

ITT Technical Institute

PM4799T

Project Management and Administration

Capstone Project

Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 72 (36 Theory Hours, 36 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: Completion of a minimum of 171 credits earned in the program of study

Course Description:

This is a project course, designed to combine elements of courses in the program, in which students develop and present a formal, detailed and comprehensive project management plan. A formal written document and presentation are required.

Where Does This Course Belong?

This is the Capstone course in the Project Management and Administration Bachelor degree program for the Project Management and Administration program – Project Management and Administration Option.

NOTE: *Refer to the catalog for the state-specific course and program information, if applicable.*

Course Summary

Major Instructional Areas

1. Integration of Initiating and Planning Process Groups
2. Activities in project initiation
3. Activities in project planning
4. Integration of Executing, Monitoring and Controlling, and Closing Process Groups
5. Activities in project execution
6. Activities in project monitoring and controlling
7. Activities in project closing

Course Objectives

1. Create an effective project charter.
2. Create a comprehensive project plan for a project by using the tools, templates, and processes recommended by the Project Management Institute (PMI).
3. Set project expectations for all team members to ensure that everyone has a common understanding of the project and their roles.
4. Present the project proposal to the project sponsor.
5. Plan the execution of the project
6. Apply tools and techniques defined by *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* for processing inputs and generating outputs in the form of various project management documents for the Process Groups.
7. Plan the closing of the project.

Learning Materials and References

Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
<p>Project Management Institute. (2008). <i>A guide to project management body of knowledge</i> (PMBOK® Guide). (4th ed.). Newtown Square, PA: Project Management Institute, Inc.</p> <p>Note: To access “A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (4th ed.)”, log on to ITT Tech Virtual Library, navigate to Books 24x7, and search with the keywords “PMBOK 4th edition”.</p>			

Recommended Resources

Books, Periodicals

- Hilson, David (2011) *Risk Management in Practice in AMA Handbook of Project Management (2nd Edition)*. Publisher: AMACOM Books
- Kliem, R. L. (2004). *Leading High Performance Projects*. Boca Raton, FL: J. Ross Publishing, Inc.
- Verma, V. K. (1997). *The Human Aspects of Project Management: Managing the Project Team*. (Vol. 3) Newtown Square, PA: Project Management Institute.
- PM Network: <http://www.pmi.org>
- Project Management Journal: <http://www.pmi.org/Knowledge-Center/Publications-Project-Management-Journal.aspx>
- Project Management World Today: <http://www.pmworldtoday.net/>
- Project Magazine: <http://www.projectmag.com/>
- Projects@Work: <http://www.projectsatwork.com/>

Professional Associations

- American Society for the Advancement of Project Management: <http://www.asapm.org/>
- International Association of Project & Program Managers: <http://www.iappm.org/>
- International Project Management Association: <http://www.ipma.ch/Pages/default.aspx>
- International Research Network on Organizing by Projects: <http://www.irnop.org/>
- National Management Association: <http://nma1.org/>

- Project Management Institute: <http://www.pmi.org/>

ITT Tech Virtual Library (accessed via Student Portal (<http://myportal.itt-tech.edu/library/Pages/HomePage.aspx>))

Books > Books 24x7

- Budd, C. and Spoede Budd, C. (2005). *A practical guide to earned value*. Vienna, VA: Management Concepts Inc.
- Kendrick, Tom. *The Project Management Tool Kit: 100 Tips and Techniques for Getting the Job Done Right*. AMACOM, 2004.
- Lindberg, A. (2006). *Ethics in business: ethics are increasingly important for corporations*. American Management Association/Human Resources Institute.
- Phillips, J. (2004). *CAPM certified associate in project management all-in-one exam guide*. Emeryville, CA: McGraw-Hill/Osborne.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

-
- Project Management
- Project Planning
- Project Pre-Initiating
- Project Execution
- Monitoring and Controlling
- Process Groups
- Request for Proposal (RFP)
- Microsoft Project
- Closing a Project
- Project Methodologies

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach▪ Do share your thoughts on critical issues and potential problem solutions▪ Do plan your course work in advance▪ Do explore a variety of learning resources in addition to the textbook▪ Do offer relevant examples from your experience▪ Do make an effort to understand different points of view▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question▪ Don't be afraid to share your perspective on the issues analyzed in the course▪ Don't be negative about the points of view that are different from yours▪ Don't underestimate the impact of collaboration on your learning▪ Don't limit your course experience to reading the textbook▪ Don't postpone your work on the course deliverables – work on small assignment components every day

Course Outline

Unit 1: PROJECT SELECTION AND SUMMARY			Total outside work: 9 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Evaluate the feasibility of a project. Document project goals and performance requirements. Assess project contribution to business strategy, purpose and plans. 			
READING ASSIGNMENT	<ul style="list-style-type: none"> Review resources as needed 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading review		2 hours
	Work on the Project		5 hours
	Work on the Assignment		2 hours
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 1 Project 1 Part 1: Project Selection and Summary	4%
	Assignment	Unit 1 Assignment 1: Team Evaluation Tool	1%

Unit 2: PROJECT CHARTER			Total outside work: 14 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Develop a project charter. Define constraints and assumptions. Identify a preliminary estimate of project milestones, budgetary requirements and deliverables. 			
READING ASSIGNMENT	<ul style="list-style-type: none"> Review resources as needed 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading review		1 hour
	Work on the Project		5 hours
	Work on the Research Paper		5 hours
	Work on the Presentation for next week		3 hours
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Research Paper	Unit 2 Research Paper 1: Rationale for Initiating Choices	2.5%
	Project	Unit 2 Project 1 Part 2: Project Charter	4%

<p>Unit 3: STAKEHOLDER ANALYSIS AND PROJECT COMMUNICATIONS PLAN</p> <ul style="list-style-type: none"> • Upon completion of this unit, students are expected to: • Identify project stakeholders. • Perform a stakeholder interest and influence analysis. • Analyze the project organization structure and external stakeholder requirements. • Develop a communication plan • Plan to communicate project status to stakeholders for their feedback. 			<p>Total outside work: 11 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Research Paper	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Research Paper	Unit 3 Research Paper 2: Project Communications	2.5%
	Project	Unit 3 Project Part 3: Project Stakeholder Analysis	4%
		Unit 3 Project Part 4: Project Communications Plan	4%
	Presentation	Unit 3 Presentation 1: Initiating	2%

<p>Unit 4: PROJECT SCOPE STATEMENT AND ACTIVITIES LIST</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Develop a scope statement • Develop a change management plan • Create a list of project requirement and deliverables • Create a detailed list of project activities • Identify dependencies between activities • Create a sequenced list of project activities 			<p>Total outside work: 12 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	8 hours	
	Work on the Final Documentation	3 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 4 Project Part 5: Project Scope Statement	4%
		Unit 4 Project Part 6: Project Activities List	4%
	Final Documentation	Unit 4 Final Documentation Part 1: Project Initiation	5%

<p>Unit 5: PROJECT SCHEDULE AND WORK BREAKDOWN STRUCTURE</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Create a project calendar in Microsoft Project. • Identify project milestones dependencies • Create the work breakdown structure (WBS) by deconstructing the project scope. • Develop a project schedule. • Develop a plan to measure project performance using appropriate tools and techniques. 			<p>Total outside work: 13 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Research Paper	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Research Paper	Unit 5 Research Paper 3: Scope and Time	2.5%
	Project	Unit 5 Project Part 7: Project Schedule and WBS	4%
	Assignment	Unit 5 Assignment 1: Teamwork Progress Report	2%

<p>Unit 6: PROJECT COST ESTIMATE/BUDGET</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Create a project procurement plan including out-sourced deliverables. • Summarize a Statement of Work (SOW). • Create a procurement plan to acquire and manage project resources. • Estimate project costs and plan a budget. • Develop a budget plan based on the project scope using estimating techniques. 			<p>Total outside work: 14 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	8 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Research Paper	Unit 6 Research Paper 4: Procurement and Cost	2.5%
	Project	Unit 6 Project Part 8: Project Procurement and Acquisition Plan	4%
	Assignment	Unit 6 Project Part 9: Project Cost Estimate and Budget	4%

<p>Unit 7: PROJECT HUMAN RESOURCES PLAN</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Develop a human resource management plan by defining the roles and responsibilities of the project team members. Develop a plan to maximize team performance through leading, mentoring, training, and motivating team members. 			<p>Total outside work: 9 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Final Documentation	3 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 7 Project Part 10: Project Human Resources Plan	4%
	Final Documentation	Unit 7 Final Documentation Part 2: Project Planning	5%

<p>Unit 8: PROJECT QUALITY PLAN</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Develop a Quality Management Plan. Define performance criteria to support quality assurance. 			<p>Total outside work: 11 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Research Paper	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Research Paper	Unit 8 Research Paper 5: Human Resources and Quality	2.5%
	Project	Unit 8 Project Part 11: Quality Plan	4%

Unit 9: PROJECT RISK MANAGEMENT	Total
--	--------------

Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Develop a risk management plan • Identify and analyze risks to create a risk register. • Capture lessons learned. 		outside work: 8 hours	
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Assignment	2 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 9 Project Part 12: Risk Plan	4%
	Assignment	Unit 9 Assignment 1: Teamwork Evaluation	2%

Unit 10: PROJECT CLOSING PLAN		Total outside work: 15 hours	
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Analyze project closing processes. • Develop a plan to measure customer satisfaction at the end of the project by capturing customer feedback. • Develop a plan to obtain financial, legal, and administrative closure using generally accepted practices. 			
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review resources as needed 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading review	1 hour	
	Work on the Project	5 hours	
	Work on the Research Paper	5 hours	
	Work on the Presentation for next week	4 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 10 Project Part 13: Project Closing Plan	2%
	Research Paper	Unit 10 Research Paper 6: Integration and Risk	2.5%

--

Unit 11: COURSE REVIEW AND FINAL PRESENTATION			Total outside work:
Upon completion of this unit, students are expected to:			4 hours
	<ul style="list-style-type: none"> Summarize and present a project to the key stakeholders. 		
READING ASSIGNMENT	<ul style="list-style-type: none"> Review resources as needed 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading review		1 hour
	Work on the Final Documentation		3 hours
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Final Documentation	Unit 11 Final Documentation Part 3: Final Project Plan Proposal (Portfolio)	10%
	Presentation	Unit 11 Presentation: Final Project Presentation	8%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Project	50%
Research Paper	15%
Assignment	5%
Final Documentation	20%
Presentation	10%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

PM4799 Course Snapshot

Grading Category	Category Weight (% of course total)	Unit(s)	Activity/Graded Deliverables	Grade Allocation (% of course total)	Measuring Rubric (Grade book Assignment Name)
<p>A. Research Paper</p>	<p>15%</p>	2	<p>Research Paper 1 - Rationale for</p>	<p>6 papers @ 2.5% each</p> <p>Total 15%</p>	<p>A-3-1 Critical Thinking (1.25%) A-Y6-2 Learning new concepts (1.25%)</p>
		3	<p>Initiating Choices Research Paper 2 - Project Communications</p>		
		5	<p>Research Paper 3 - Scope and Time Research Paper 4 - Procurement and Cost</p>		
		6	<p>Research Paper 5 - Human Resources & Quality</p>		
		8	<p>Research Paper 6 - Integration & Risk</p>		
		10			
		1	<p>Part 1 Project Selection and Summary</p>	<p>12 parts @ 4% each</p>	<p>B-1-1 Nine designated areas (0.75%)</p>
		2	<p>Part 2 Project Charter</p>		<p>B-1-2 Five process groups (0.75%)</p>
		3	<p>Part 3 Project Stakeholder Analysis</p>		<p>B-2-1 Documentation (0.60%)</p>
		3	<p>Part 4 Project Communications Plan</p>		<p>B-3-1 Critical Thinking (0.60%)</p>
		4	<p>Part 5 Project Scope Statement</p>		<p>B-4-1 Communication (0.50%)</p>
		4	<p>Part 6 Project Activities List</p>		<p>B-Y1-1 Ethical Behavior (0.50%)</p>
		5	<p>Part 7 Project Schedule and WBS</p>		<p>B-Y6-2 Learning New Concepts (0.30%)</p>
		6	<p>Part 8 Project Procurement & Acquisition Plan</p>		

B. Project	50%	6	Part 9 Project Cost Estimate & Budget	Total 48%	
		7	Part 10 Project Human Resources		
B. Project (cont'd)	50%	8	Part 11 Quality Plan	2%	B-1-1 Nine designated areas (0.45%) B-1-2 Five process groups (0.45%) B-2-1 Documentation (0.30%) B-3-1 Critical Thinking (0.25%) B-4-1 Communication (0.25%) B-Y1-1 Ethical Behavior (0.15%) B-Y6-2 Learning New Concepts (0.15%)
		9	Part 12 Risk Plan		
C. Assignment	5%	10	Part 13 Project Closing Plan		
		1	Team Evaluation Tool	1%	C-4-1 Communication (0.50%) C-Y1-1 Ethical Behavior (0.50%)
D. Final Documentation	20%	5	Teamwork Progress Report	2 @ 2% each	C-4-1 Communication (1.00%) C-Y1-1 Ethical Behavior (1.00%)
		9	Teamwork Evaluation	4%	
D. Final Documentation	20%	4	Part 1 - Project Initiation	2 @ 5% each	D-1-1 Nine designated areas (1.00%) D-1-2 Five process groups (1.00%) D-2-1 Documentation (1.00%) D-3-1 Critical thinking (1.00%)
		7	Part 2 - Project Planning		
D. Final Documentation	20%			10%	D-4-1 Communication (1.00%)
		11	Part 2 Final Project Plan Proposal	10%	D-1-1 Nine designated areas (2.00%) D-1-2 Five Process groups (2.00%) D-2-1 Documentation (2.00%) D-3-1 Critical Thinking (2.00%) D-4-1 Communication (2.00%)
					E-1-1 Nine designated areas

E. Presentation	10%	3	Unit 3 Presentation 1 - Initiating	2%	(0.30%) E-1-2 Five process groups (0.30%) E-2-1 Documentation (0.50%) E-3-1 Critical thinking (0.30%) E-4-1 Communication (0.60%)
		11	Unit 11 Final Project Presentation	8%	E-1-1 Nine designated areas (1.50%) E-1-2 Five process groups (1.50%) E-2-1 Documentation (2.00%) E-3-1 Critical thinking (1.00%) E-4-1 Communication (2.00%)
Total	100%			100%	

COURSE GRADING RUBRIC PM4799– Project Management Capstone

Campus: _____

Faculty Name: _____

Student Name: _____

Directions: Please assign a percentage grade for each measuring rubric (assignment in the grade book).

A. Research Paper (15% of total grade)

Units 2, 3, 5, 6, 8 and 10—Use the table and rubrics below to grade the 2 components of each research paper. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	A-3-1 Critical Thinking	A-Y6-2 Learning New Concepts
Unit 2, Research Paper 1, Rationale for Initiating Choices		
Unit 3, Research Paper 2, Project Communications		
Unit 5, Research Paper 3, Scope and Time		
Unit 6, Research Paper 4, Procurement and Cost		
Unit 8, Research Paper 5, Human Resources and Quality		
Unit 10, Research Paper 6, Integration and Risk		

Grading Rubrics for Research Papers:

A-3-1 Critical Thinking:

- 90-100%: Student uses decision tools that were taught in the program for all decisions that require them. Student can choose between several methods and choose the best for any problem.
- 80-89%: Student makes use of decision-making tools that were taught throughout the program. Most choices reflect a methodical problem solving-approach to problem solutions. Methods are mostly used appropriately.
- 70-79%: Student has an understanding of evaluative techniques and occasionally uses some to draw conclusions. Depth of understanding is weak and frequency of use in this area is limited to one or two techniques.
- 60-69%: Student does not demonstrate a complete understanding of decision-making in a complex environment; some analysis tools are used but may be deployed incorrectly, or conclusions based on the techniques may be incorrect.
- Below 60%: Student has not demonstrated ability to do critical thinking or make complex decisions; they grasp at any solution that comes their way.

A-Y6-2 Learning New Concepts:

- 90-100%: Develops and implements a system for routinely searching and exploring information about new concepts.
- 80-89%: Demonstrates the ability and desire to search for and quickly locate information about new concepts.

- 70-79%: Demonstrates the ability and desire to search for and locate information about new concepts.
- 60-69%: Often demonstrates information literacy skills
- Below 60%: Rarely applies information literacy skills

B. Project (50% of total grade)

Units 1 through 10—Use the table and rubrics below to grade the 7 components of each project activity. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	B-1-1 Nine Designated Areas	B-1-2 Five Process Groups	B-2-1 Documentation	B-3-1 Critical Thinking	B-4-1 Communication	B-Y1-1 Ethical Behavior	B-Y6-2 Learning New Concepts
Unit 1: Part 1, Project Selection and Summary							
Unit 2: Part 2, Project Charter							
Unit 3: Part 3, Project Stakeholder Analysis							
Unit 3: Part 4, Project Communications Plan							
Unit 4: Part 5, Project Scope Statement							
Unit 4: Part 6, Project Activities List							
Unit 5: Part 7, Project Schedule and WBS							
Unit 6: Part 8, Project Procurement and Acquisition Plan							
Unit 6: Part 9, Project Cost Estimate and Budget							

Unit 7: Part 10, Project Human Resources							
Unit 8: Part 11, Quality Plan							
Unit 9: Part 12, Risk Plan							
Unit 10: Part 13, Project Closing Plan							

Grading Rubrics for the Project:

B-1-1 Nine Designated Areas:

- 90-100%: Student shows a complete understanding of all designated areas of a project. They are well integrated in the plan and it is clear that the student has a detailed scope for all elements.
- 80-89%: Student uses most of the nine designated areas as a plan to bring the important elements into the project. They are appropriately defined.
- 70-79%: Students uses some of the designated areas in their thinking. There is an effort to be complete but some areas are not well represented in their final work.
- 60-69%: Student seems unaware of all nine designated areas of concentration. Several are missing in their work; leaving objectives uncovered.
- Below 60%: Student makes little or no use of the nine designated areas. Their project plan is an ad hoc compilation of subjective groups of activities.

B-1-2 Five Process Groups:

- 90-100%: Student uses the process groups as interactive activities and anchors project deliverables within each process.
- 80-89%: Student uses the process groups to scope the project deliverables and recognizes the interactive nature of the process groups.
- 70-79%: Student uses the process groups to establish the timeline of the project and details them appropriately. There may be some misunderstanding of the application tools to employ.
- 60-69%: Student leaves out steps in the formal project plan that indicates a lack of process knowledge. Some steps are "taken for granted" and not documented.
- Below 60%: Student does not use the five process groups to establish the timeline of the project. Project steps are chosen with an unstructured approach.

B-2-1 Documentation:

- 90-100%: Student presents documentation that is compelling and concise in displaying project performance and the project schedule. It is apparent that the project has been managed by using documentation tools; all required deliverables are included.

- 80-89%: Student provides documentation that is fact-based in communicating activities and results. It is linked to many of the important elements of the project; all required deliverables are included.
- 70-79%: Student recognizes the need for formal documentation, but there may be some gaps in their use. Appropriate forms are used for those applications considered; most of the required deliverables are included.
- 60-69%: Student takes a dim view of formal documentation and, while using documents in the project, they are usually not those that were introduced in the program; some required deliverables are included.
- Below 60%: Student does not use forms that were taught in the program. Documentation is not evident in the project materials, and where it exists it usually does not address the intent of formal project evidence; no deliverables are included.

B-3-1 Critical Thinking:

- 90-100%: Student uses decision tools that were taught in the program for all decisions that require them. Student can choose between several methods and choose the best for any problem.
- 80-89%: Student makes use of decision-making tools that were taught throughout the program. Most choices reflect a methodical problem solving-approach to problem solutions. Methods are mostly used appropriately.
- 70-79%: Student has an understanding of evaluative techniques and occasionally uses some to draw conclusions. Depth of understanding is weak and frequency of use in this area is limited to one or two techniques.
- 60-69%: Student does not demonstrate a complete understanding of decision-making in a complex environment; some analysis tools are used but may be deployed incorrectly, or conclusions based on the techniques may be incorrect.
- Below 60%: Student has not demonstrated ability to do critical thinking or make complex decisions; they grasp at any solution that comes their way.

B-4-1 Communication:

- 90-100%: Student uses communication mechanisms in a way that enriches the professionalism of the project. It brings fact-based information to the project team to assimilate quickly, and for project stakeholders to comprehend the project status easily.
- 80-89%: Student applies communication methods to bring clarity to the project status and results in most process and performance categories.
- 70-79%: Student has an understanding of communication mechanisms and uses them to convey project status in several areas. There may be some gaps in the effectiveness of the methods but they generally convey appropriate information.

- 60-69%: Student does not use communication instruments in a formal way and in some cases does not provide enough information to assess project status.
- Below 60%: Student has not indicated they are aware of formal methods of communicating project status. They provide few, if any charts or graphs to summarize the results or timeline and schedule status of a project.

B-Y1-1 Ethical Behavior:

- 90-100%: In a professional and respectful way, actively challenges problems in ethical behavior and brings them to successful conclusion. Understands the implications of unethical behavior and of confronting it.
- 80-89%: Exhibits exemplary ethical behavior and inspires others to behave more ethically by example.
- 70-79%: Exhibits behavior that is always consistent with personal and professional ethical standards
- 60-69%: Exhibits behavior that is usually consistent with personal and professional ethical standards.
- Below 60%: Exhibits behavior that is inconsistent with personal and professional ethical standards.

B-Y6-2 Learning New Concepts:

- 90-100%: Develops and implements a system for routinely searching and exploring information about new concepts.
- 80-89%: Demonstrates the ability and desire to search for and quickly locate information about new concepts.
- 70-79%: Demonstrates the ability and desire to search for and locate information about new concepts.
- 60-69%: Often demonstrates information literacy skills
- Below 60%: Rarely applies information literacy skills

C. Assignment (5% of total grade)

Units 1, 5 and 9—Use the table and rubrics below to grade the 2 components of each assignment. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	C-4-1 Communication	C-Y1-1 Ethical Behavior
Unit 1, Team Evaluation Tool		
Unit 5, Teamwork Progress Report		
Unit 9, Teamwork Evaluation		

Grading Rubrics for the Assignment:

C-4-1 Communication:

1. 90-100%: Student uses communication mechanisms in a way that enriches the professionalism of the project. It brings fact-based information to the project team to assimilate quickly, and for project stakeholders to comprehend the project status easily.
2. 80-89%: Student applies communication methods to bring clarity to the project status and results in most process and performance categories.
3. 70-79%: Student has an understanding of communication mechanisms and uses them to convey project status in several areas. There may be some gaps in the effectiveness of the methods but they generally convey appropriate information.
4. 60-69%: Student does not use communication instruments in a formal way and in some cases does not provide enough information to assess project status.
5. Below 60%: Student has not indicated they are aware of formal methods of communicating project status. They provide few, if any charts or graphs to summarize the results or timeline and schedule status of a project.

C-Y1-1 Ethical Behavior:

6. 90-100%: In a professional and respectful way, actively challenges problems in ethical behavior and brings them to successful conclusion. Understands the implications of unethical behavior and of confronting it.
7. 80-89%: Exhibits exemplary ethical behavior and inspires others to behave more ethically by example.
8. 70-79%: Exhibits behavior that is always consistent with personal and professional ethical standards
9. 60-69%: Exhibits behavior that is usually consistent with personal and professional ethical standards.

10. Below 60%: Exhibits behavior that is inconsistent with personal and professional ethical standards.

D. Final Documentation (20% of total grade)

Units 4, 7, and 11—Use the table and rubrics below to grade the 5 components of the final project documentation. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	D-1-1 Nine Designated Areas	D-1-2 Five Process Groups	D-2-1 Documentation	D-3-1 Critical Thinking	D-4-1 Communication
Unit 4: Part 1, Project Initiation					
Unit 7: Part 2, Project Planning					
Unit 11: Part 2, Final Project Plan Proposal					

Grading Rubrics for the Final Documentation:

D-1-1 Nine Designated Areas:

11. 90-100%: Student shows a complete understanding of all designated areas of a project. They are well integrated in the plan and it is clear that the student has a detailed scope for all elements.
12. 80-89%: Student uses most of the nine designated areas as a plan to bring the important elements into the project. They are appropriately defined.
13. 70-79%: Students uses some of the designated areas in their thinking. There is an effort to be complete but some areas are not well represented in their final work.
14. 60-69%: Student seems unaware of all nine designated areas of concentration. Several are missing in their work; leaving objectives uncovered.

15. Below 60%: Student makes little or no use of the nine designated areas. Their project plan is an ad hoc compilation of subjective groups of activities.

D-1-2 Five Process Groups:

16. 90-100%: Student uses the process groups as interactive activities and anchors project deliverables within each process.
17. 80-89%: Student uses the process groups to scope the project deliverables and recognizes the interactive nature of the process groups.
18. 70-79%: Student uses the process groups to establish the timeline of the project and details them appropriately. There may be some misunderstanding of the application tools to employ.
19. 60-69%: Student leaves out steps in the formal project plan that indicates a lack of process knowledge. Some steps are "taken for granted" and not documented.
20. Below 60%: Student does not use the five process groups to establish the timeline of the project. Project steps are chosen with an unstructured approach.

D-2-1 Documentation:

21. 90-100%: Student presents documentation that is compelling and concise in displaying project performance and the project schedule. It is apparent that the project has been managed by using documentation tools; all required deliverables are included.
22. 80-89%: Student provides documentation that is fact-based in communicating activities and results. It is linked to many of the important elements of the project; all required deliverables are included.
23. 70-79%: Student recognizes the need for formal documentation, but there may be some gaps in their use. Appropriate forms are used for those applications considered; most of the required deliverables are included.
24. 60-69%: Student takes a dim view of formal documentation and, while using documents in the project, they are usually not those that were introduced in the program; some required deliverables are included.
25. Below 60%: Student does not use forms that were taught in the program. Documentation is not evident in the project materials, and where it exists it usually does not address the intent of formal project evidence; no deliverables are included.

D-3-1 Critical Thinking:

26. 90-100%: Student uses decision tools that were taught in the program for all decisions that require them. Student can choose between several methods and choose the best for any problem.
27. 80-89%: Student makes use of decision-making tools that were taught throughout the program. Most choices reflect a methodical problem solving-approach to problem solutions. Methods are mostly used appropriately.

28. 70-79%: Student has an understanding of evaluative techniques and occasionally uses some to draw conclusions. Depth of understanding is weak and frequency of use in this area is limited to one or two techniques.
29. 60-69%: Student does not demonstrate a complete understanding of decision-making in a complex environment; some analysis tools are used but may be deployed incorrectly, or conclusions based on the techniques may be incorrect.
30. Below 60%: Student has not demonstrated ability to do critical thinking or make complex decisions; they grasp at any solution that comes their way.

D-4-1 Communication:

31. 90-100%: Student uses communication mechanisms in a way that enriches the professionalism of the project. It brings fact-based information to the project team to assimilate quickly, and for project stakeholders to comprehend the project status easily.
32. 80-89%: Student applies communication methods to bring clarity to the project status and results in most process and performance categories.
33. 70-79%: Student has an understanding of communication mechanisms and uses them to convey project status in several areas. There may be some gaps in the effectiveness of the methods but they generally convey appropriate information.
34. 60-69%: Student does not use communication instruments in a formal way and in some cases does not provide enough information to assess project status.
35. Below 60%: Student has not indicated they are aware of formal methods of communicating project status. They provide few, if any charts or graphs to summarize the results or timeline and schedule status of a project.

E. Presentation (10% of total grade)

Units 3 and 11—Use the table and rubrics below to grade the 5 components of each presentation. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable

E-1-1 Nine Designated
 Areas
 E-1-2 Five Process Groups
 E-2-1 Documentation
 E-3-1 Critical Thinking
 E-4-1 Communication

Unit 3: Presentation 1-Initiating
 Unit 11: Final Project
 Presentation

Grading Rubrics for the Presentations:

E-1-1 Nine Designated Areas:

- 90-100%: Student shows a complete understanding of all designated areas of a project. They are well integrated in the plan and it is clear that the student has a detailed scope for all elements.
- 80-89%: Student uses most of the nine designated areas as a plan to bring the important elements into the project. They are appropriately defined.
- 70-79%: Students uses some of the designated areas in their thinking. There is an effort to be complete but some areas are not well represented in their final work.
- 60-69%: Student seems unaware of all nine designated areas of concentration. Several are missing in their work; leaving objectives uncovered.
- Below 60%: Student makes little or no use of the nine designated areas. Their project plan is an ad hoc compilation of subjective groups of activities.

E-1-2 Five Process Groups:

- 90-100%: Student uses the process groups as interactive activities and anchors project deliverables within each process.
- 80-89%: Student uses the process groups to scope the project deliverables and recognizes the interactive nature of the process groups.
- 70-79%: Student uses the process groups to establish the timeline of the project and details them appropriately. There may be some misunderstanding of the application tools to employ.
- 60-69%: Student leaves out steps in the formal project plan that indicates a lack of process knowledge. Some steps are "taken for granted" and not documented.

- Below 60%: Student does not use the five process groups to establish the timeline of the project. Project steps are chosen with an unstructured approach.

E-2-1 Documentation:

- 90-100%: Student presents documentation that is compelling and concise in displaying project performance and the project schedule. It is apparent that the project has been managed by using documentation tools; all required deliverables are included.
- 80-89%: Student provides documentation that is fact-based in communicating activities and results. It is linked to many of the important elements of the project; all required deliverables are included.
- 70-79%: Student recognizes the need for formal documentation, but there may be some gaps in their use. Appropriate forms are used for those applications considered; most of the required deliverables are included.
- 60-69%: Student takes a dim view of formal documentation and, while using documents in the project, they are usually not those that were introduced in the program; some required deliverables are included.
- Below 60%: Student does not use forms that were taught in the program. Documentation is not evident in the project materials, and where it exists it usually does not address the intent of formal project evidence; no deliverables are included.

E-3-1 Critical Thinking:

- 90-100%: Student uses decision tools that were taught in the program for all decisions that require them. Student can choose between several methods and choose the best for any problem.
- 80-89%: Student makes use of decision-making tools that were taught throughout the program. Most choices reflect a methodical problem solving-approach to problem solutions. Methods are mostly used appropriately.
- 70-79%: Student has an understanding of evaluative techniques and occasionally uses some to draw conclusions. Depth of understanding is weak and frequency of use in this area is limited to one or two techniques.
- 60-69%: Student does not demonstrate a complete understanding of decision-making in a complex environment; some analysis tools are used but may be deployed incorrectly, or conclusions based on the techniques may be incorrect.
- Below 60%: Student has not demonstrated ability to do critical thinking or make complex decisions; they grasp at any solution that comes their way.

E-4-1 Communication:

- 90-100%: Student uses communication mechanisms in a way that enriches the professionalism of the project. It brings fact-based

information to the project team to assimilate quickly, and for project stakeholders to comprehend the project status easily.

- 80-89%: Student applies communication methods to bring clarity to the project status and results in most process and performance categories.
- 70-79%: Student has an understanding of communication mechanisms and uses them to convey project status in several areas. There may be some gaps in the effectiveness of the methods but they generally convey appropriate information.
- 60-69%: Student does not use communication instruments in a formal way and in some cases does not provide enough information to assess project status.
- Below 60%: Student has not indicated they are aware of formal methods of communicating project status. They provide few, if any charts or graphs to summarize the results or timeline and schedule status of a project.

(End of Syllabus)