guide-and-Standards.aspx](http://www.pmi.org/PMBOK-Guide-and-Standards.aspx)

3. **The ABCs of Evaluation**

   - **Author:** Diego Gambetta; John Boulmetis; Phyllis Dutwin
   - **Edition:** 3rd Edition
   - **Number of Pages:** 589 pages
   - **ISBN-13:** 978-0-470-87354-0
   - **Date Published:** October 25, 2011
   - **Publisher:** John Wiley & Sons

### PJM6125 - Required Software

**Microsoft Project (version 2010, 2013, or 2016)**

Please note that MS Project is required for assignments. Students may download a free 60-day trial from Microsoft. Please contact the NU Help Desk for support or for assistance in purchasing a license. [https://www.microsoft.com/en-us/evalcenter/evaluate-project-professional-2013](https://www.microsoft.com/en-us/evalcenter/evaluate-project-professional-2013)

There is no recent version available for the Mac, but you may use one of the campus computers which provide access to MsProject. This software may also be used in a Windows virtual environment on the Mac. **MS Project 2013 is the recommended version.**

**NOTE - ALL students must use a working copy of MSP 2010, 2013 or 2016 to facilitate group work. “Knock off” or other non-standard versions of the product are NOT acceptable for use in the course.**

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1 PMBOK Guide is a registered mark of the Project Management Institute, Inc.
## PJM6125 - Class Schedule/Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/18-9/24</td>
<td>Evaluating Project Progress</td>
<td>See Course Website</td>
<td>Academic Integrity Module &amp; Quiz Assignment 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Topic 1</td>
</tr>
<tr>
<td>2</td>
<td>9/25-10/1</td>
<td>Earned Value Management</td>
<td>See Course Website</td>
<td>Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Topic 2</td>
</tr>
<tr>
<td>3</td>
<td>10/2-10/8</td>
<td>Using EVM Results</td>
<td>See Course Website</td>
<td>Assignment 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Topic 3</td>
</tr>
<tr>
<td>4</td>
<td>10/9-10/15</td>
<td>Evaluating Program Performance</td>
<td>See Course Website</td>
<td>Assignment 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Topic 4</td>
</tr>
<tr>
<td>5</td>
<td>10/16-10/22</td>
<td>Analyzing the Evaluation Results</td>
<td>See Course Website</td>
<td>Assignment 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion Topic 5</td>
</tr>
<tr>
<td>6</td>
<td>10/23-10/28</td>
<td>Performance Evaluation &amp; Reporting</td>
<td>See Course Website</td>
<td>Assignment 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
**PJM6125 - Grading/Evaluation Standards**
Your grade will be weighted as follows:

<table>
<thead>
<tr>
<th>Evaluation Measure</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (6 x 8pts = 48pts)</td>
<td>48%</td>
</tr>
<tr>
<td>Discussion Board (5 x 5pts = 25 pts)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

You are encouraged to track your progress through the course of the term.
General Course Information

Academic Honesty and Integrity Statement Reprise
Except when given explicit permission to do otherwise, all answers and work submitted in this class must be: 1) wholly your own, original work; and 2) created for the current class section. All work must be submitted with properly formatted, APA6 compliant citations as appropriate. Turning in work done in unauthorized collaboration with others (including third parties not associated with the University), reusing papers, or submitting work without appropriate and properly formatted citations is a serious violation of the Northeastern University academic integrity policy and may result in failing the assignment, the class, or even suspension/expulsion from the University. It is your responsibility to familiarize yourself with the policy and to ask the instructor if you have any doubts about whether you are in conformance with the expectations of the University. Ignorance of the policy and expectations is not an acceptable excuse. The policy is located here: http://www.northeastern.edu/osccr/academic-integrity-policy

Course Methodology
Each week begins on Monday and ends on Sunday, except for the final week, which officially ends on Saturday.

Each week you should: 1) Review the week’s learning objectives, 2) Complete all assigned readings, 3) Complete all lecture materials for the week, 4) Participate in the Discussion Board and any online exercises, 5) Attend class meetings, 6) Complete and submit all assignments by the due dates.

Please note that written work needs to be clear, comprehensible, and competently produced at a graduate-school level as noted below.

Student Competencies
Microsoft Word, Microsoft Excel, and Microsoft Power Point are used throughout this course. Students are expected to be proficient in the use of these programs.

Microsoft Project is used in this course.

APA Sixth Edition writing standards are expected in this course.

Absence Policy
In the event of extraordinary, legitimate, and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include: significant personal illness; unavoidable emergencies, urgent family business; and religious requirements, and are subject to validation. Failure to make arrangements for visa clearance and/or travel so as to arrive in the classroom on time after school breaks are not considered valid excuses. Similarly, failure to arrive in the classroom after an “in-term” holiday is not a valid reason for absence.

If at all possible, students should contact the instructor by e-mail to request an excused absence or explain lateness before class. In any case, you should communicate with me about the absence or lateness as soon as is possible.

• Students with unexcused late arrivals or early departure will be penalized 1% per instance.
• Students who are absent (unexcused) from class will be penalized 10% for the first absence.
• Students with more than one (1) unexcused absence will receive a failing grade for the course.

The decision as to whether the reason presented is a valid “extraordinary, legitimate, and unavoidable situation” and whether or not to grant an excused absence resides with the instructor alone.

NOTE
Attendance Policy for First Class
Because this class meets a limited number of times during the term, it is important that you be physically present in the classroom to insure your possibility for success in the course. If you do not attend the first class, then you are subject to a 10% course grade reduction penalty in accordance with the attendance policy outlined in the syllabus. You should plan your schedule accordingly.
Grading Policy

Grades are earned not “given and adjusted downward.” You begin the course with zero (0) points and work your way upward based on the quality and content of your submitted work. If you do the minimum work required to meet assignment requirements your resulting grade will be in the “B Range” as shown below. Only work that goes beyond the assignment requirements in terms of content and quality will receive grades in the higher ranges.

Your performance in this course is evaluated independently of the work produced (and the grade received) in other courses.

It is YOUR responsibility to keep track of your progress throughout the course.

Conversion of weighted and rounded numerical to letter grades will be as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>&lt;94</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>&lt;90</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
<td>&lt;87</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>&lt;84</td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>&lt;80</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>&lt;76</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>&lt;73</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

The instructor reserves the right to scale grades.

Note that you will not receive the maximum number of points if you fail to be “present” in class (and online) and if you do not submit work that meets minimum standards for written communication as outlined in the writing rubrics and in the course.
Writing Quality Standards

You MUST use APA Sixth Edition format for written work, including references.

Written work is graded as per the rubrics and against these general 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 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. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
</tr>
<tr>
<td>Moderate Proficiency</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 format.</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>
<tr>
<td>Minimal Proficiency</td>
<td>Writing contains numerous errors in spelling, grammar, and/or sentence structure that interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
</tr>
</tbody>
</table>

Acceptable References

All references used for support/evidence/information in this course must be primary (preferred) or secondary (such as the course texts) SCHOLARLY resources. I suggest that you use the SNELL Library search engine or Google Scholar to search for resources. If you don’t understand the terms “primary sources” and/or “secondary sources” then you should consult the SNELL Library website and/or the Reference Librarians.

If you have any questions about this, or a question about a particular source, then post a question in "Ask the Instructor."

Failure to adhere to this policy may result in a violation of the Academic Honesty and Integrity policy.
Assignment Standards

All assignments in this course will be graded against the following rubric unless otherwise noted. NOTE: The instructor reserves the right to require a face-to-face, oral or written examination of any student in addition to any regular assessment as a means to validate the work submitted.

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Requirements</th>
<th>Meets Most Requirements</th>
<th>Meets or Exceeds Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete</strong></td>
<td>Satisfies less than half of the requirements of the assignment, as specified in the instructions</td>
<td>Satisfies half of the requirements of the assignment, as specified in the instructions</td>
<td>Satisfies all of the requirements of the assignment, as specified in the instructions</td>
</tr>
<tr>
<td><strong>Correct</strong></td>
<td>Rarely uses the correct project management tools, techniques, terminology for the situation. Rarely uses the project management tool, technique, or terminology correctly.</td>
<td>Sometimes uses the correct project management tools, techniques, terminology for the situation. Sometimes uses the project management tool, technique, or terminology correctly.</td>
<td>Consistently uses the correct project management tools, techniques, terminology for the situation. Consistently uses the project management tool, technique, or terminology correctly.</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Submitted work shows little creativity or sophistication in applying project management techniques to solve problems. Writing is not clear. Work is not well prepared or checked: spelling or grammar errors; irregular formatting</td>
<td>Submitted work shows moderate creativity and sophistication in applying project management techniques to solve problems. Writing is clear. Work is mostly well prepared and checked, but contains some errors in spelling or grammar; formatting is somewhat irregular</td>
<td>Submitted work shows high degree of creativity and sophistication in applying project management techniques to solve problems. Writing is clear and persuasive. All work is carefully prepared and checked: spelling and grammar correct; formatting easy to read</td>
</tr>
</tbody>
</table>
Discussion Board Standards
Because this is a blended or hybrid course, ALL students are expected to regularly and vigorously participate in the Discussion Boards and other on-line segments of the class no matter their assigned role for the week. Discussion boards are graded against the rubric found in the course at the end of the course.

Initial posts are due not later than (NLT) Sunday of the first week Discussion Board to allow other students time to read and respond to your posts.

Follow up responses are due throughout the week until Sunday of the second week.

The focus of the discussion boards should be clear and concise communication and quality over quantity. Verbose, rambling postings, or postings that fail to clearly make a point will not receive full credit. In addition, postings should follow APA 6 general principles (i.e. use headings, properly cite references, etc.). In general, primary posts should be no longer than 250 words and secondary posts should be no longer than 150. Be concise.

Extra credit, rework, and assignment review
The instructor might provide the opportunity for Extra Credit assignments to the entire class, at his/her discretion. However, there are no opportunities for “extra credit” assignments for individual students, nor are students permitted to rework assignments for a higher grade. Once an assignment is graded, the grade is final.

Submission of Work and Communications
Instructions for each weekly assignment are in the Assignments folder. It is YOUR responsibility to make sure that assignments (individual and group) are properly submitted.

To submit your assignments, click on the View/Complete Assignment link or the TurnItIn (TII) link as directed in the instructions. Attach your completed assignments 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 or by reviewing the instructor comments in the “GradeMark” area of “TurnItIn.”

A short article that outlines how you can see instructor comments in the “GradeMark” area of TurnItIn is available here: http://smartipantz.perceptis.com/neu/Content/ShowContent.aspx?id=207&type=local.

All email communication must be to my NEU Faculty account from YOUR NEU STUDENT account.

NOTE: I will NOT accept assignments via email in accordance with Northeastern University policy.

Late Assignments
All assignments are due by the date posted in the course website. Late assignments will be penalized 1 point per day late.

Testing Monitoring
In this class, some tests may be administered remotely by an online authentication and proctoring service called Examity®, which gives you the flexibility to schedule exams at your convenience and take them wherever you want.

To prepare for using Examity®, you will need to meet the following technical requirements:
- Working Webcam and Microphone which can be tested at www.testmycam.net
- An Internet connection of at least 3Mbps (www.speedtest.net)
- Chrome/ Mozilla/ Safari/ Internet Explorer/ Microsoft Edge browser
- Up to date Operating system (Windows or Mac OS)

Additional information is provided in Course Materials – Exam Information
Please click on the link below to run an automated systems check http://prod.examity.com/systemcheck/ComputerReadinessCheck.aspx
If you do not pass the systems check or have any questions or concerns, you can contact Examity’s® technical support team 24/7 via email at support@examity.com or phone at (855) 392-6489.
Student Support

Software & Related Equipment

Blackboard Collaborate – this free software provides text chats, audio chats (if you have a headset), whiteboard sharing, and most importantly, screen sharing. You can download this free from the Tools link on the left column at our Blackboard course site.

A noise-canceling headset (headphones plus noise-canceling microphone) will allow you to speak with me using Blackboard IM. Headsets can be purchased from online vendors for about $30.

Microsoft Project 2010, 2013 or 2016 – There is no recent version available for the Mac, but you may use one of the campus computers which provide access to MsProject. This software may also be used in a Windows virtual environment on the Mac. MS Project 2013 is the recommended version.

Instructions for obtaining a copy of MS Project are posted in the course.

Computer access - the InfoCommons in the Snell library can be used 7 days a week. The library may also have laptops, etc. available for short-term loan. See: http://www.lib.neu.edu/

Communication resources

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/) 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: http://www.northeastern.edu/english/writing-center/

ESL Language Co-op tutoring - is a free service that 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 accessing this website: (http://neu.mywconline.net/) and making an online appointment.

International Tutoring Center - is dedicated to providing international students with free, high-quality English language instruction and support in Snell Library, Room 088. To sign-up for an appointment, visit http://neu.mywconline.net/ for instructions.

PJM Tutor - the CPS Advising Office has recently started to offer the services of a dedicated PJM tutor on a limited basis. Contact your Academic Advisor for further information.

If you have difficulty with oral presentations, then you may want to explore resources such as the Northeastern University “Toastmasters” Club.

Microsoft Project Resources

IST Training – Information Services occasionally offers training in MS Project – contact IST for details.

MS Project tutorials - Additional assistance may be available through the PJM tutor. Tutorials are also available on the Lynda Online Training Website (http://lynda.northeastern.edu/)

Microsoft project is available through access to the following resources:

InfoCommons - Project 2010 has been locally installed on stations 1-30 and 64-91 in the Snell Library InfoCommons Lab 1. Use these stations if you want to use Project 2010 in the InfoCommons Lab.

NOTE - When required for coursework, ALL students must use a working copy of MSP 2010 or 2013 to facilitate group work. “Knock off” or other non-standard versions of the product are NOT acceptable for use in the course. It is recommended that you procure a copy (student discounts are readily available) or use the workstations in the InfoCommons.

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

**Technical Support**

**Blackboard**
Get immediate 24/7 technical support for NU Online (CPS Blackboard) by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

If you encounter any technical issues, please open a ticket with NUOnline before contacting me and provide the name of the contact person and case number (if applicable).

**General Technical Support**
For computer access, the InfoCommons in the Snell library can be used 7 days a week: http://www.lib.neu.edu/

For MyNEU issues and other technical support questions, please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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