



## TMGT 514 – Engineering & Technology Project Management COURSE SYLLABUS: Fall, 2013

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**Class WebPage URL:** <http://faculty.tamuc.edu/jdavis1/tmgt/514/138/>  
**Courseware URL:** <http://online.tamuc.org/>



### COURSE INFORMATION

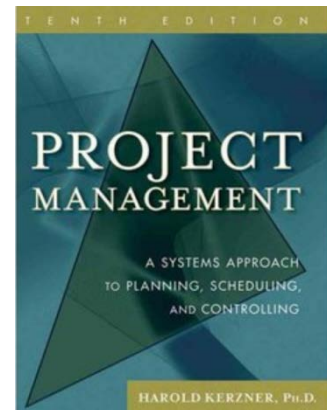
**Delivery format:** Online, Web-based. No required physical meetings.

**Semester Credit Hours:** 3 SCH

**Materials – Textbooks, Readings, Supplementary Readings:**

***Textbook Required:***

<b>Title:</b>	Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 10 <sup>th</sup> ed.	
<b>Author:</b>	Harold Kerzner, PhD	
<b>Format availability:</b>	1120 pages	List \$US
<b><u>Hardcover:</u></b>	ISBN-13: 978-0-470-27870-3	<b>\$99.00</b>
<b>E-book:</b>	ISBN-13: 978-1-1182-3001-5	<b>\$74.50</b>
<b><u>E-book digital rental</u></b>	(360 days):	<b>\$59.50</b>
<b>Publisher:</b>	John Wiley & Sons, Inc.	
<b>Publication date:</b>	March, 2009	



**Course Description:** Techniques and application of managing projects with emphasis on project management organizational structures, teams, functions, planning, scheduling, pricing and estimating, cost controls, trade-offs, risk management, contracts, procurement, quality, and other related topics. Prerequisite and/or Co-requisite: TMgt 595 and TMgt 510 or consent of Department Head.

**Student Learning Outcomes:**

Upon satisfactory completion of the course, the learner should be able to:

1. Construct, organize, and explain how project management organizational culture will need to change. How communications and interactions are likely to differ from product management.

2. Evaluate the pending or anticipated growth of project management as a management style, culture, or tool.
3. Devise, plan, and compile work breakdown structures (WBS) and understand life-cycle-phases as quantitative tools in project management.
4. Design, generate, and explain network scheduling techniques.
5. Comprehend pricing, estimating, and cost control strategies, including life-cycle costing and other quantitative tools.

## COURSE REQUIREMENTS

**IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus are non-negotiable and will be followed in this course with all students held to an identical standard. If you do not agree with any requirement herein, believe any of them to be “unfair” or “unreasonable,” or believe that less should be expected of you than your classmates to earn a comparable grade, you should IMMEDIATELY DROP this course and re-evaluate your dedication to academic integrity and success!**

### **Instructional Activities / Methods / Activities Assessments**

This is an online course that contains a series of assignments and assessments to assist in achieving the course learning objectives/outcomes. Each week there are various combinations of assignments and activities including discussions, readings, research, topical examinations, etc. A total of **650 points** can be earned in this course.

In the workplace, employees are expected to produce documents that are clear, error-free, and visually effective. Written products from the course must also satisfy these general requirements, be appropriate for a specific purpose, and meet the needs of the audiences of the communication. As a graduate-level course, grammar, spelling, and demonstrated organization of thought will be considered in the grading of all assignments. Non-professional communication, such as texting “short-hand,” is not appropriate for use in academic coursework or professional settings.

### **Subject Content of Course**

The content of the first twenty chapters of the textbook will be studied. The content subjects include:

- Chapter 1: Overview [of Project Management]
- Chapter 2: Project Management Growth: Concepts and Definitions
- Chapter 3: Organizational Structures [used in Project Management]
- Chapter 4: Organizing and Staffing the Project Office and Team
- Chapter 5: Management Functions [in a Project Environment]
- Chapter 6: Management Of Your Time And Stress
- Chapter 7: Conflicts
- Chapter 8: Special Topics [in Project Management]
- Chapter 9: The Variables for Success
- Chapter 10: Working With Executives
- Chapter 11: Planning
- Chapter 12: Network Scheduling Techniques
- Chapter 13: Project Graphics
- Chapter 14: Pricing and Estimating
- Chapter 15: Cost Control

Chapter 16: Trade-Off Analysis in a Project Environment  
Chapter 17: Risk Management  
Chapter 18: Learning Curves  
Chapter 19: Contract Management  
Chapter 20: Quality Management

### ***Credit Activities***

#### **Quizzes: 210 points (~32% of total course grade) – 21 quizzes @ 10pts each**

One preliminary quiz and Twenty multiple choice topical quizzes covering the 20 topics within the course will be administered worth 10 points each. Sample multiple choice quizzes are available at the end of each of the first twenty chapters in the textbook. These sample quiz questions and those presented as assessment quizzes come from the Project Management Institute's Project Management Certification Exam and cover the principles that support the knowledge areas and domain groups in the PMBOK® Guide. Quizzes automatically close at the posted deadline and will not be reopened for late submission. Each quiz **MUST** be completed by the posted deadline or a zero will be earned.

#### **Discussions Activities: 150 points (~23% of total course grade) – 5 discussions @ 30pts each**

Five interactive discussion opportunities will be provided through the semester. These activities will make use of VoiceThread to facilitate a multimedia threaded discussion forum. Discussion activities may require responses, reflections, research, reports, etc. Students must make value-added contributions and responses to each of the topics presented for discussion. It is difficult to provide quality input with only one or two short comments. Better input earns better points. Comments limited to "me too," "I agree," and similar in content do not qualify as thoughtful, independent, and value-added contributions and do not earn discussion credit. Each of the five discussion activities requires a minimum of one original thread submission (20pts) and follow-up posts to two separate peer threads (10pts=5ptsx2).

#### **Presentation Projects: 190 points (~29% of total course grade)**

Video Presentation Projects will address various aspects of Project Management and may include individual and/or group assignments and peer review activities. Project presentations will be made using Jing or other Web 2.0 technologies as assigned. Projects may be comprised of both written and multi-media components. Project details and specific requirements will be provided for each activity.

#### **Final Comprehensive Exam: 100 points (~15% of total course grade)**

The final exam is a comprehensive evaluation of the learners' overall understanding of the principles that support the knowledge areas established by the premiere project management certification organization in the U.S., the [Project Management Institute](#) (PMI). The questions for the comprehensive final exam will come from a test bank of randomly presented questions from the end of each chapter in a section labeled Studying Tips for the PMI® Project Management Certification Exam. Expect 100 questions from a test bank of several hundred questions used in preparation for the PMP and CPMP Certification examinations.

**Grading**

Quizzes (21)	210 points
Discussions (15)	150 points
Project Management Case Study Report	190 points
Final Exam	100 points
<b>Total points possible for semester</b>	<b>650 points</b>

**Final Letter Grade via Points Earned – 650 points possible**

<u>%</u>	<u>Total Points Earned</u>	<u>Grade</u>
90-100	585 – 650	A
80-89	520 – 584	B
70-79	455 – 519	C
60-69	390 – 454	D
< 60	< 389	F

Note: The point ranges identified here take traditional rounding based on 100% into account.

The official gradebook for the course is maintained by the instructor in an external spreadsheet. The eCollege gradebook feature, if made available, may be utilized by the instructor as a mechanism to provide student feedback on earned scores. In the event of any discrepancies between the official and eCollege gradebooks, the instructor's official gradebook will take precedence.

Your instructor genuinely desires to see all students perform exceptionally and earn a passing grade in this course. Likewise, your instructor also firmly believes in a student's right to fail, and shall not deny you that right should you so chose to earn that grade by virtue of your performance, or lack thereof, in this course. **YOU** determine your grade in this course by your performance, **NOT** the instructor!

Projects produced in this course that are deemed to be of sufficient quality may be utilized as examples in future offerings of this course.

**Non-credit Activities**

Certain activities may be required as part of the course but not be entered in the gradebook as credit activities. Such activities could include the introduction and roster photo posting, course intro activity, or other related activities. Although not conducted for credit, completion of certain activities may be required as internal prerequisite activities before proceeding to the credit-earning activities is permitted.

**General Scale for Evaluating Written Assignments**

**Exceeds Expectations (A):** Is outstanding, reflects extraordinary components satisfying all performance specifications, exceeds normal expectations as measured against the current or previous class norms, representative of exemplary work, and is easily recommended as an outstanding example. For research papers, this may mean that the paper is potentially publishable when reviewed by professional peers.

**Meets Expectations (B):** Satisfies performance specifications, includes required components, may be cited as an example in the future, and is representative of graduate work, but is not exemplary as measured against current or previous class norms.

**Minimal Success (C)**: Includes most required components, lacks characteristics of upper-level achievement, marginally satisfies performance specifications, contains simple errors, and is generally not referenced as an example in future classes.

**Needs Improvement (D)**: Lacks required components, weak in academic factors illustrated, includes non-professional presentation techniques, representative of poor work and repetitious errors, and is easily forgotten for future reference.

**Unsatisfactory (F)**: Incomplete in most required and selected components, insufficiently addresses performance specifications, contains inappropriate presentation techniques, representative of inferior work, and is totality unacceptable.

### ***Assignment Submissions***

Submitted work must be readable and printable using a commonly available Microsoft product (included in Office Suite) or Adobe Acrobat (.pdf format). Any other formats will not be accepted without prior approval. Students must retain electronic copies of all submitted works and available for resubmission should unforeseen technical circumstances warrant.

The writing and reference formatting style identified in the current edition of the *Publication Manual of the American Psychological Association (APA)* is required for use on written assignments in this course and all courses offered within the TAMU-C Department of Engineering & Technology. The most critical aspect of writing with APA in this course is the observation of correct citation and reference requirements. Failing to properly cite the work of others constitutes plagiarism, an act of academic dishonesty resulting in disciplinary action. The approved TMGT Manuscript Guide provides program specific information on required and allowed variations from APA Style. These two sources are essential references in preparing written assignments for submission. Only specific assignment instructions supersede these established formatting and style requirements.

In the workplace, you are expected to produce documents that are clear, error-free, and visually effective in communicating the intended message. All work submitted for credit in this course must also satisfy these general professional expectations as well as be appropriate for the specific purpose and audience for which the communication is intended. Quality of work will be reflected in the assignment scores.

All work must identify the student and appropriate assignment identifier. Submissions without this required information will not be graded and a “0” will be assigned for that activity. This is part of “following instructions” and meeting the requirements of the course. Submissions **MUST** contain the following information at the top of the page:

1. Your name
2. Course number (TMGT 514)
3. Assignment name, chapter number, or relevant descriptor

Electronic file submissions **MUST** conform to the following naming conventions:

**Course Prefix&Number–Activity ID–LastNameInitial(s).FileExtension** (no spaces in filenames)

Examples:

TMGT514-Activity1-LettermanD.xlsx

TMGT514-Abstract2-LenoJ.pdf

TMGT514-Project2-PhilbenR.docx

### ***Timely submission of assignments***

**Assignments MUST be completed and submitted by the designated due dates, in the designated location. Some assignments may not be accepted late, for any credit. When eligible for late submission, full credit cannot be earned by late or incomplete assignments. Assignments lose 10% of their possible value each day late if submitted after the posted due date/time.** (e.g. Assignments lose all of their value at 10 days past due.) Further, **late assignment submissions may be rejected** at the instructor's discretion. A complaint regarding the late acceptance policy above would likely result in the outright and immediate rejection of a late submission. Any Quizzes that may be given in the course automatically close at the posted deadline and will not be reopened for retakes or late submission. Each quiz MUST be completed by the posted deadline or a zero will be earned. Unless indicated otherwise, posted assignments may be submitted early; however, students should be aware that this does not imply that assignments will be graded prior to the assignments' due date as assignments are typically evaluated as a group once all submissions have been received. All times specified in the course are in the Central Time Zone.

### ***Make-up and extra credit assignments***

**No make-up or extra credit assignments are available in this course.** Credit is earned exclusively by completing the required activities, as assigned, without exception.

### ***Grade of "X" (Incomplete)***

In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" is rarely applicable and will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation. Discovery of an impending failure of a course, although personally disappointing, DOES NOT constitute an emergency in academia and does not meet the criteria for the assignment of an incomplete.

## **TECHNOLOGY REQUIREMENTS**

### ***General Technology Requirements***

This is an online course; thus, access to a modern computer with a reliable, high-speed, Internet connection is required. You must also have sufficient administrative authority on your computer to download, install, and run the necessary software applications.

Your courses will work with a PC with recent OS versions or Macintosh OS X. Supported browsers include recent releases of Firefox, Aurora, Internet Explorer, Safari, or Chrome.

It is strongly recommended that you perform a "Browser Test" prior to the start of any on-line course. To launch a browser test, login in to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services.

### ***Course-specific Software/Hardware/Peripherals***

Students will make use of the following software applications to complete course assignments:

MS Office Suite (Word, Excel, & PowerPoint)

[Jing](#) (free version)

[VoiceThread](#) (Note that VoiceThread is now integrated directly into the eCollege system.)

**Auxiliary Hardware/Accessories:**

- Computer Microphone (required, built-into most modern webcams)
- Video Webcam (necessary for video requirement of VoiceThread Discussion Activities)

**ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: <http://online.tamuc.org/>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly (3 days per week minimum). Special announcements or instructions may also be placed in the announcements area or sent directly to your leo email, which should be monitored regularly throughout your enrollment at TAMU-C.

**COMMUNICATION AND SUPPORT*****Interaction with the Instructor***

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the class content, the syllabus and course materials are provided within the eCollege environment and may already provide the answer you seek. If you have a question or comment of the nature that would be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and participate in the exchange. Personal content involving grades, progress, etc. should be addressed with me via private e-mail: [Jason.Davis@tamuc.edu](mailto:Jason.Davis@tamuc.edu). Your name, CWID, and course number (if regarding a specific course) must be included in any and ALL correspondence. Of course, if you'd like to meet up for a face-to-face visit, drop by during my [office hours](#), or just let me know and we'll set-up a time to meet at my office in the Charles Austin Engineering Technology (Ag/IT) building, 213C. As there are occasionally meetings scheduled that conflict with normally scheduled offices hours, an appointment is highly recommended.

***eCollege Technical Support***

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.



- Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

### **Writing Assistance**

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center's web pages at:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

### **Other Questions/Concerns**

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple or repeated classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate as a minimum consequence.

Also, be aware that the statute of limitations for penalties for plagiarism does not end upon the completion of the course or even upon graduation. If an instance of plagiarism is found anytime after the completion of the course, the course grade is subject to change accordingly and any awarded degree utilizing the course is subject to revocation.



To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words; or
- d) paraphrase another individual's spoken or written words.

Any works referenced must be properly cited in accordance with APA 6<sup>th</sup> edition style.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include:

- <http://www.plagiarism.org/>  
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### **Scholarly Expectations**

Work submitted is expected to demonstrate higher-order thinking skills and represent the student's best possible effort on the assignment. A student should NEVER ask an instructor what they made on a particular assignment for the purpose of determining how much effort to put into the next assignment. Any effort, on any activity, that is less than the student's best is insufficient and will most likely be reflected in the grade. Further, work submitted at the graduate level is expected to be of significantly higher quality than work produced at the undergraduate level.

### **Late Work**

Projects and assignments MUST be completed and submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. If a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

### **Time Commitment (16-week term)**

In a college-level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to on-line and web-enhanced courses just as it does to a traditional course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term courses. The activities in this course are based on a 15-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is shown in the following table:

Average expected time spent on class or class related work.	Minimum expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
"In" class per class week	2hr. 30min.	2hr. 30min.
"Outside" class per class week	7hr. 30min.	10hr. 00min.
<b>TOTAL Weekly Expectation</b>	<b>10hr. 00min.</b>	<b>12hr. 30min.</b>
<b>TOTAL Term Expectation</b>	<b>150hr. 00min.</b>	<b>187hr. 30min.</b>

### **Attendance**

All students must be active participants in class activities, whether in the classroom or on-line. In on-line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. Regular attendance and assignment submissions are essential for success. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended vacation during the semester that will interfere with your ability to participate as required, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your vacation, and re-enroll in a semester in which you are ready to dedicate the time and effort necessary to be successful in your studies. Bottom line... Academic studies require significant effort and dedication. Either you're all in and committed, or you need to step back until you're ready and able to rise to the challenge.

### **Master's Qualifying (Comprehensive –AKA– “COMPS”) Examination**

Students will be required to successfully pass a written comprehensive exam at the end of their MS TMGT program. It is strongly recommended that students retain electronic copies of the syllabus and coursework, as well as the textbook, for each graduate course used to satisfy the M.S. Technology Management degree requirements in order to prepare for the comprehensive exam in the TMGT 599 course.

### **Drops & Withdrawals (and understanding the difference)**

**Drop** – Removal of the student from one or more courses while remaining actively enrolled in one or more remaining courses in a given semester. A drop must be initiated by the student, with reason, subject to instructor approval, or it may be initiated by the instructor in the case of excessive absences, at the discretion of the instructor. Drop requests **must** be submitted on or before the drop deadline. A student **may not** be dropped from a single course after the drop deadline is passed. Requests to drop a course are submitted via the student's myLEO account.

**Withdraw** – Elective removal of the student from **ALL** courses in which (s)he is enrolled in a given semester. A withdrawal request must be initiated by the student submitting the official [Withdrawal Form](#) to the Office of the Registrar on or before the last day to withdraw. Withdrawals cannot be initiated by instructors and do not require instructor approval.

During the open registration period at the beginning of the semester, students may add or drop courses without specific authorization (prerequisite requirements and permission-only courses excepted). Should the student determine it to be necessary to drop the course, or withdraw from the semester, it is the student's sole responsibility to submit the proper request **PRIOR** to the official deadlines to complete either of these actions. Drop/Withdrawal requests may **NOT** be submitted through your instructor and informing your instructor of your intent to take either action does not constitute your official request to do so. Instructor approval is required to drop the course after the end of the open-enrollment period and prior to the drop deadline. The student **cannot** be dropped after the drop deadline or withdraw after the withdrawal deadline. (This is university procedure, NOT an instructor decision.) The instructor is **required** to submit the actual grade earned by each student remaining on the official roster after the withdrawal deadline, regardless of the level of grade attainment.

The student is responsible for confirming official university dates/deadlines and meeting any and all necessary deadlines pertaining to drops & withdrawals. In the event of a discrepancy between a date provided in the course and a date on the official university calendar, the date on the official university calendar, or revised date officially announced by the registrar or other authorized university official, will take precedence.

### **ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

### **Student Conduct/Citizenship**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

At no time is a student allowed to exchange dialog with, make requests of, or make implications to a member of faculty that could be construed as a request for, or expectation of, preferential or differential treatment among members of a class. A student may not place an instructor in a position in which there is an expectation by the student that (s)he will be evaluated, assessed, or given consideration in a manner inconsistent with that of the entire class. All students within a class will be held to an identical standard of expectation and assessment, within the law.

### **This Syllabus**

This syllabus constitutes the contractual document between faculty and students in the course. A student's continued enrollment in the course following the posting of the final, official syllabus at the beginning of the term signifies the student's understanding of and complete acceptance of this contract and the procedures, requirements, and evaluation criteria contained herein. Any student not accepting this contract is to immediately drop this course. The syllabus identifies credit-earning activities for which you will be responsible to submit in the course. The need to vary from the original syllabus is rare; however, unforeseen circumstances and logistical issues could arise during the course of a semester that necessitates a minor modification in the originally planned activities or procedures. Changes to a syllabus are not made without sufficient justification and assurance that any changes implemented would not impact the students' ability to complete the course. Any variations that may be determined necessary during the course by the instructor will be appropriately announced in the courseware along with relevant information pertaining to the modification and an updated version of the syllabus will be provided.

<b>COURSE OUTLINE / SCHEDULE</b>
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The course schedule is maintained on the class public website at:  
<http://faculty.tamuc.edu/jdavis1/TMGT/514/138/>  
Students will need to monitor and reference this course schedule regularly.