

THE STUDENT GUIDE TO MGT 4450

PROJECT MANAGEMENT

2026 Fall Term v.1

Instructor: J. Patterson Calhoun

Zoom link: <https://gatech.zoom.us/j/91579723034> Email: jpcalhoun@gatech.edu

Class time: Tuesday & Thursday, 3:30-4:45pm, Room 223

Office: Scheller - 4106

Office Hours: Before and after class time each week with notification, or by appointment.

INTRODUCTION

Every product ever developed, every building ever built, every program ever written, every app that was ever downloaded is the result of a project.

A project is a temporary endeavor undertaken to accomplish a unique product, service, or result.

Project Managers play an essential role in the smooth and successful execution of initiatives. Often working in teams, they ensure project alignment with business objectives, secure and track resource use, keep channels of communication open with all important stakeholders, and apply best practices of the project management field to bring projects in on time and budget and to specification. Interpersonal skills, including working in and managing teams, are essential to success in this profession. Project management principles and practices are used in many industries, e.g., information systems development, construction, automobile and aircraft manufacturing, consumer electronics, and computer hardware, among others.

MGT 4450 explores the principles, concepts and practices associated with modern project management. The course elements review predictive and agile/adaptive frameworks based on course material drawn from the Project Management Institute (PMI) Project Management Body of Knowledge (PMBOK) and Scrum. Students will be expected to understand and apply course content in project practicums via in-class discussions, case-based assignments, and working as a team to complete an adaptive/agile project simulation and closure report, and a capstone project research project exploring the reality of project management in contemporary organizations. Students will also learn the basics of a project management software system, applying that system in managing the capstone assignment as a project.

The project management profession is strongly influenced by the PMI through two of its widely recognized certifications—the PMP (Project Management Professional) and the CAPM (Certified Associate of Project Management), and PeopleCert through its PRINCE2 framework and certifications. This course lays the groundwork for additional study to prepare for future certifications.

RECORD OF CHANGES

| Date | Description |
|---------|---------------|
| 4/13/26 | Initial Draft |

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LEARNING OBJECTIVES AND MEANS

GOAL AND OBJECTIVES

Course Goal - At the conclusion of the course, students should have the necessary skills and knowledge regarding project management principles, practices, and tools to be an effective member of a project team or lead a project.

Each assignment, activity and evaluation in this course relates to one or more of these objectives in support of the course goal. Course objectives are that students will/can:

1. Understand and use concepts, techniques, and terminology common in project management frameworks including the PMBOK, PRINCE2, and Agile methods.
2. Understand the importance of the product and project lifecycle and its constituent components
3. Understand the importance of project leadership including developing effective team dynamics and culture
4. Understand the importance to organizational leadership for the selection and alignment of program and project requirements and deliverables to an organization's strategic plans
5. Articulate the criteria for selecting and implementing an appropriate project management methodology including predictive and agile/adaptive frameworks
6. Understand how to employ Scrum and Kanban effectively
7. Develop a plan to identify and manage stakeholder engagement
8. Develop the appropriate criteria to select a project
9. Develop the necessary project artifacts to provide effective project management including project activities, Work Breakdown Structure, network diagrams, risk registers, budgets, and RACI charts, Scope management plan, communication plan, and other relevant project artifacts or tools.
10. Create a project plan in its various elements according to PMBOK standards, including, for example, a charter, stakeholder analysis, risk management plan, communications plans, etc.
11. Monitor, control, manage and report on key project metrics based on analytical techniques including project budgets, earned value analysis, critical path, and risk analysis
12. Describe how project management practices differ depending on industry, size, etc. and what things never change
13. Use common project management software to develop and track a team project to a successful conclusion

STUDENT-FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

MEANS

Various means are employed to encourage you to satisfy the learning objectives of the course.

MATERIAL TO REVIEW BEFORE CLASS MEETINGS

You must review assigned material before each class meeting for the class to get the most out of class activities. All assigned material will be in the text(s) or available through the Canvas LMS (learning management system), LinkedIn Learning (Lynda), the GT Library, Canvas Reading list, or the Web.

Each lesson may include a combination of short videos and assigned readings and other material available online. These are not assignments but designed to focus your attention on what is important to supplement course reading and lectures.

Most lessons include short quizzes called pre-class quizzes. These quizzes are designed to give students an incentive to keep up with the lesson plan reading and, therefore, there will be no grace period for late quiz submissions. Each quiz consists of 5 questions. You may take the quiz up to 3 times. Canvas will select from a question bank for quiz questions so the questions will change for each retake. Your final quiz grade will be the average of attempts. Note that the midterm and final exams may include some questions extracted from the pre-class quizzes.

MEETING ACTIVITIES

Bring your book to class or have access to it. We will use meeting times for activities best accomplished together including lectures, in-class demonstrations and exercises, presentations, Q&A, and quizzes. All activities are designed to increase your chances of successfully fulfilling the objectives of the course. These count as part of your participation grade.

CLASSROOM ATTENDANCE IN THE TIME OF COVID-19

This course is designated as residential. You are expected to attend in person as you would be during a “normal” term to the extent permitted under Georgia Tech’s safety requirements and guidelines unless Georgia Tech policies require you to isolate yourself.

Keep in mind that this course is not a distance learning course, nor will it be provided asynchronously. It is your responsibility to take measures to increase the likelihood that you will be able to complete the course in residential mode. If you must repeatedly self-isolate to the point that the course has become, for all intents and purposes, online for you, I will assign you a grade of “I” for the course and you may return to complete it during another term.

While in the building, students are expected to abide by Georgia Tech’s published measures to hinder the spread of COVID-19 and other illness. Testing and healthcare is available at Stamps Health Services – 740 Ferst Dr.

Also, to protect yourself and others, please...



Wash hands often with soap and water for at least 20 seconds.



Use hand sanitizer in the absence of soap and water.



Cover coughs and sneezes with a tissue or inner elbow.



Avoid touching eyes, nose, and mouth with unwashed hands.

If, because of a positive test or likely exposure, you must self-isolate, and you must notify me via email that you are remaining at home. I will then work with you to help you keep up for up to two weeks, after which I expect you to return to class.

If I must self-isolate or the COVID-19 situation in Georgia becomes significantly more severe, the course may be converted from residential to on-line mode for some period, including for the rest of the term. In that case, any class-related activities will switch to being fully remote.

HOMEWORK

Homework and in-class assignments will be given to aid you in examining the utility of project management tools and practices leveraging the knowledge gained in class and reading assignments. The schedule of assignments is noted at the end of the syllabus. All homework and in-class assignments must be turned in by the due date. Late submissions will not be accepted.

Homework may be assigned for individual completion or in working with a team.

The grading rubric (Table 3) outlines the grading criteria for all homework assignments, in class discussions, and exam essay or problem questions.

SEMESTER PROJECTS

Students will be assigned to teams to complete two team assignments:

- Create an Executive Report detailing the project team's efforts, evaluation, and recommendation for a commercial opportunity.
- Develop a Project Guide based on the Project Management in Practice (PMIP) assignment.

Details regarding both assignments will be provided at the beginning of and throughout the semester. Grading will be determined on the quality of the reports for both assignments. Each project assignment will require a team-developed report and a classroom presentation. An individual student's grade for both assignments will include an assessment by their team peers of their efforts to support the team and provide quality content to the reports and presentations.

Grading rubrics will be provided throughout the semester for these assignments.

MIDTERM AND FINAL EXAM

There will be two exams during the semester – a midterm and a final. They are designed to determine how well you have mastered material discussed in class or as part of your assignments. The midterm exam will cover material from the start of the semester up through the date of the midterm. The final exam will cover all material from the midterm exam to the conclusion of the course.

Unless otherwise noted, all of exams are closed-book, closed-note—your own work only. Although the exam will be closed book, you may use one (1) notecard to capture notes that may aid you during the exam.

Unless instructed otherwise, tests will be given in the classroom using Respondus LockDown Browser. Instructions for installing Respondus LockDown Browser are provided through links on the course site in Canvas.

It is *your* responsibility to make sure that your machine is set up to access the Internet (and Canvas) through the USG campus network “eduroam”. *You cannot assume that GTVisitor will always work.*

RESOURCES

REQUIRED

- The required text is *Information Technology Project Management*, 9th ed., by Schwalbe <https://www.cengage.com/c/information-technology-project-management-9e-schwalbe/9781337101356PF/> It’s available through the bookstore and, since it has been out for a while, there may be used copies available.
- *The Scrum Guide* by Schwalbe and Sutherland – provides an overview of the basic elements of Scrum. The PDF is available as a download <https://scrumguides.org/docs/scrumguide/v2020/2020-Scrum-Guide-US.pdf> or will be available as a Canvas file for download.
- *Project Management Case Studies* – 5th Edition – by Harold Kerzner – periodically short cases (2 to 4 pages) will be assigned as pre-read. The cases will be referenced for in-class discussions and assignments. The referenced case studies can be accessed via Canvas.
- *Acadia Energy Case* – a case study has been developed for use in this class. Homework assignments may be based on scenarios derived from the Acadia case. The case material will be available in Canvas.
- *Smartsheet* - Licensed access to a project management tool will be provided early in the semester. You will be expected to use Smartsheet to manage the PMIP semester project. An assignment will require you to acquire a basic knowledge of Smartsheet using a Tutorial accessible as a Canvas file.
- *Note: No specific software skills are evaluated on tests in this course although they may be demonstrated and a homework assignment given, depending on available resources.*
- Other resources, including videos, documents, templates, and web sites, are available through the Resources tab on the course website in Canvas.

RECOMMENDED OTHER RESOURCES

You will not be evaluated on these materials, but each provides a different take on project management and will be useful to you if you decide to add project management to your list of skills.

- *Project Management for the Unofficial Project Manager* by Kogon, Blakemore, and Wood introduces the accidental (typical) project manager to basic PMBOK principles and practices. The book is available on-line or in paperback, (ISBN-10: 9781941631102. ISBN-13: 978-1941631102) and as an e-book and as an audio book.
 - Amazon: <https://www.amazon.com/Project-Management-Unofficial-Manager-FranklinCovey/dp/194163110X>
 - B&N: <https://www.barnesandnoble.com/w/project-management-for-the-unofficial-project-manager-kory-kogon/1120151571#/>
- *Harvard Business Essentials Managing Projects Large and Small: The Fundamental Skills for Delivering on Budget and on Time*, takes a slightly different approach to the basic PMBOK principles and practices introduced in the other text. The book is available on-line in paperback, (ISBN-10: 1591393213. ISBN-13: 978-1591393214) and as an e-book.
 - Amazon: <http://www.amazon.com/Managing-Projects-Large-Small-Fundamental/dp/1591393213>
- *Essential Scrum. A Practical Guide to the Most Popular Agile Process* by Kenneth Rubin considered to be a seminal source of information regarding the Scrum methodology.
 - Amazon: https://www.amazon.com/Essential-Scrum-Practical-Addison-Wesley-Signature/dp/0137043295/ref=sr_1_3?crd=13018V6LI6H3E&keywords=essential+scrum+by+kenneth+rubin&qid=1640874847&sprefix=Essential+scrum%2Caps%2C112&sr=8-3
 - B & N: <https://www.barnesandnoble.com/w/essential-scrum-kenneth-s-rubin/1110770354?ean=9780137043293>
- *Scrum the Art of Doing Twice the Work in Half the Time* by Jeff Sutherland. Sutherland, co-creator of Scrum, provides a history behind the Scrum methodology and explains the logic and reasoning behind major elements of Scrum.
 - Amazon: https://www.amazon.com/Scrum-Doing-Twice-Work-Half/dp/038534645X/ref=sr_1_1?crd=3S29LA3421PJC&keywords=scrum+the+art+of+doing+twice+the+work+in+half+the+time&qid=1640876875&sprefix=Scrum+the+a%2Caps%2C114&sr=8-1
 - B & N: <https://www.barnesandnoble.com/w/scrum-jeff-sutherland/1117655162?ean=9780385346450>
- *Kanban: Successful Evolutionary Change for your Technology Business* by David Anderson explains the mechanisms for successfully employing Kanban in the software development function.
 - Amazon: https://www.amazon.com/Kanban-Successful-Evolutionary-Technology-Business/dp/0984521402/ref=sr_1_1?crd=3ACVY70G10EWM&keywords=kanban&qid=1640877031&sprefix=Kanban%2Caps%2C72&sr=8-1
- *PMBOK Guide, 7th edition*. Available from the PMI at: <http://www.pmi.org/pmbok-guide-and-standards/pmbok-guide.aspx>.
- *PRINCE2 Managing Successful Projects with PRINCE*, 2017 Edition.
 - Amazon: https://www.amazon.com/Managing-Successful-Projects-PRINCE2-Stationery/dp/0113315333/ref=sr_1_2?crd=347R379C3OOD5&keywords=PRINCE2&qid=1640877550&sprefix=prince2%2Caps%2C75&sr=8-2
- *CAPM Exam Prep Guide, fourth edition* by Rita Mulcahy is one of several prep guides that might be useful for you in prepping for the CAPM exam following course completion.

- Amazon:
https://www.amazon.com/dp/1943704139/ref=redir_mobile_desktop?encoding=UTF8&aaxitk=b2c473bf738ab00f00f5c18b736bd6f9&content-id=amzn1.sym.488a18be-6d86-4de0-8607-bd4ea4b560f3%3Aamzn1.sym.488a18be-6d86-4de0-8607-bd4ea4b560f3&hsa_cr_id=7458255630301&pd_rd_plhdr=t&pd_rd_r=62bf144d-b82f-4690-a873-066ea51ae2e0&pd_rd_w=8EhUR&pd_rd_wg=TSKGB&ref=sbx_be_s_sparkle_mcd_asin_2_img
- Videos from several on-line courses are suggested but not required. They provide much of the material that would have been provided in a conventional textbook. *Your access is paid for out of your student technology fees so you should not pay additional fees for access to these resources.* The details are given in the modules on the course site. Access the material on-line through <http://linkedinlearning.gatech.edu>. You must log in with your Georgia Tech credentials to use your paid-for access.

POLICIES AND PROCEDURES

ACADEMIC HONESTY/HONOR CODE

The Georgia Tech Honor Code is in force. The complete text is on the Honor Advisory Council website: <https://policylibrary.gatech.edu/student-life/academic-honor-code>

Plagiarism, which includes copying homework, is considered a serious offense. You are not allowed to copy and paste or submit materials created or published by others as if you created the materials. All materials submitted and posted must be your own original work.

You are expected to be aware of actions that constitute cheating, fabrication or falsifications, multiple submissions of essentially the same work for different classes, plagiarism, and complicity in academic misconduct. Note that academic misconduct includes, "Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship," (plagiarism). Suspected cases of academic misconduct are investigated by the Office of Dean of Students.

UNDERGRADUATE STUDENT ACADEMIC SUCCESS RESOURCES

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#)

STUDENT WELL BEING

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))

USE OF GENERATIVE AI TOOLS (E.G. CHATGPT, PERPLEXITY, GEMINI, ETC.)

The emergence of generative AI tools will create learning opportunities for you during the semester. The available tools can and should be used to supplement what you learn in class, through the assigned readings and as part of the outcomes of the assigned class projects. However, the stated policy for this

course is that all submitted work will be the product of your or your team's thought process and writing. The output from generative AI tools MAY NOT be "copied and pasted" directly. As is the case with any reference material, attribution must be given for the direct citation of references, including generative AI, using appropriate documentation standards (e.g., APA version 7). Violations of this policy will be considered subject to the Georgia Tech plagiarism guidelines.

Class material may not be loaded directly into a generative AI tool without instructor approval.

Additionally, generative AI tools may not be used to answer pre-class quizzes. The Mid-term and Final exams will be administered using Respondus Lock Down Browser.

Any questions regarding the appropriate use of generative AI tools should be directed to your instructor.

USE OF ELECTRONIC DEVICES IN CLASS

Laptops or tablets may be required for some in-class work, for tests and the exam, and may be used to take notes. However, you should not use an electronic device (e.g., laptops, mobile phones, PDAs, etc.) during a meeting for a purpose not related to work assigned during that meeting.

During quizzes and tests and certain in-class activities, the use of any electronic devices for any purpose except for accessing the test, including talking, texting, web surfing, etc. is specifically forbidden. Exceptions will be identified by the instructor when appropriate. When in doubt, the answer is "no".

OFFICIAL COMMUNICATIONS

Both Canvas Announcements, Course Discussions, and the class email distribution list are used to post information on class changes, upcoming assignments, grades, etc. Most communications will be regarding the class activities and assignments will be transmitted via Announcements and Module Discussions. Students are advised to set alerts for Announcements and Discussion postings.

If necessary, email communications will be sent to the Georgia Tech student email (that ends in @gatech.edu) that is assigned to you by the Institute. It is your responsibility to have the Georgia Tech email account active and to receive and regularly read messages written to that address. If you do not use your Georgia Tech email address, you should have your GT email forwarded to an account that you check several times each day and make sure it is not filtered as spam. That is also your responsibility.

PREPARATION FOR EACH MEETING

You are expected to have completed any required reading, taking pre-class quizzes, writing, viewing, listening, problem-solving, and evaluation assigned for a meeting *before* the meeting takes place.

CONDUCT DURING CLASSROOM MEETINGS

- Arrive on-time. Classes normally start on-time. It is your responsibility to create a schedule of classes that you can meet without leaving early or arriving late.
- Bring your textbook, your laptop or smartphone for answering questions, some paper, and a writing tool.

- Under no circumstances cross in front of the podium during class. Enter or exit through the back door, if there is one, or the nearest door.
- You are strongly encouraged to take notes by hand, since research shows that is most effective. You are welcome to print out the slides before class and write on those.
- Use of phones or laptops in class is prohibited except during specific times when you will be directed to use them to participate in a class activity. Do not have a phone on your desk or your laptop open until directed. Violations of this policy may result in point deductions from your final grade. An exception will be made if you have a document from disability services that states that you must be allowed to take notes on a laptop.
- Refrain from chit chat with your neighbors that is not related directly to class activities.
- Yellow Jackets are expected to treat their fellow Yellow Jackets and any guests with respect during classroom meetings.

CONDUCT DURING ON-LINE MEETINGS DUE TO MODIFIED CAMPUS OPERATIONS OR OTHER CONDITIONS REQUIRING A VIRTUAL ENVIRONMENT

If class meetings are held online due to inclement weather requiring modified campus operations <https://s1.policylibrary.gatech.edu/academic-affairs/digital-learning-days-modified-campus-operations> or other situations requiring virtual or on-line meetings, *students must turn their camera on*, once instructed to do so. For example, you might be requested to unmute your camera or mic if “cold called” to contribute to a discussion, so be aware of your appearance and of what is behind you. (Nothing behind you will affect your participation credit, in any case, but you should learn to be aware of what you are presenting.)

During online meetings or if you are streaming a face-to-face meeting from outside the classroom, please keep your mic and camera muted when you join the meeting. Do not unmute your mic unless you are invited to speak. If you want to speak, click the “RAISE HAND” button at the bottom of the PEOPLE tab. Unmute your mic while you are speaking and mute it again when your dialog with me is finished.

Yellow Jackets are expected to treat their fellow Yellow Jackets with respect during online meetings.

RECORDINGS OF CLASS SESSIONS AND REQUIRED PERMISSIONS

Per Institute regulations, classes, whether in person and on-line, may not be recorded by students without the express consent of the instructor (me) unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission. Digitally proctored exams may require students to engage the video camera, but those recordings will not be shared with or disclosed to others without consent unless legally permitted.

VERIFYING CANVAS SUBMISSIONS

To avoid the risk of non-submission of work, students should go back to the assignments page on Canvas and double-check what was submitted. Download a copy of it from Canvas and verify that it is exactly

what was intended to be submitted. *Turning in the correct file and validating that you have done that correctly is solely your responsibility – in short, it is your job to verify it.*

You can submit your homework file(s) multiple times on Canvas until the cut-off time, with the last submission being the one that will be graded. *If you resubmit a homework assignment, make sure each resubmission includes *all* the required files, not just the one(s) you changed.*

It is the student's responsibility to manage your individual Gradebook in Canvas. If there are any questions regarding grades, they should be directed to Dr. Probst via email before the Final Exam.

EXTENSIONS, EARLY/MAKE-UP WORK & RE-SCHEDULED.MISSED EXAMS

Late work will not be accepted unless it is late because of significant events beyond the student's control such as death in the immediately family or an emergency medical procedure or event. See the section on Excused Absences and Accommodations for Disabilities for guidance requesting alternate dates for exams or assignments.

COLLABORATION AND GROUP WORK

Throughout the semester you will be assigned to work with fellow students in assigned teams to complete project and assignment goals. The expectation is that each student will work in a collaborative fashion to support the efforts of their assigned team; assuring that the assigned work submitted by the team is completed in a fashion reflecting the highest quality expected at Georgia Tech; attending and participating in team meetings or discussions; completing a 360 assessment of team members at the conclusion of two team projects.

ALTERNATIVE CREDIT

There are no alternative credit/extra credit options available for this course.

DROPPING LOWEST GRADES

Canvas will automatically drop the lowest grades for 1 Homework / In-Class assignments, and 1 Pre-class quiz. This policy does not apply to project reports and presentations, PMIP reports and Smartsheet tutorial, or the midterm or final exams.

EXCUSED ABSENCES

Excused does not mean "good" and unexcused does not mean "bad". Participation in official Institute activities such as an athletic event as a member of the SWARM or staff or representing the Institute as part of a competition or conference, or a mandatory military deployment, or hospitalization, or attending the funeral of an immediate family member are excused *if the proper documentation from the Institute is provided.*

If you will miss class due to participation in approved Institute activities (such as field trips and athletic events; see <http://www.catalog.gatech.edu/rules/4/# for the institute absence policy>), you must contact me beforehand to be excused from any participation scheduled for that day. I will work with you as to what assignments can be excused in the gradebook due to your absence.

Absences for foreseeable events, personal choices, and “things that just happen” are not excused. For example, not feeling well, doctor appointments, interviews, incarceration, weddings, conflicts with part- or full-time work needs, activities in other classes, research activities, and participation in extracurricular activities are not excused unless they are covered by the Institutes COVID-19 policy.

There is a class policy that the lowest score for one homework assignment, two scores for pre-class quizzes, and two scores for in-class assignments will be dropped from your final score by Canvas. This policy does not apply to other activities such as the projects, PMIP related activities, midterm and final exams, the Guest Speaker assignment, etc. If you are not sure what assignment or quiz/exam will be covered by this policy, please send me an email seeking clarification.

ACCOMMODATION FOR DISABILITIES

If you have established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Any accommodations granted will begin *after* you present the documentation. Accommodations for a specific event will be considered after the request but before the event. No retroactive accommodations will be made.

If you have a need but have not yet established accommodations through Disability Services, you should contact Disability Services at 404.894.2563 or dsinfo@gatech.edu or <http://disabilityservices.gatech.edu>. Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, the instructor, and Disability Services.

Should a new disability be identified during the term, the instructor will work with Disability Services to accommodate your needs from that time forward.

DIGITAL EXAM PROCTORING

The Mid-term and the Final exam will be taken in-class and on-line. These exams will be digitally proctored using one of the Georgia Tech approved digital proctoring tools. Digital proctoring involves controlling the test-taking environment and may employ real-time audio and video surveillance of the test-taker to detect unauthorized behavior. Respondus LockDown Browser and Honor Lock are the digital proctoring solutions available at Georgia Tech. Unless otherwise notified, the midterm and final exam will be proctored using Respondus LockDown Browser.

The following are instructions for use of the tools. It is the student’s responsibility to assure that the Digital Proctoring tool planned for an exam has been installed and tested before the exam date. A practice quiz will be conducted prior to the Mid Term exam to ensure that the installed Digital Proctoring tool will function in the classroom. You will receive instructions in advance for the tool to be employed for the exams.

Respondus LockDown Browser

The Respondus Lock Down Browser must be downloaded and installed on your computer. The Georgia Tech Respondus LockDown Browser can be download (depending on Operation System) at:

- PC: <https://download.respondus.com/lockdown/download.php?ostype=1&id=912935199>
- MacOS: <https://download.respondus.com/lockdown/download.php?ostype=2&id=912935199>

To prepare to use Respondus LockDown Browser, please review the following:

- You must have a broadband internet connection.
- A microphone may be required if you are not taking the test in the classroom.
- Respondus LockDown Browser functions as a stand-alone Browser. When taking an exam, access the LockDown Browser app and then log into Canvas. Navigate to the exam. You may be prompted to close certain applications before you can begin the exam. Select the exam in Canvas. After completing the exam, close the exam for grading. LockDown Browser will then shut down.
- You must have a secure private location to take a test if you are not taking it in the classroom.
- You may be asked to provide a picture ID (a Buzz Card works). You may be asked to provide a 360 scan of your testing environment with your webcam as part of the test process if you are not taking it in the classroom.

Honor Lock

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install

To prepare to use Honorlock, please review the following:

- You must have a broadband internet connection.
- You must have a webcam. You must have a microphone if you are not taking the test in the classroom.
- Honorlock is not compatible with Linux OS, Virtual Machines, tablets, or smartphones.
- Honorlock can only be accessed through the Chrome browser and requires that you install the Honorlock Chrome extension. You DO NOT need to create an account, download software or schedule an appointment in advance to install Honorlock.
- You must have a secure private location to take a test if you are not taking it in the classroom.
- You will be asked to provide a picture ID (a Buzz Card works). You may be asked to provide a 360 scan of your testing environment with your webcam as part of the test process if you are not taking it in the classroom.

Some students have raised concerns about privacy and about the use of Digital Proctoring tools as “spyware”. Concerning privacy, **Respondus LockDown Browser** only prevents use of unauthorized resources during the exam. Provided no such unauthorized resources are visible, you will not be held accountable for anything that appears in that scan later against (or for) you. **Honorlock** may require you to turn your computer or camera to do a quick scan of your testing environment before the test to ensure that no unauthorized resources are available. Provided no such unauthorized resources are visible, you will not be held accountable for anything that appears in that scan later against (or for) you. To deal with any spyware concern, I encourage you simply to disable or uninstall the Honor Lock extension whenever you do not need it.

CHANGES TO THIS DOCUMENT

Changes to any part of this document may be made to reflect changing situations. They will be announced in class or via email and posted on-line.

SCHEDULE OF MEETINGS AND ASSIGNMENTS

This class meets Monday and Wednesday 2:00pm – 3:15pm The schedule, presented in Table 1, is subject to change. Changes will be announced on the course website in Canvas Announcements and via class emails. All due dates and times are expressed in US Eastern Standard Time or US Eastern Daylight Savings Time, depending on which is in force. All assignments will be due at 2:00pm on the due date unless otherwise noted.

I will be available during regular office hours and by appointment throughout the term to address questions regarding course material or the assignments.

Table 1. Schedule of Class Meetings and Assignments

| Class # | Date | Day | Lesson prep Schwalbe Text pgs. (S) Kerzner Case studies for in class discussion (KC) Acadia Case scenarios (AC) | In-Class Topic | Homework (HW), In class (IC) discussions, (PMIP) or (AC) reports due | Notes |
|---------|------|-----|--|--|--|--------------------------|
| 1 | 8/25 | Tue | NA | Course Introduction and overview | | |
| 2 | 8/27 | Thu | (S) - Pgs. 2-18, 31-39, 48-51, 63-66 | Project Frameworks and Key Project Concepts | Empire State Building Case (IC) | |
| 3 | 9/1 | Tue | (S) - Pgs. 86-129 Smartsheet (SS) Tutorial | Project methods and process groups Complete SS tutorial out of class | Elevator speech including background information (HW) Acadia Name (IC) | Project and Course Intro |
| 4 | 9/3 | Thu | (S) - Pgs. 152 - 155, 169 - 192, 202-212, 224- 230 (AC) Acadia Energy Case | Project Integration, Project Charter, and Scope Management | Acadia Scope (IC) | |
| 5 | 9/8 | Tue | (S) Pgs. 213 - 224, 242-249 | WBS and Schedule management | WBS Reunion (IC) SS Tutorial assignment (PMIP) | |
| 6 | 9/10 | Thu | PMIP Project Guidance, PMIP report template, PMIP Project Planning Example To Do list | PMIP team begin development of PMIP project charter, project plan (Smartsheet), begin identifying interview candidates | PMIP team roster (PMIP) | |

| | | | | | | |
|----|-------|-----|---|--|---|----------------------------------|
| 7 | 9/15 | Tue | Scrum Guide – Pgs. 1 - 7 (S) Pgs. 129 - 144 | Adaptive and Scrum Projects | PMIP project charter (PMIP) Project methodology for 2-hour house (IC) | |
| 8 | 9/17 | Thu | Scrum Guide – Pgs. 7-13 (S) – Pgs. 131-144 (KC) Kerzner Agile (B) reading | Scrum Projects (Cont'd) | Kerzner Agile/Scrum role (IC) | |
| 9 | 9/22 | Tue | (S) Pgs. 18-24, 155-169 (AC) Acadia Case | Project Initiation and Portfolio Management | PMIP WBS (PMIP) | |
| 10 | 9/24 | Thu | (S) - Pgs. 24-30, 540-556 (AC) – Acadia Case | Stakeholder management | Acadia Portfolio criteria (HW) Acadia Stakeholder Management (IC) | |
| 11 | 9/29 | Tue | (S) - Pgs. 426-455 (KC) Communication Failures | Project communications | Kerzner case discussion questions (IC) PMIP status report 1 (PMIP) PMIP Interview List (PMIP) | |
| 12 | 10/1 | Thu | Midterm Exam | | | In class with Digital Proctoring |
| | 10/6 | Tue | Fall Break | | | No class meeting |
| 13 | 10/8 | Thu | (S) - Pgs. 51-62, 67-77 (KC) Falls Engineering | Organizing for and governing projects | | |
| 14 | 10/13 | Tue | (S) - Pgs. 374-378, 384-414 (AC) Acadia Case | Resource planning | Falls Engineering discussion questions (HW) | |
| 15 | 10/15 | Thu | (AC) Acadia Case, Acadia Guidance | Acadia Project working session | PMIP status report 2 (PMIP) | |
| 16 | 10/20 | Tue | (S) Pgs. 242-275 (AC) Acadia Case | Developing project schedules and sequencing activities including durations | RACI for Acadia Analysis Phase (HW) | |
| 17 | 10/22 | Thu | (S) – Pgs. Pgs. 286-306 (KC) – The Estimating Problem | Project Costs/Budgets | Network diagram Acadia development timeline (HW) | |
| 18 | 10/27 | Tue | (S) - Pgs. 464-496 (KC) – Macon Inc. | Risk Planning, Analysis, Identification, and Response | Kerzner Estimating Problem (HW) | |

| | | | | | | |
|----|-------|-----|--------------------------------------|---|--|----------------------------------|
| 19 | 10/29 | Thu | (AC) Acadia Case, Acadia Guidance | Acadia Executive Presentations | Acadia final report and presentation (AC) *due 10/28 @ 11:59pm | |
| 20 | 11/3 | Tue | (AC) Acadia Case, Acadia Guidance | Acadia Executive Presentations | Acadia peer participation survey (AC) Macon Inc. Risk register (HW) | |
| 21 | 11/5 | Thu | (S) - Pgs. 328-362 | Project Quality | | |
| 22 | 11/10 | Tue | (S) - Pgs. 506-533 | Project procurement | | |
| 23 | 11/12 | Thu | (S) - Pgs. 306-317 | Controlling Costs/Earned Value Management | PMIP project status report 3 (PMIP) | |
| 24 | 11/17 | Tue | (S) - Pgs. 126-129, 138-139, 188-189 | Closure PMIP team report planning | EVA analysis (HW) | |
| 25 | 11/19 | Thu | Guest Speaker | | | |
| | 11/24 | Tue | Flex Day | | | |
| | 11/26 | Thu | Thanksgiving Break | | | No class meeting |
| 26 | 12/1 | Tue | In class team presentations | PMIP Team Presentations | PMIP Project report and presentations (PMIP) *due 11/30 @ 11:59pm Guest speaker assignment (HW) | |
| 27 | 12/3 | Thu | In class team presentations | PMIP Team Presentations | | |
| 28 | 12/8 | Tue | In class team presentations | PMIP Team Presentations | PMIP Project participation survey (PMIP) | Final class day |
| 28 | TBD | | Final Exam | Final Exam | | In class with Digital Proctoring |

EVALUATION AND COURSE GRADES

Table 2 displays the criteria upon which the course grade is based and the weight of each criterion.

Table 2. Weights of Assignments

| Criterion | Points | Comment |
|---|--------|--|
| Midterm exam | 20% | The midterm exam focuses on the first half of the class material. |
| Final exam | 20% | The final exam focuses on the second half of the class material and other general course material (see above). Generally, final exam dates and times are available at: http://www.registrar.gatech.edu/students/exams.php |
| Pre-class quizzes | 10% | Pre-class short open book quizzes due prior to class based on the readings for a class |
| Class Participation | 10% | Throughout the semester there will be opportunities to demonstrate an understanding and application of course material by engaging in class discussion. |
| Homework / In-Class Assignments | 10% | Various homework and in-class assignments covering project management knowledge, skills, and tools will be assigned. The grades will be determined based on the homework grading rubric. |
| PMIP Team Project report and presentation | 15% | The Project Management in Practice project requirements are detailed in the assignment details and the report template. The project grade will be determined by the quality of the report and the team in-class presentation summary of their report. Individual grades will be adjusted based on peer evaluations of team members' participation and contribution to the report and presentation. |
| Acadia report and presentation | 15% | The final report and executive presentation is a team assignment. The grades will be determined based on the specifications of the report as defined by the report grading rubric. Individual grades will be adjusted based on peer evaluations of team members' participation and contribution to the report/presentation. |
| Total | 100% | |

Table 3 displays the grading rubric that will be applied to homework, classroom discussion and exam essay questions or problems.

Table 3. Grading Rubric

| Grading Scale For Each Item to be Evaluated | Point Value |
|--|-------------|
| <p>YES! The assignment response/report/presentation fulfills the entire description given for the required criterion and exhibits in-depth and detailed understanding and thorough explanation of material reflective of high caliber work and met or exceeded assignment, report or presentation requirements. According to the criterion, the assignment response, report or presentation was <i>excellent</i> and could be an example to others of this, that is, <i>exemplary</i>.</p> | 4 |
| <p>Yes, but. The assignment response/report/presentation exhibited almost all the described assignment, report or presentation criterion but there were a few parts that were rough or deficient although they did not detract significantly from the presentation or report. The assignment response, report or presentation could be considered good or very good according to the criteria but not excellent.</p> | 3 |
| <p>No, but. The assignment response, report or presentation did show some effort on this criterion, but the effort fell short enough to detract from the assignment, report or presentation. The effort minimally met the assignment response, report or presentation requirements, but alignment of data or lacking significant analysis or reasoning or was deficient in some aspects of the assignment, report or presentation</p> | 2 |
| <p>NO. The assignment response, report or presentation failed to exhibit the necessary assignment, report or presentation effort described for this criterion, detracting significantly from the report or presentation. The assignment, report or presentation requirements were insufficiently met and exhibits deficiencies in reasoning or a lack of adequate preparation. Submitted work lacks clarity, organizational structure, spelling errors, consistent voice, making it difficult to understand the content or a significant item was not submitted</p> | 1 |
| <p>Not applicable. Assignment, report or presentation requirements were not met, or report elements are missing</p> | 0 |

Letter grade assignment:

| | |
|---|-----------------|
| A | 90.0% – 100.00% |
| B | 80.0% – 89.9% |
| C | 70.0% – 79.9% |
| D | 60.0% – 69.9% |
| F | 00.0% – 59.9% |

IMPORTANT NOTE: Students taking this course on a pass/fail basis will be assigned an "S" if they would have received the grade of "C" or better had they enrolled in the course on a regular letter-grade basis.

Posted Letter grades are FINAL unless I failed to record a grade correctly or made a math error. It is common that some students miss a higher grade by a few points no matter where the line is drawn.

*If you have questions about this syllabus, please ask.
Do not just make something up.*

END OF DOCUMENT