PJM6910.20433 Project Management Capstone
Winter 2018  CPS Quarter Graduate
January 8 – March 31, 2018

PJM6910 - Course Description

PJM6910 offers students an opportunity to integrate all of the key elements from the Project Management Masters Degree program. Specifically, students will focus on preparing all aspects of the Project Management plan as defined by the "Guide to the Project Management Body of Knowledge." Students will not only prepare individual sections of the plan (including scope, time, cost, quality, risk, communication, etc.) but will integrate these sections in a comprehensive project plan. As each new area is planned, they will review earlier sections, revising them to coordinate with the recently added plans. Students will also develop a change management plan to ensure that this integration and coordination is maintained throughout the project life cycle. Finally, a “lessons learned” session will be conducted and incorporate the suggestions from this review to improve and finalize their integrated plan.

Instructor Contact Information

Instructor: Connie Emerson
E-mail: c.emerson@northeastern.edu
Office Hours: Virtual – On Demand
Please contact me to set up an appointment. The best way to contact me is via email.

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 Director
Jo.Griffin@northeastern.edu
617.768.7532

****************************************
This is an online format class. 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.

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

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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/academic-integrity-policy/

*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; 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, 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.

**PJM6910 - Course Prerequisites**

ALL PJM “Core” courses in the Project Management curriculum must be successfully *completed* before you are eligible for this course. **This course is intended to be the FINAL course in the Project Management curriculum.**

**Required Textbook(s), Articles and Materials**

The following are texts **required** materials for this course:


The Following textbooks are **recommended**:


Note: The PMBOK® Guide and the practice standards are available in a variety of formats including the hard-copy versions listed above. Access to an electronic version of the PMBOK® Guide 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  

(PMBOK is a registered mark of the Project Management Institute, Inc.)

Journal articles (subject to change but available electronically from Snell Library):

Software & Related Equipment
- **Blackboard Collaborate** – 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 Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using Blackboard IM. I highly recommend that you get this hardware. 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.**

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 (See Kaltura videos in the online course)

**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.
- Students will be expected to use APA Sixth Edition writing standards.

**Course Description**

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**Learning Outcomes**

During the course, students will have the opportunity to:
1. Create and maintain a Stakeholder Register, making adjustments to reflect all aspects of the plan
2. Devise and then progressively elaborate the project scope, resources, activities, and schedule
3. Construct Quality and Communication plans and integrate these with project activities and budget.
4. Create and maintain a Risk Register and contingency reserve for risks
5. Construct a plan for Integrated Change Control and integrate this with project activities, schedule and quality plans
6. Devise a plan for closing processes and integrate these with project resources, activities and schedule
7. Integrate all processes and knowledge areas throughout the integrated project plan
8. Construct an ethics policy for a project
9. Reflect on, generalize and apply learnings through entire program to one's professional career
10. Examine a global ethical situation, determine its significance and recommend actions

In pursuing these objectives, students will:
- Review information from textbooks and other written material
- Listen to multimedia lectures
- Apply course concepts to create an integrated project management plan
- Review and critique integrated plans from other students
• Conduct a Lessons Learned from the critique and review and finalize their integrated plan

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:

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.
5. 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 level as noted below.

Class Schedule / Topical Outline

PMBOK is a registered mark of the Project Management Institute, Inc.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignments</th>
<th>Discussion Topics</th>
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<tbody>
<tr>
<td>1 - 2</td>
<td>1/8 – 1/21</td>
<td>• Scope Statement</td>
<td>See course material folder</td>
<td>See course material folder</td>
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<td>• Stakeholder Management</td>
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<td>3 - 4</td>
<td>1/22 – 2/4</td>
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<td>• Schedule Development</td>
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<td>• (Schedule) Activities</td>
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<td>5 - 6</td>
<td>2/5 – 2/18</td>
<td>• Communication Plan</td>
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<td>• Resource Loading</td>
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<td>• Integrated Change Control</td>
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<td>7 - 8</td>
<td>2/19- 3/4</td>
<td>• Risk Register</td>
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<td>• Project Costs</td>
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<td>• Quality Plan</td>
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<td>9 – 10</td>
<td>3/5 – 3/18</td>
<td>• Procurement Management</td>
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<td>• HR Plan</td>
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<td>• Performance Evaluation</td>
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<td>11 – 12</td>
<td>3/19 – 3/31</td>
<td>• Closing your Project</td>
<td>See course material folder</td>
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<td>• Lessons Learned</td>
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**Grading/Evaluation Standards**

Grades are *earned* not “given and adjusted downward.” You begin the course with 0 points and work your way upward. If you do the minimum work required on assignments your resulting grade will be in the “B Range” as shown below. To earn an “A”, you must strive for excellence. Only thorough responses, which consider all aspects of the assignment and go above and beyond the minimum requirements, will receive an “A” grade. Also 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 rubric below.

**Extra credit, rework, and assignment review**

There are *no* opportunities for “extra credit” assignments nor do I allow you to “rework” assignments for a higher grade in this graduate-level course. You should submit your best effort every time that you submit an assignment. Once an assignment is graded, it may not be resubmitted for a higher grade. You should use the feedback provided to improve the quality of your work on subsequent assignments.

If you wish to discuss your assignment after you review the comments that I provide, I will be happy to meet with you to go over the assignment *while the course is in session*. I will be happy to meet with you to go over the final exam during the first week of the following term at a mutually convenient time.

You should note that I do not engage in negotiations over grades.
Your grade will be weighted as follows:

<table>
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<tr>
<th>Evaluation Measures</th>
<th>Percentage</th>
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<tr>
<td>Discussion Board</td>
<td>10%</td>
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<td>Team Assignments</td>
<td>50%</td>
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<td>Individual Assignments</td>
<td>15%</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>25%</td>
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**Grading Rubric**

Unless otherwise noted, the following rubric will be used for grading PJM content work:

<table>
<thead>
<tr>
<th>Requirement (60%)</th>
<th>Failing</th>
<th>Below Average</th>
<th>Average</th>
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<th>Superior</th>
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<tr>
<td>Does not meet the requirements of the assignment.</td>
<td>0 (F range)</td>
<td>70 (C range)</td>
<td>80 (B range)</td>
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<th>Personal Competencies (15%)</th>
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<th>Grammar (10%)</th>
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<th></th>
<th>Does not meet the requirements of the assignment.</th>
<th>Meets some assignment requirements</th>
<th>Meets assignment requirements</th>
<th>Goes above the minimum requirements of the assignment</th>
<th>Goes well above the requirements of the assignment. Provides new information, tools, and/or techniques – Accurate, complete, relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing contains numerous errors in spelling, grammar, sentence</td>
<td>Frequent errors in spelling, grammar, sentence</td>
<td>Minor errors in grammar, sentence construction,</td>
<td>Does not meet the requirements of the assignment.</td>
<td>Meets some assignment requirements</td>
<td>Meets assignment requirements</td>
</tr>
<tr>
<td>Clarity (10%)</td>
<td>Spelling, grammar, sentence structure, etc. that interfere with comprehension. The reader is unable to understand some of the intended meaning.</td>
<td>Sentence structure, and/or other writing conventions that distract the reader.</td>
<td>Structure and/or other writing conventions but the reader is able to understand what the writer meant.</td>
<td>and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Formatting (5%)</td>
<td>Spelling, grammar, sentence structure, etc. that interfere with comprehensio n. The reader is unable to understand some of the intended meaning.</td>
<td>Sentence structure, and/or other writing conventions that distract the reader.</td>
<td>Structure and/or other writing conventions but the reader is able to understand what the writer meant.</td>
<td>and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.</td>
<td></td>
</tr>
<tr>
<td>Formatting (5%)</td>
<td>Spelling, grammar, sentence structure, etc. that interfere with comprehensio n. The reader is unable to understand some of the intended meaning.</td>
<td>Sentence structure, and/or other writing conventions that distract the reader.</td>
<td>Structure and/or other writing conventions but the reader is able to understand what the writer meant.</td>
<td>and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.</td>
<td></td>
</tr>
<tr>
<td>NOTE: Gross failure to provide PROPER citations and references –</td>
<td>Sentence construction, word choice, lack of transitions, and/or sequencing of ideas makes reading/understanding difficult. Style and/or format are inappropriate for the assignment.</td>
<td>Does not express opinions or ideas clearly. Limited connection to the topic. Writing does not follow consistent style and/or format.</td>
<td>Sentence construction and word choice interferes with clarity. Transitions between paragraphs may be choppy and difficult to follow.</td>
<td>Minor sentence construction and word choice issues sometime interfere with clarity. Transitions between paragraphs are generally easy to follow. Appropriate conventions of style and format are used consistently.</td>
<td>Expresses ideas and opinions clearly and concisely in a manner appropriate to the assignment.</td>
</tr>
</tbody>
</table>
particularly with regard to direct quotes – will result in sanctions as outlined in the academic honesty policy.

### Conversion of weighted and rounded numerical to letter grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Low</th>
<th>High</th>
<th>This grade is given for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
<td>Excellent, thorough work which demonstrates complete command of the material and <strong>goes above and beyond</strong> the assignment requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>&lt;94.9</td>
<td>Good work which meets the assignment requirements and demonstrates an understanding of the concepts</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>&lt;89.9</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>B</td>
<td>84</td>
<td>&lt;86.9</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>
<tr>
<td>B-</td>
<td>80</td>
<td>&lt;83.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>&lt;77.9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74</td>
<td>&lt;76.9</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>&lt;73.9</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;69.9</td>
<td></td>
</tr>
</tbody>
</table>

*The instructor reserves the right to scale grades as needed.*

### 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/]
Discussion Board Standards

Communication is, as you may know, 90% of what a project manager does, so there will be many opportunities for discussion and communication in this course. Your grade will be partially based on how well you communicate your thoughts as well as how your thoughts demonstrate understanding and mastery of the material.

Each two-week period, you will need to post on a minimum of 3 days. Please see the guidelines in the Grading Forum for the timeline for responses.

Here is the basis for your grade:

- Primary response not in time (-2.5 pts)
- Secondary responses not in time (-2.5 pts)
- Assuming all posts are on time – then points are awarded as follows:

**Primary Post** (There must be at least one primary post to one of the topics)

**Total possible score = 5.0 pts.**

- Response directly relates to the question and is well formed; e.g., bullets or headings are used if needed to make the content more understandable & accessible (3 pts)
- Response is thorough – gives specifics or details – fully answers the question (2 pts)
- Response contains no inaccuracies (-.5 pts) *This refers only to information that has been covered in the course*

**Secondary Post** (There must be at least two secondary posts to any of the topics)

**Total possible score = 5 pts.**

- Participation on multiple dates (1 pt) i.e., at least two secondary posts are completed on a later date than primary posts and meet guidelines given above
- Response does not need to be as thorough as a primary post, but responses that do no more than agree with the original post or restate it in different terms will not count – there must be a new idea – with some specifics and/or examples (4 pts)

Assignment Standards

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. *All written assignments are due on the last day of the week (Day 7*) at 11:59 PM (Boston time), unless otherwise specified. Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.
Group work is required in this course.

Your grade for written group assignments is based on the “raw” score that the team receives on the assignment and is adjusted based on your peers’ (and my) assessment of your participation in the preparation of the team assignment. Your grade for group presentations is based on the “raw” score that the team receives on the assignment and is adjusted based on my assessment of your participation in the presentation.

Writing Quality Standards

*Please use APA Sixth Edition format for written work, including references.*

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

You may NOT, under any circumstances, use: Wikipedia, eHow, Ask.com, or ANY OTHER such non-scholarly website as a source for any work in this course. Exceptions MAY be granted for the use of items such as project management templates and data sources with my explicit, advance permission.

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.

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/).
  4. **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/](http://neu.mywconline.net/)) and making an online appointment.
Communication/Submission of Work

Instructions for each weekly assignment are in the Assignments folder. To submit your assignments, click on the View/Complete Assignment link or the “TurnItIn” 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: https://nuonlinebbsupport.neu.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=northeastern_bbsupport&article_id=8634-8316-981.

All email communication must be to my NEU Faculty account from YOUR NEU STUDENT account. I will NOT accept assignments via email in accordance with Northeastern University policy.

Late Submission of Work

As stated in the Student Handbook (see: http://www.cps.neu.edu/student-resources/), you must notify me and obtain my approval 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/time. You don’t need to offer any reason for your request – you just need to show that you are planning ahead. AN EXTENSION IS NOT AVAILABLE FOR TEAM PROJECTS / GROUP WORK OR DISCUSSION POSTS, OR THE LAST WEEK OF CLASS.

The request must:

- Include the day, date, and time when you intend to submit the assignment.
- Be sent to my NEU Faculty account (c.emerson@northeastern.edu) from your NEU STUDENT ACCOUNT.

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

NOTE

Academic Honesty Contract

The Academic Honesty Contract is a special case. If you do not submit a properly executed Academic Honesty Contract on or before the stated due date/time during the first week of class, then your final grade will be reduced by 10% (one full letter grade). If you do not submit a properly executed Academic Honesty Contract by the end of the second week of class, then you will receive a failing grade for the course.
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 http://testmywebcam.blogspot.com/
- 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.

Academic Honesty and Integrity Statement (Second inclusion in this syllabus)

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. 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/academic-integrity-policy/
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 explicit permission for its reuse is approved by the instructor in writing.

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.

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 or 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.

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 or 2016 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/](http://www.cps.neu.edu/online/)

**Student Accommodations**

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit [http://www.northeastern.edu/drc/getting-started-with-the-drc/](http://www.northeastern.edu/drc/getting-started-with-the-drc/)

**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: [https://nuonlinebbsupport.neu.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=northeastern_bbsupport](https://nuonlinebbsupport.neu.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=northeastern_bbsupport)

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/](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
TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern’s Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

If you or someone you know has been a survivor of a Prohibited Offense, confidential support and guidance can be found through University Health and Counseling Services staff (http://www.northeastern.edu/uhcs/) and the Center for Spiritual Dialogue and Service clergy members (http://www.northeastern.edu/spirituallife/). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within The Office for Gender Equity and Compliance at: titleix@northeastern.edu and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does NOT commit the victim/affected party to future legal action.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Appendix A – Program Competency Domains
Program Competency Domains

What the PM KNOWS?
Knowledge about the application of processes, tools, and techniques for project activities

Knowledge

How the PM BEHAVES?
Attitudes and personality attributes in the context of performing project activities

Personal

Communication
Leadership
Management
Professionalism
Critical Thinking
Ethical Reasoning
Interpersonal Skills
Global Mindset
Virtualization
Reflection

What the PM can APPLY?
Application of knowledge and skills in the context and environment of the project activities

- Initiating a Project
- Planning a Project
- Executing a Project
- Monitoring and Controlling a Project
- Closing a Project

Knowledge + Personal = Performance

The three domains cut across clusters and modules in an integrated manner. No one cluster or module is dedicated to ONLY one domain.