

## **PJM330 – Effective Project Scheduling and Control**

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### **Faculty Information**



Faculty contact information and office hours can be found on the faculty profile page.

### **Course Description and Outcomes**



#### **Course Description:**

This course explores project scheduling and monitoring techniques used by successful Project Managers. Students assume the role of Project Manager in a 7-week, web-based simulation and apply the concepts conveyed in the course to an international software development project. Through this experience, competency is developed in the following areas: project planning, scope definition, cost estimation, cost control, schedule control, trade-off decision making, learning curve theory, quality management, controlling scope creep, and communication management.

#### **Course Overview:**

This course provides students with the opportunity to explore, examine the effectiveness of, and apply project scheduling techniques and practices. Projects are all unique and face time, resource, and budget constraints. Students will learn approaches to scheduling and control, with an emphasis on those skills that are critical to the project manager. Through immersive simulation, students will have the opportunity to act as the project manager to schedule projects, monitor project progress, identify variances from the project plan, and recommend corrective actions to maintain time schedules and reach the project goals.

#### **Course Learning Outcomes:**

1. Define and construct the components that comprise the scope of a project.
2. Describe the role of project cost estimation in project management.
3. Explain scope, cost, and schedule control measures available for ensuring successful project completion.
4. Evaluate the trade-off analysis in a project environment.
5. Explain the benefits of the learning curve effect in a project.
6. Describe total quality management as it pertains to project management and post-project maintenance.

7. Explain how efficient and effective communication, including the use of communication technology, impacts project success.

## Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## Course Materials



### Required:

Kerzner, H. (2013). *Project management: A systems approach to planning, scheduling and controlling* (11th ed.). Hoboken, NJ: Wiley. ISBN-13: 9781118022276

Project Management Institute [PMI]. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (6th ed.). Newton Square, PA: PMI Publications. ISBN-13: 9781935589679

### DoubleMasters Project Management Simulation:

You need to sign up for the simulation used in this course yourself. At the time of this writing, the simulation fee is \$35 for students and you will need to pay when you create your account. Your instructor will supply you with the required session ID and access code—you need the ID and code before signing up.

- Complete instructions for creating your simulation account as well as other information regarding the simulation are at: <http://www.doublemasters.com/support/>
- After reading through the instructions above, click on the link below to create your simulation account: [https://www.doublemasters.com/my\\_account/new\\_user\\_registration.php](https://www.doublemasters.com/my_account/new_user_registration.php)

### Suggested:

#### Project Management Institute (PMI)® Student Membership

In keeping with its commitment to the academic and professional success of its students, CSU-Global encourages students enrolled in its Project Management programs to consider becoming members of the Project Management Institute (PMI)®.

Advantages of PMI membership include continuous online access to the *PMBOK® Guide*, a variety of tools and templates, and many knowledge resources, including on-demand webinars and an online library of articles and books (PMI, 2015). Membership also conveys access to a number of professional communities and volunteer opportunities as well as access to career resources and professional development opportunities. (PMI, 2015).

Additional information including membership application can be found on the PMI website:

<http://www.pmi.org>

PMI®, PMBOK® Guide, Project Management Professional®, and PMP® are registered marks of the Project Management Institute, Inc.

#### Reference

PMI, (2015). Membership benefits. Project Management Institute, Inc.  
<http://www.pmi.org/membership/membership-benefits-of-membership.aspx>

#### Ethics and Professional Conduct

CSU global is committed to preparing its graduates to approach every situation ethically and professionally. Students are encouraged to reflect upon course topics that focus on ethical and professional conduct issues in business. Students in the Project Management programs of study are encouraged to use the Code of Ethics and Professional Conduct published by the Project Management Institute (PMI)®. PMI codifies ethical principles for professionals in the field of project management which serve as the foundational principles for students in this program.

#### Reference

Project Management Institute. (n.d.) *Code of Ethics and Professional Conduct*. Newtown Square, Pa: Project Management Institute.

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental, or required exercises are provided within the course itself. Please read through each course module carefully.

## Course Schedule



#### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"><li>• Chapter 11 in <i>Project Management</i><ul style="list-style-type: none"><li>• Chapters 1 and 5 in <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Discussion (25 points)</li><li>• Opening Exercise (0 points)</li><li>• Mastery Exercise (10 points)</li><li>• Portfolio Project Milestone (5 points)</li></ul>
2	<ul style="list-style-type: none"><li>• Chapters 12, 13 &amp; 14 in <i>Project Management</i></li><li>• Chapter 6 in <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i></li></ul>	<ul style="list-style-type: none"><li>• Discussion (25 points)</li><li>• Opening Exercise (0 points)</li><li>• Mastery Exercise (10 points)</li><li>• Critical Thinking (75 points)</li></ul>

		<ul style="list-style-type: none"> <li>Portfolio Project Milestone (5 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>Review Chapter 14 and read Chapter 15 in <i>Project Management</i></li> <li>Chapter 7 in <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Critical Thinking (75 points)</li> <li>Portfolio Project Milestone (5 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>Chapters 16 &amp; 7 in <i>Project Management</i></li> <li>Chapters 2 and 4 in <i>A Guide to the Project Management Body of Knowledge (PMBOK® Guide)</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Critical Thinking (75 points)</li> <li>Portfolio Project Milestone (5 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>Chapters 18 &amp; 21 in <i>Project Management</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Critical Thinking (75 points)</li> <li>Portfolio Project Milestone (5 points)</li> </ul>
6	<ul style="list-style-type: none"> <li>Chapter 20 in <i>Project Management</i></li> <li>Chapter 8 in <i>A guide to the project management body of knowledge (PMBOK® Guide)</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Critical Thinking (70 points)</li> <li>Portfolio Project Milestone (5 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>Chapters 10 &amp; 22, &amp; Section 25.3 in <i>Project Management</i></li> <li>Chapter Section 4.6 in <i>A guide to the project management body of knowledge (PMBOK® Guide)</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Portfolio Project Milestone (100 points)</li> </ul>
8	<ul style="list-style-type: none"> <li>Chapters 5 &amp; 9 in <i>Project Management</i></li> <li>Chapters 9 &amp; 10 in <i>A guide to the project management body of knowledge (PMBOK® Guide)</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercise (0 points)</li> <li>Mastery Exercise (10 points)</li> <li>Portfolio Project (215 points)</li> </ul>

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### PORTFOLIO PROJECT MILESTONE (5 points)

### **Options #1/2: Portfolio Project; Project Management Simulation, Access, Discussion, and Experience**

Review the Portfolio Project description and rubric, which can be accessed from the Module 8 folder.

Your weekly simulation work is a **required** component of the Portfolio Project. You cannot complete the Portfolio Project without it. Each student must sign up for the simulation used in this course.

Then, in the **Week 1 Portfolio Project Forum**, share your experiences with accessing the simulation and completing the introduction material. The simulation is used to apply your previous and growing knowledge of project management. If you have questions about aspects of the simulation, from navigating the user interface to suggestions for making decisions, use this discussion to get insights from your peers. It is up to you to resolve any issues you may have with the simulation, but you are encouraged to collaborate with classmates.

## **Module 2**

### **CRITICAL THINKING ASSIGNMENT (75 points)**

#### **Option #1: Cost Duration Analysis**

Download and examine the **cost-duration table**. Using critical path method (CPM) analysis, identify three tasks that should be crashed. This is determined based on the low “cost per day saved” values. This value has already been calculated in the attached table for three tasks. You will need to determine the value for the remaining tasks for your analysis.

Use the following outline for section headings:

- Identified Tasks
- Steps Taken to Identify Tasks
- What Information is Needed to Complete the Analysis (to know if the identified tasks are truly the best ones to crash)
- Other Recommendations for Shortening Schedule Duration

You will have two files to submit for your assignment. First, you must submit your completed table with all values filled in and marking which tasks you are going to crash. Second, you will submit a 1-to-2-page paper discussing the items in the bulleted list above in a well-written format and in conformity with the *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Include a title page and a reference page that includes at least two outside references (not including your textbook) to support your analysis.

#### **Option #2: Schedule Chart Analysis**

Download and examine the attached **project task list**. Based on this task list, you will create a PERT chart and write a paper that discusses the following:

- Identify which set of tasks create the critical path.
- Determine which task would be best to crash to reduce the critical path.
- Determine if there is a change to the critical path by crashing the task. Is there a new critical path?
- What other information would be beneficial to know to see if the selected task was the best option for crashing?

Your paper should be 2-to-3-pages, well written and in conformity with the *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Your PERT chart is part of your page requirements. Include a title page and a reference page that includes at least two outside references (not including your textbook) to support your analysis.

### **PORTFOLIO PROJECT MILESTONE (5 points)**

#### **Options #1/2: Lesson 1 – Initiating/Planning**

Complete the simulation work for this module. In the **Week 2 Portfolio Project Forum**, share your experiences with Lesson 1 – Initiating/Planning and your progress within the simulation. Highlight and discuss a project management concept related to initiating or planning in your response.

## Module 3

### CRITICAL THINKING ASSIGNMENT (75 points)

#### Option #1: Calculating Earned Value, Actual Cost, and Planned Value

Download and read the Module 3 Critical Thinking Assignment file. Then, in the document, complete the highlighted sections as directed. Refer to Chapter 15 from the *Project Management* text and Chapter 7 from the *PMBOK® Guide* for directions on how to calculate these financials. Follow the *CSU-Global Guide to Writing and APA Requirements* for the essay question writing portions of the assignment.

#### Option #2: Calculating Earned Value, Actual Cost, and Planned Value

Download and read the Module 3 Critical Thinking Assignment file, and in the document, complete the highlighted sections as directed. Refer to Chapter 15 from the *Project Management* text and Chapter 7 from the *PMBOK® Guide* for directions on how to calculate these financials. Follow the *CSU-Global Guide to Writing and APA Requirements* for the essay question writing portions of the assignment.

### PORTFOLIO PROJECT MILESTONE (5 points)

#### Options #1/2: Lesson 2 – Planning

Complete the simulation work related to this module. In the **Week 3 Portfolio Project Forum**, share your experiences with the previous lesson, Lesson 2 – Planning, of the simulation. Include in your discussion how the Gantt chart is useful to you as Project Manager of the simulated project.

## Module 4

### CRITICAL THINKING ASSIGNMENT (75 points)

#### Option #1: Conflict Management

Complete the “Handling Conflict in Project Management” case study activity at the end of Chapter 7 in *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, pp. 384-389. (Ignore any references to group work; you will be completing this activity individually.) Use *Appendix A*, which explains how to score your work and provides additional insights into the potential responses (pp. 1205-1209).

Your paper should be 2-to-3-pages, which includes your scores and total for your decisions as well as your analysis on the appropriateness of your responses and opportunities for improvement. Follow the *CSU-Global Guide to Writing and APA Requirements* for writing and style.

#### Option #2: How to Deal with a Project that is Off Course (75 points)

There are many examples of projects that have gone off course. Often times, a new project manager is brought in if the situation is dire. For this assignment, find a project that did not stay on scope, time, or budget. Then, determine what project management principles were not followed for the project. Lastly, suggest how you, as a newly selected project manager, would make changes to ensure the project got back on track.

Examples of recent projects off course would include:

- Colorado Veterans Administration (VA) Hospital (See <http://www.usatoday.com/story/news/nation/2015/03/18/colorado-va-hospital-over-budget/24964551/>)
- Target Expansion in Canada (See <https://hbr.org/2015/01/why-targets-canadian-expansion-failed>)
- Los Angeles Unified School District’s iPad/Computer Project (See <http://www.latimes.com/local/lanow/la-me-ln-ipad-curriculum-refund-20150415-story.html>)

Your paper should be 2-to-3-pages, well written and in conformity with the *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Include a title page and a reference page that includes at least two outside references (not including your textbook) to support your analysis.

## PORTFOLIO PROJECT MILESTONE (5 points)

### Options #1/2: Lessons 3 & 4 – Planning

Complete the simulation work related to the module. In the **Week 4 Portfolio Project Forum**, share your experiences with Lesson 3 and 4 – Planning of the simulation. After completing these simulation lessons, you will understand more about scheduling, the impact of risks on schedule, and communication methods. What did you find challenging or surprising?

## Module 5

### CRITICAL THINKING ASSIGNMENT (75 points)

#### Option #1: Project Management Maturity Model – Self-Identified Case Study

Learning curve theory represents the application of experience to improved project success. This idea of improvement is embodied in the Project Management Maturity Model (PMMM), a growing concern of project organizations. There is a need to optimize project efforts, and a maturity model is an effective tool to this end.

For this assignment, assume you are in the role of a project leader helping an organization move to the next level of the PMMM. Specify the PMMM level of the organization today. Explain your rationale for arriving at that conclusion. Specify the next level of the PMMM that is the one above the current PMMM level of the organization. Create and provide an action plan the management team of the organization can use to move from the existing PMMM level to the next PMMM level.

Your action plan should be 2-to-3-pages, well written, and in conformity with *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Include a title and a reference page that includes at least two outside references (not including your textbook) to support your thinking.

#### Option #2: Project Management Maturity Model – Mini-Case Study

Learning curve theory represents the application of experience to improved project success. This idea of improvement is embodied in the Project Management Maturity Model (PMMM), a growing concern of project organizations. We need to optimize our project efforts, and a maturity model is an effective tool to this end.

For this assignment, assume you are in the role of a project leader helping a fictitious organization move to the next level of the PMMM. Use the pre-defined scenario below as a basis of your thoughts. Use creative freedom to create additional details to this scenario:

*ADC is a Colorado-based logistics company that engages in consulting projects to share their expertise with organizations in need of logistic solutions. They have completed three sequential projects for customers. Their success is leading to additional opportunities, and they expect to be dealing with managing two or more projects at the same time. They need to clearly understand their current level of project maturity and the steps necessary to reach the next level.*

Specify the PMMM level of the organization today. Explain your rationale for arriving at that conclusion. Specify the next level of the PMMM that is the one above the current PMMM level of the organization. Create and provide an action plan that the management team of the organization can use to move from the existing PMMM level to the next PMMM level.

Your action plan should be 2-to-3-pages, well written, and in conformity with *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Include a title and a reference page that includes at least two outside references (not including your textbook) to support your thinking.

## PORTFOLIO PROJECT MILESTONE (5 points)

### Options #1/2: Lesson 5 – Executing/Monitoring and Controlling

Complete the simulation work related to the module. Your performance on the simulation contributes to your Portfolio Project score.

In the **Week 5 Portfolio Project Forum**, share your experiences with Lesson 5 – Executing/Monitoring and Controlling of the simulation.

## Module 6

### CRITICAL THINKING ASSIGNMENT (70 points)

#### Option #1: Quality Methodologies

Select an organization that interests you (where you currently work, have worked in the past, would like to work, or have read about), is not currently using a quality control methodology, or has not been successful implementing a methodology.

Provide a summary of each of the significant quality methodologies reviewed in the Module 6 lecture. Select the one you feel is most effective and determine the one most appropriate for the organization. Identify your selection in your paper and explain your rationale for selecting that particular methodology. Include a discussion of your analysis; recommend a quality methodology and consider the organization's experience with projects, quality-related issues, and culture in the explanation of your rationale. You must specify clearly which quality methodology you recommend, and it must be one of those specified in the Module 6 lecture.

Your paper should be 2-to-3-pages, well written, and in conformity with *CSU-Global Guide to Writing and APA Requirements* for style and writing expectations. Include a title and a reference page that includes at least two outside references (not including your textbook) to support your thinking.

#### Option #2: Quality Methodologies Comparison

Some of the more common quality and improvement methodologies and standards include Lean, Six Sigma, total quality management (TQM), and ISO 9000.

For this assignment, compare and contrast these concepts by highlighting some of these concepts:

- What are some of the common tools or techniques for each methodology?
- What types of industries would be a good fit for each of these methodologies?
- Based on these methodologies, which do you think is the easiest to pair with project management or total quality management programs within an organization for the fifth level of maturity (e.g., continuous improvement)?

Your 2-to-3-page paper must be well written, follow the *CSU-Global Guide to Writing and APA Requirements* for writing and style, and have at least two outside references (not including your textbook).

### PORTFOLIO PROJECT MILESTONE (5 points)

#### Options #1/2: Lesson 6 – Executing/Monitoring and Controlling

Complete the simulation work related to the module. In the **Week 6 Portfolio Project Forum**, share your experiences with Lesson 6 – Executing/Monitoring and Controlling of the simulation. Report performance is expected by many (if not all) project stakeholders. Contrast the performance reporting in the simulation with your expectations, past experience, or another performance reporting example.

## Module 7

### PORTFOLIO PROJECT MILESTONE (100 points)

#### Option #1/2: Simulation Submission and Paper

Complete the work related to this module, which is the conclusion of the project management simulation. After the completion of your simulation, provide the following items in a 3-4 page summary paper:



- A screenshot or PDF of your final simulation assessment from the DoubleMasters interface.
- A brief summary of areas where you did not achieve full points. For this summary:
  - Give an idea on what areas made you lose points.
  - Determine what concepts in your learnings from the past seven weeks were tied to these areas.

The purpose of this is to provide you with a framework for your Lessons Learned portion of your Project Portfolio, which will be submitted in Module 8. These will not be fully defined lessons learned yet; instead, this milestone is to ensure you recognize what areas you can improve on from the actions in the simulation.

Lastly, in the **Week 7 Portfolio Project Forum**, share your experiences with Lesson 7 – Closing of the simulation. Discuss some key Lessons Learned and what you felt was valuable from a simulated environment.

## Module 8

### FINAL PORTFOLIO PROJECT (215 points)

#### Option #1: Portfolio Project – Paper

The entire Portfolio Project is worth a total 350 points, and it is composed of three parts:

- **Part 1:** Weekly participation in the discussion forums for the project portfolio simulation (5 points each week, 35 points total)
- **Part 2:** Summary paper submitted during Module 7 as a Portfolio Project Milestone (100 points)
- **Part 3:** Written analysis of the simulation, including best practices gained and lessons learned (215 points)

**Part 3:** Your assessment should be well structured, like many project management communications. Use the following outline as section headings in your paper to provide structure. Also, make good use of bulleted lists, numbered lists, and tables to further provide structure and clearly communicate information.

- **Introduction:** Provide background and tell the reader what to expect from the paper.
- **Key decisions made:** Describe a few of the decisions made in the simulation that were critical to the overall success or failure of the project.
- **Lessons learned:** Use subheadings and address successes, issues, and actions to consider in the future when faced with similar challenges.
- **Best practices:** Compile a list of three best practices that can be applied to similar projects in the future.

Required paper length is 7-10, double-spaced pages.

Include a minimum of four academic or professional references that provide information and guidance for assertions made in your paper. As always, follow *CSU-Global Guide to Writing and APA Requirements* for formatting and style. Note: *Outside sources* means academic and research other than the textbook, course materials, or other information provided as part of the course materials.

#### Option #2: Portfolio Project – Presentation

The entire Portfolio Project is worth a total 350 points, and it is composed of three parts:

- **Part 1:** Weekly participation in the discussion forums for the project portfolio simulation (5 points each week, 35 points total)
- **Part 2:** Summary paper submitted during Module 7 as a Portfolio Project Milestone (100 points)
- **Part 3:** Presentation of the simulation, including best practices gained and lessons learned (215 points)

**Part 3:** Your assessment should be well structured, like many project management communications. Use the following outline as main points of your presentation to provide structure.

- **Introduction:** Provide background and tell the viewer what to expect from the presentation.
- **Key decisions made:** Describe a few of the decisions made in the simulation that were critical to the overall success or failure of the project.
- **Lessons learned:** Use subheadings and address successes, issues, and actions to consider in the future when faced with similar challenges.

- **Best practices:** Compile a list of three best practices that can be applied to similar projects in the future.

You are also required to produce a multimedia-rich presentation consists of an 8- to 12-minute narrated video (in a generic video format such as MP4 Video that directly be played on Canvas) using the aid of a presentation tool (PowerPoint, Prezi, Screencast-O-Matic (<https://screencast-o-matic.com/>) , Knovio (<https://www.knovio.com/>) , Loom (<https://www.useloom.com/>) , or similar tools) as a guide to your recital that includes appropriate subject content, graphics, optionally video clips, and other multimedia techniques. Your multi-media reach presentation must include the topics listed above, including key decisions made and lessons learned. When using graphic images or other content found online, please observe all copyright protections; properly cite. Note: a mere PowerPoint without video-audio will not suffice the assignment requirements.

Include a minimum of four academic or professional references that provide information and guidance for assertions made in your presentation. As always, follow *CSU-Global Guide to Writing and APA Requirements* for formatting and style. Note: *Outside sources* means academic and research other than the textbook, course materials, or other information provided as part of the course materials.

## Course Policies



### Course Grading

20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Paper

### Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

**Disability Services Statement**

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

**Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.