Course ID:	Course Title:	Winter 2024
BUS 470	**Project Management**	**Prerequisite:** 18 credits in BUS or ACC
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	**Instructor:**	Dr. Wilian Gatti Jr	**First Day of Class:**	January 10, 2024
Days:	W, F	**Email:**	wilian.gatti@ambrose.edu	**Last Day to Add/Drop:**	January 21, 2024
Time:	11:15 a.m. to 12:30 p.m.	**Phone:**	(403) 407-9474	**Last Day to Withdraw:**	March 28, 2024
Room:	RE110	**Office:**	L2109	**Last Day to Apply for Coursework Extension:**	April 2, 2024
Lab/Tutorial:	n/a	**Office Hours:**	Fridays 2:30 p.m. – 3:30 p.m.	**Last Day of Class:**	April 12, 2024
Final Exam:	n/a				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar.

Course Description

This course aims to provide a comprehensive, multi- industry overview of project management, familiarizing the student with the concepts and basic functions of project management. Topics addressed will include scope, risk, resource allocation, team management and leadership, time and scheduling, cost and budgeting, and evaluation and control. Leveraging the latest project management software, the course provides a balance of hands-on practice, contemporary real-world examples and cases, and the latest theory.

Expected Learning Outcomes

1. Describe the importance of project management in the context of various organizational cultures and strategies.
2. Develop an understanding of project management terminology concepts, principles and issues.
3. Summarize the project management system's typical components and processes essential to any project.
4. Select and describe an appropriate project management strategy for a new project that can meet stakeholder expectations in a given organizational context.

Textbooks:

None.

Additional Resources:

Other resources may be provided during the semester via Moodle, handouts, pdf files, or email.

While this course does not require a textbook, the content has been informed by a variety of academic texts. These materials have been instrumental in the development of course lectures, discussions, and activities. A list of these reference books is provided for those who wish to explore the subject matter in greater depth or from different perspectives. Please note that the use of these references is entirely optional and supplementary to the course material:

Ferraro, J. (2012). *Project management for non-project managers*. Amacom.

Larson, E., & Gray, C. (2021). *Project Management: The Managerial Process. 8e*. McGraw Hill.

Meredith, J. R., Shafer, S. M., & Mantel Jr, S. J. (2021). *Project management: A strategic managerial approach. 11e*. John Wiley & Sons.

Project Management Institute (2021). *A Guide to the Project Management Body of Knowledge (PMBOK Guide). 7e*. Project Management Institute.

Course Schedule

Week	Date	Topic
1	10th Jan – 12th Jan	Introductions Projects in Contemporary Organizations
2	17th Jan – 19th Jan	Strategic Management & Project Selection The Project Manager
3	24th Jan – 26th Jan	Managing Conflict and the Art of Negotiation **Jan 26 – Analysis of Project Management Tools: Tool Selection and Proposal Presentations**
4	31st Jan – 2nd Feb	The Project in the Organizational Structure **Feb 2 – Learning from Failure: A Project Failure Case Study Analysis: Project Selection and Proposal Presentations**
5	7th Feb – 9th Feb	Traditional and Agile Project Management **Feb 09 – Historical Analysis of a Big Project: Project Selection and Proposal Presentations**
6	14th Feb – 16th Feb	Budgeting and Risk Management **Feb 16 – Project Management Experience: Project Selection and Proposal Presentations**
7	21st Feb – 23rd Feb	READING WEEK
8	28th Feb – 1st Mar	Scheduling
9	6th Mar – 8th Mar	Resource Allocation **Mar 08 – Historical Analysis of a Big Project: Update Presentations**
10	13th Mar – 15th Mar	Project Auditing and Project Closure and Benefits Realization **Mar 15 – Project Management Experience: Project Update Presentations**
11	20th Mar – 22nd Mar	**Mar 20 - Learning from Failure: A Project Failure Case Study Analysis: Final Presentations** **Mar 22 - Analysis of Project Management Tools: Final Presentations**
12	27th Mar – 29th Mar	**Mar 27 – Remaining presentations or Group Activity** **Mar 29 – Good Friday – No class**
13	3rd Apr – 5th Apr	**Historical Analysis of a Big Project: Final Presentations**
14	10th Apr – 12th Apr	**Project Management Experience: Final Presentations**

Requirements:

Item	Modality	Weighting	Deadlines Date(s)
1. Class Participation	Individual/Group	10%	
2. Analysis of Project Management Tools	Group	15%	Mar 22, 2024
3. Learning from Failure: A Project Failure Case Study Analysis	Group	15%	Mar 20, 2024
4. Historical Analysis of a Big Project	Group	30%	Apr 3 - 5, 2024
5. Project Management Experience	Group	30%	Apr 10 - 12, 2024
Total		100%*	

Important: Group assignment = up to four members.

*Attendance is mandatory for Program Day (Jan 25). Absence will incur a 3% deduction from the final grade.

To enhance the learning experience and provide a more realistic simulation of project resource management, each group will receive a virtual budget of P$100 (Project Dollars) to allocate and spend on various course-related activities. This course feature is designed to encourage strategic decision-making and resource allocation within a constrained budget, mirroring real-world project management scenarios.

Initial Budget:
- Each group will receive an initial budget of P$100 Project Dollars.

Key Rules and Guidelines:
1. **Group Consistency**: All assignment must be performed by the same group of students to keep the budget consistency.
2. **Strategic Use**: Groups are encouraged to strategize on the best use of their Project Dollars to maximize their learning experience and project outcomes.
3. **Limited Budget**: The budget is designed to create a sense of constraint, necessitating careful decision-making and prioritization.
4. **Ethical Use**: The budget should be used ethically and in a manner that aligns with the course's learning objectives and academic integrity policies.

Available Activities and Costs:
1. **Pre-Submission Review (P$40)**: Students can spend currency to receive an early review or critique of their project or assignment from the instructor. This would allow them to make improvements before the final submission.
2. **Presentation Pass (P$70)**: A group can opt out of a presentation (except the final ones).
3. **Peer Assistance 'Hire' (Negotiable between groups)**: Students can use currency to 'contract' help or consultation from other groups or students who have expertise or more time.
4. **Additional Project Time (P$50)**: Offer the option to use currency to extend project deadlines. Valid for written parts, not presentations.
5. **Negotiated Project Scope (P$70)**: Allow students to negotiate the scope of one project (assignment).

1. Class Participation

Class participation is an integral component of the learning experience, encompassing a range of activities and interactions within the classroom setting. It involves thoughtful contributions to group work and engaging in class activities.

2. Analysis of Project Management Tools

Assignment Description

In this assignment, students will engage in an in-depth analysis of popular project management tools, such as Trello and Asana. The objective is to develop a critical understanding of these tools, their functionalities, and their applicability in different project management scenarios.

Students will work in groups, with each group assigned a specific tool to investigate. **It is highly recommended that students use the chosen tool in their different assignments to better evaluate its capabilities, user experience, and effectiveness in a real-world setting**. This practical application will provide valuable insights into the tool's strengths, weaknesses, and overall utility.

Note: We cannot have two or more groups working on the same project.

Tools Options:

1. Trello: Trello is a highly visual tool that uses boards, lists, and cards to organize tasks and projects. It's known for its simplicity and flexibility, making it suitable for a variety of project types.
2. Asana: Asana is a task and project management tool that helps teams coordinate and manage their work. It offers features like task assignments, timelines, and project overviews.
3. Jira (Free Version): Primarily known for its use in agile software development, Jira offers features like Scrum and Kanban boards, roadmaps, and agile reporting. The free version has some limitations but is still quite robust.
4. ClickUp: ClickUp is a versatile project management tool that offers task management, document sharing, goal tracking, and more. It's known for its customizable features that cater to various project needs.
5. Monday.com (Free Plan): Monday.com is a work operating system that powers teams to run projects and workflows with confidence. Its free plan offers basic features suitable for small teams.

Note: Students are encouraged to propose other tools for approval.

Instructions:

- Detailed exploration of the tool's features.
- Analysis of the tool's user interface and user experience.
- Investigation of the tool's applicability in different project scenarios.
- Identification of pros and cons.
- Compilation of findings into a comprehensive report.
- Preparation of a presentation highlighting key insights.

Assignment Deliverables:

Tool Selection and Proposal (Jan 26) – 20% of the assignment grade

- Selection of the tool for analysis.
- Submission of a brief proposal outlining the chosen tool and its significance.

Rubric:

Criteria	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Tool Selection	The tool selected is inappropriate or no valid rationale is provided for the choice. The choice shows little to no alignment with the project's goals.	The tool selected is appropriate with a satisfactory rationale. Shows alignment with the project's goals but lacks depth.	The tool selected is highly appropriate, with a well-considered and detailed rationale demonstrating clear alignment with the project's goals.	20%
Proposal Quality	The proposal is missing, off-topic, or fails to provide meaningful	The proposal is coherent and structured, addressing the main	The proposal is well-structured, insightful, and	80%

| | information about the chosen tool. It lacks structure and clarity. | points. It provides a reasonable explanation of the tool's significance but could be more detailed. | clearly outlines the significance of the chosen tool. It demonstrates a thorough understanding and detailed reasoning. | |

Final Submission and Presentation (Mar 22) – 80% of the assignment grade
- Submission and presentation of the final report.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Depth and Accuracy of Analysis	Analysis is superficial or contains inaccuracies. Key features and limitations of the tool are not adequately identified or explored.	Analysis is thorough and accurate. Key features and limitations of the tool are clearly identified and well-explained.	Analysis is exceptionally detailed and insightful. It goes beyond basic features to explore nuanced aspects of the tool.	30%
Clarity and Organization of Report	Report is poorly organized and lacks clarity. Information is disjointed or confusing.	Report is well-organized and clear. Information is presented logically and is easy to follow.	Report is exceptionally well-organized and presented. It demonstrates a high level of clarity and coherence, making it easy to understand complex information.	20%
Application of Theoretical Concepts	Fails to effectively apply or connect theoretical concepts to the analysis of the tool.	Adequately applies theoretical concepts to enhance the analysis of the tool.	Excellently integrates and applies theoretical concepts, providing deeper insights into the tool's analysis.	20%
Practical Application Insights	Minimal or no insights from practical application of the tool. Lacks reflection on user experience and effectiveness.	Provides clear insights from the practical application of the tool. Reflects effectively on user experience and effectiveness.	Offers deep and insightful reflections from practical application, demonstrating a sophisticated understanding of the tool's real-world utility.	15%
Presentation Quality	Presentation is poorly delivered, lacking in structure or engagement.	Presentation is clear, structured, and engages the audience.	Presentation is outstanding in delivery, structure, and engagement, effectively highlighting key insights.	15%

3. Learning from Failure: A Project Failure Case Study Analysis
Assignment Description:
For this assignment, students will examine an unsuccessful project. The objective is to recognize the primary reasons that caused the project to fail, comprehend the fundamental concerns, and present the reported alternative approaches that might have resulted in a positive outcome.
Note: We cannot have two or more groups working on the same project.

Project Options:
Here are more examples of well-documented project failures that can be used for case study analysis:
1. Ford Edsel: A classic example of a market failure, the Ford Edsel project failed due to a combination of overhyped marketing, poor design choices, and a misunderstanding of consumer preferences.
2. Boston's Big Dig: One of the most expensive highway projects in the U.S., it suffered from massive cost overruns, delays, design flaws, and poor execution.
3. Galileo Satellite Navigation System: Europe's answer to the U.S. GPS system faced numerous delays and budget overruns due to technical failures and project management issues.
4. New Coke: In an attempt to revitalize the brand, Coca-Cola's introduction of New Coke turned out to be a major marketing and product development failure.

5. Westinghouse Electric Nuclear Projects in the U.S.: Massive cost overruns and management issues led to the bankruptcy of Westinghouse Electric and the abandonment of several nuclear power plant projects.
6. London Stock Exchange's Taurus Project: Intended to digitize the stock exchange's settlement system, it was canceled due to complexity, poor project management, and escalating costs.
7. Sydney Opera House: Although now an iconic structure, its construction was a project management failure, with huge cost overruns and a completion time that was 10 years overdue.
8. Microsoft Zune: Intended to compete with Apple's iPod, the Zune failed due to a combination of poor market timing, lack of distinct features, and limited product appeal.

Note: Students are encouraged to propose other projects for approval.

Instructions:
- A detailed report analyzing key mistakes that led to project failure.
- Identify and analyze the factors that have been proposed to contribute to the success of the project.

Assignment Deliverables:
Project Selection and Proposal (Feb 02) - 20% of the assignment grade
- Selection of the project for analysis.
- Submission of a brief proposal outlining the chosen project and its significance.

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Project Selection	The project selected for analysis is inappropriate, or the rationale for its selection is poorly articulated or irrelevant. The choice shows little understanding of the assignment's objectives.	The project selected is appropriate, with a reasonable rationale that aligns with the assignment's objectives, but the explanation lacks depth or specific insights.	The project selected is highly appropriate, with a well-considered, detailed rationale. Demonstrates a deep understanding of the assignment's objectives and the significance of the project in the context of learning from failure.	20%
Proposal Quality	The proposal is missing, off-topic, or fails to provide meaningful information about the chosen project. It lacks clarity and structure, showing little understanding of project failure analysis.	The proposal is coherent, structured, and addresses the main objectives of the assignment. Provides a satisfactory overview of the project's significance but could benefit from more detailed analysis or insights.	The proposal is well-structured, insightful, and clearly outlines the significance of the chosen project. Demonstrates a thorough understanding and in-depth analysis of what makes the project a relevant case study for learning from failure.	80%

Final Submission and Presentation (Mar 20) – 80% of the assignment grade
- Submission and presentation of the final report.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Understanding of Failure Factors	Demonstrates limited understanding of the factors leading to the project's failure. Analysis lacks depth and detail.	Clearly understands and articulates the factors leading to the project's failure. Analysis is well-reasoned and thorough.	Provides an in-depth and insightful analysis of the failure factors. Demonstrates a deep understanding of the project's complexities.	30%
Valuation of Proposed Solutions	Demonstrates limited understanding in evaluating existing solutions; evaluations are superficial or lack alignment with the project's challenges.	Provides a realistic and well-reasoned evaluation of existing solutions, showing how they address the project's challenges.	Offers a deep and insightful evaluation of existing solutions, demonstrating a thorough understanding and critical analysis of their effectiveness and innovation.	25%

Traits	Below Expectations	Meets Expectations	Above Expectations	Weight
Analysis Report Quality	Report is poorly organized, lacks clarity, and has significant gaps in content.	Report is well-organized, clear, and covers all necessary aspects of the case study.	Report is exceptionally well-written and organized, offering comprehensive and insightful analysis.	10%
Presentation Effectiveness	Presentation lacks clarity, organization, or fails to convey key points effectively.	Presentation is clear, well-organized, and effectively communicates the key points of the analysis.	Presentation is engaging, highly informative, and demonstrates exceptional communication skills.	15%
Research and Referencing	Minimal research is evident. References are sparse or improperly cited.	Adequate research is evident. Sources are properly cited and relevant to the case study.	Extensive research is evident. Sources are well-chosen, properly cited, and add significant value to the analysis.	20%

4. Historical Analysis of a Big Project

Assignment Description:

For this assignment, students will work in groups (up to 3 students) to choose a big project from a provided list or propose one of their own (pending approval). The goal is to analyze the project's history, including its initiation (needs and background), planning, execution, and conclusion (impact and legacy). Additionally, students will examine the challenges faced during the project and the strategies used to overcome them.

Each group is required to showcase their discoveries through a creative media format. This can be accomplished through a video documentary, interactive website, or any other form of digital presentation, such as animation. The primary emphasis is placed on comprehending the project's entire lifecycle, the obstacles encountered, and the approaches used, all through captivating storytelling and media production.

Note: We cannot have two or more groups working on the same project.

Project Selection:

Students can choose from historical projects such as:

1. The Apollo Moon Landing Program (USA): The NASA program that landed the first humans on the Moon.
2. Construction of the Panama Canal (Panama/USA): A monumental engineering project that connected the Atlantic and Pacific Oceans.
3. The Space Shuttle Program (USA): NASA's space shuttle program, which was central to space exploration for over 30 years.
4. The Manhattan Project (USA): The development of the first nuclear weapons during World War II.
5. The International Space Station (International): A collaborative space research laboratory involving multiple nations.
6. The Three Gorges Dam (China): One of the world's largest hydroelectric projects.
7. The Channel Tunnel (UK-France): A significant underwater rail tunnel connecting the UK and France.
8. The Canadian Pacific Railway (Canada): A key transcontinental railway in Canada's history.
9. ARPANET (USA): The precursor to the modern Internet, a groundbreaking project in network communication.
10. The Large Hadron Collider (Switzerland/France): The world's largest and most powerful particle collider, a key project in particle physics.

Note: Students are encouraged to propose other projects for approval.

Assignment Deliverables:

Project Selection and Proposal (Feb 09) - 20% of the assignment grade

- Selection of the project for analysis.
- Submission of a brief proposal outlining the chosen project and its significance.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Project Selection	The selected project is inappropriate for the assignment's scope, or the rationale for its selection is poorly articulated. The	The selected project is appropriate and aligns with the assignment's scope. The rationale provided is reasonable but may lack depth or	The project selected is highly appropriate and insightful, with a detailed and well-considered rationale. It demonstrates a deep	20%

	choice does not demonstrate an understanding of the assignment's historical or analytical dimensions.	specific insights into the historical significance of the project.	understanding of the assignment's historical and analytical dimensions.	
Proposal Quality	The proposal is missing, off-topic, or fails to provide meaningful information about the chosen project. It lacks clarity and structure, showing little understanding of historical analysis.	The proposal is coherent, structured, and satisfactorily outlines the project's historical significance. It addresses the main objectives of the assignment but may benefit from more detailed analysis.	The proposal is well-structured, insightful, and clearly outlines the historical significance of the chosen project. It demonstrates a thorough understanding and in-depth analysis of the project's historical context and relevance.	80%

Project Update (Mar 08) - 20% of the assignment grade
- Provide a brief summary of the script or storyboard for the chosen media format, or any other evidence of the current project stage.
- Please provide a list of the references that have been or will be consulted for this project.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Script/Storyboard Development	The submitted script or storyboard is incomplete, lacks coherence, or fails to effectively convey the project's historical narrative. The development process shows little understanding of storytelling in a media format.	The script or storyboard is adequately developed, conveying the project's historical narrative in a coherent manner. It shows a reasonable understanding of storytelling in the chosen media format but may lack creativity or depth.	The script or storyboard is highly developed, creatively and effectively conveying the project's historical narrative. It demonstrates a deep understanding of storytelling and media production, with insightful and engaging content.	50%
Use of References	The list of references is missing, inadequate, or irrelevant. There is little to no evidence of proper research or use of credible sources.	The list of references is appropriate, demonstrating a satisfactory level of research and use of credible sources. However, it may lack variety or depth in covering the project's historical aspects.	The list of references is comprehensive and well-curated, demonstrating thorough research and an in-depth understanding of the project's historical context. It shows a high level of engagement with credible and diverse sources.	50%

Final Submission and Presentation (Apr 3 - 5) - 60% of the assignment grade
- Submission and presentation of the final media content.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Creativity and Originality	The media content lacks originality and creativity. It follows a very basic or generic approach with little to no innovative elements.	The media content demonstrates a standard level of creativity and originality, with some unique aspects that enhance the narrative.	The media content is highly creative and original, showcasing unique and innovative approaches that significantly enhance the storytelling and engagement.	25%
Research Depth and Accuracy	Research is superficial or contains inaccuracies. Key aspects of the project's history are missing or poorly explained.	Research is thorough and accurate. The project's history is well-covered with relevant and correct information.	Research is exceptionally detailed and insightful. It provides a deep understanding of the project, including nuanced details and critical analysis.	40%
Communication Effectiveness	The project's history and insights are not clearly communicated. The narrative is disjointed or confusing.	The project's history and insights are communicated clearly and logically. The narrative is engaging and easy to follow.	The communication is outstanding, with a compelling and articulate narrative. The project's history and insights are presented in an exceptionally engaging and insightful manner.	20%

Technical Quality	The technical quality of the media production is poor, with noticeable issues in sound, visuals, or editing.	The technical quality of the media production is good, with clear sound, visuals, and competent editing.	The technical quality of the media production is excellent, demonstrating professional-level sound, visuals, and editing.	15%

5. Project Management Experience

Assignment Description:

This final project is designed to provide students with hands-on experience in managing a real-world project. Students will apply their learned project management skills in a practical setting, choosing from a variety of project types such as community service, campus improvement, entrepreneurial ventures, industry collaboration, sustainability initiatives, or technology implementation.

In an effort to enhance the experiential learning component of these projects, we are actively considering the possibility of partnering with local businesses. Such collaborations could provide an authentic, real-world context to student research, thereby enriching their learning experience.

While these partnerships are currently prospective, we believe they offer an exciting opportunity for mutual growth. For students, they present a chance to see how their project management expertise can directly impact a business. For businesses, it's an opportunity to gain fresh insights from the next generation of business professionals.

Project Options (examples):

1. Community Service Project: Students could collaborate with a local non-profit or community organization to plan and execute a community service project. This could involve organizing a charity event, a community clean-up, or a social awareness campaign.
2. Campus Improvement Initiative: Students could work on a project that aims to improve some aspect of campus life. This could be developing a recycling program, enhancing student facilities, or creating a student art exhibit.
3. Entrepreneurial Venture: Students could develop a small-scale entrepreneurial project, such as launching a product or service, organizing a pop-up shop, or developing a mobile app.
4. Industry Collaboration Project: Partner with a local business or industry player on a real-world project.
5. Sustainability Project: Develop a project that focuses on sustainability, such as creating a campus garden, promoting sustainable practices among students, or conducting a carbon footprint analysis for the university.
6. Technology Implementation Project: Implement a new technology solution for a real need, such as developing a campus navigation app, setting up a student feedback system, or creating a virtual tour for prospective students.

Note: Students are encouraged to propose other projects for approval. However, in our best scenario, we will partner with local businesses.

Instructions:

Project Selection and Proposal:
- Select a project type and develop a detailed proposal outlining objectives, scope, and methodology.
- Submit the proposal for approval, ensuring it aligns with course objectives and learning outcomes.

Project Planning:
- Create a comprehensive project plan, including timelines, resource allocation, and risk management strategies.
- Plan should be realistic, achievable, and well-structured.

Project Execution:
- Implement the project as per the plan, maintaining regular progress reports and documentation.
- Adapt and problem-solve as necessary, demonstrating flexibility and critical thinking.

Final Report and Presentation:
- Compile a final report detailing project outcomes, challenges, and lessons learned.
- Prepare a presentation to summarize the project experience and outcomes, highlighting key learnings and achievements.

Assignment Deliverables:

Project Selection and Proposal (Feb 02) - 20% of the assignment grade

- Selection of the project for analysis.
- Submission of a brief proposal outlining the chosen project and its significance.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Appropriateness of Project Selection	The selected project is inappropriate for the course objectives, lacks clarity, or is not feasible. The rationale for its selection is poorly articulated or irrelevant.	The selected project aligns with the course objectives. The rationale provided is reasonable but may lack depth or specific insights into the project's significance or feasibility.	The project selected is highly appropriate, feasible, and insightful. The rationale is well-considered and detailed, demonstrating a deep understanding of the course objectives and the project's potential impact.	20%
Quality of Proposal	The proposal is missing, off-topic, or fails to provide meaningful information about the chosen project. It lacks clarity and structure, showing little understanding of project management principles.	The proposal is coherent, structured, and satisfactorily outlines the project objectives, scope, and methodology. It addresses the main objectives of the assignment but may benefit from more detailed planning and analysis.	The proposal is well-structured, insightful, and clearly outlines the project objectives, scope, and methodology. It demonstrates a thorough understanding and in-depth analysis of project management principles and the project's potential.	80%

Project Update (Mar 15) - 20% of the assignment grade

- A brief update on the project's progress, including a comparison of the current stage with the planned schedule.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Progress and Adherence to Plan	The project update shows significant deviation from the original plan without adequate justification. Progress is unsatisfactory or poorly documented.	The project update shows reasonable adherence to the original plan. Any deviations are justified. Progress is satisfactory and adequately documented.	The project update demonstrates excellent adherence to the plan or well-justified adaptations. Progress is well-documented and aligns closely with initial objectives and timelines.	50%
Analysis and Problem-solving	Little to no evidence of effective problem-solving or adaptability. Challenges and deviations are not adequately addressed.	Evidence of effective problem-solving and adaptability. Challenges and deviations are addressed with reasonable solutions and justifications.	Strong evidence of proactive problem-solving and adaptability. Challenges are addressed with innovative and effective solutions, demonstrating critical thinking and flexibility.	50%

Final Submission and Presentation (Apr 10 - 12) - 60% of the assignment grade

- Submission and presentation of the final report.

Rubric:

Traits	Below Expectations (0-50)	Meets Expectations (51-80)	Above Expectations (81-100)	Weight
Project Execution and Management	Project execution significantly deviates from the plan without justification. Poor management and organization are evident.	Project execution aligns with the plan. Good management and organization are evident, with minor deviations adequately justified.	Project execution exemplifies excellent management and organization, closely aligning with or improving upon the plan. Any deviations are highly justified and beneficial.	20%

				40%
Report and Presentation Quality	Report and presentation lack clarity and depth; unprofessional in content and delivery.	Report and presentation are clear, detailed, and professionally delivered.	Report and presentation are of exceptional quality; insightful, comprehensive, and delivered with outstanding professionalism.	40%
Analysis of Challenges and Learnings	Little to no analysis of challenges faced or learnings gained. The report and presentation lack depth and critical reflection.	Adequate analysis of challenges faced, and learnings gained. The report and presentation show a reasonable level of critical reflection and understanding.	In-depth and insightful analysis of challenges faced, and learnings gained. The report and presentation demonstrate a high level of critical reflection and understanding.	30%
Stakeholder Feedback	Feedback indicates poor engagement and impact; negative or no significant contributions noted.	Feedback is positive, indicating good engagement and impact on the project.	Feedback is highly positive, indicating exceptional engagement and significant impact on the project.	10%

Attendance:

A key component of your grade is participation during class time. Each student is expected to regularly attend and actively participate in classroom discussions and any on-line discussion forums assigned. Group discussions and analysis of course topics will be a key component of learning throughout the term. Students are expected to attend all classes, having prepared for class by reading the assigned readings ahead of time and actively participate in group discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to be effective in the business world. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points	% Grade
A+	Excellent	4.00	95% to 100%
A		4.00	90% to 94%
A-		3.70	85% to 89%
B+	Good	3.30	80% to 84%
B		3.00	76% to 79%
B-		2.70	72% to 75%
C+	Satisfactory	2.30	68% to 71%
C		2.00	64% to 67%
C-		1.70	60% to 63%
D+	Poor	1.30	55% to 59%
D	Minimal Pass	1.0	50% to 54%
F	Failure	0.00	0% to 49%
P	Pass	No Grade Points	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration
Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy
Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services
Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services
Learning Services provides support with
- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/sas/learning-services.

Mental Health Support
All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.