George Mason University
College of Education and Human Development
Learning Design and Technology (LDT) Program

EDIT 573 001 – Project Management
2 Credits, Summer 2 2021
Meets Totally Online June 21 – August 15, 2021

Faculty
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Prerequisites/Corequisites
None. However, the content of this course assumes a basic knowledge of the principles and best practices of instructional/learning design. To be successful in this course, students should have **either** taken **EDIT 705** Instructional Design **or** have **work experience** in the field of Learning and Development.

University Catalog Course Description
Explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.

Course Overview
Explores the basics of project management as applied to instructional/learning design projects. The course compares and contrasts various project management methods (e.g., Waterfall, Agile) with various design methods and models (e.g., ADDIE, Agile ID). **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for any other PMI certification.

Course Delivery Method
This course will be delivered 100% online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. There are also two (2) web conferencing sessions on **Monday, June 21, 7:30 – 8:30 PM ET** and **Monday, July 12, 7:30 – 8:30 PM ET** via the **BLACKBOARD COLLABORATE ULTRA** tool that is part of the Blackboard LMS. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu") and email password. The course site will be available on **Saturday, June 19** at **6:00 PM ET**.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
- Log-in Frequency: Students must actively check the Blackboard course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **two (2) times per week**.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the **student's responsibility** to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Objectives
This course is designed to enable students to do the following:
- Identify the processes and knowledge areas of Project Management
- Compare and contrast the various project management methods/approaches
- Identify points of synergy between Project Management and Instructional Design
- Apply Project Management methods to an instructional design project

Professional Standards (International Board of Standards for Training, Performance and Instruction (IBSTPI) (http://ibstpi.org/instructional-design-competencies/)**.**
Upon completion of this course, students will have met the following professional standards:
- Establish project scope and goals
- Use a variety of planning and management tools for instructional design projects
- Allocate resources to support the project plan
- Manage multiple priorities to maintain project time line

Required Texts
There are no textbooks to purchase for this course. Journal articles are posted on our Blackboard course site under the COURSE READINGS (LEGANTO) link in the left-hand navigation menu of our course site and are **accessible only via that link**. Textbooks and book chapters are accessible directly via the Mason Library.

Articles in Leganto
- Adnan, N.H., & Ritzhaupt, A.D. (2018). Software engineering design principles applied to instructional design: What can we learn from our sister discipline? *TechTrends*, 62(1), 77-94.
- Tereso, A., Ribeiro, P., Fernandes, G., et al. (2019). Project management practices in private organizations. *Project Management Journal*, 50(1), 6-22.
- Williams van Rooij, S. (2013). The career path to instructional design project management: An expert perspective from the U.S. professional services sector. *International Journal of Training and Development,* 17(1), 33-53.

Books and Book Chapters via the [Mason Library](#)
- Rowe, S. (2020). *Project management for small projects* (3rd ed.), Berrett-Koehler Publications.
- Williams van Rooij, S. (2018). Project management: People+process=results, sometimes. In S. Williams van Rooij, *The business of learning design and technologies*. Routledge. Chapter 10 **Note**: For those who purchased the print version for EDIT 706, refer to pp. 217-254.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor. Please see the description of each assignment for late submission penalties.

Assignments/Deliverables
There are **four (4)** assignments/deliverables required for successful completion of this course.

1. **Individual Knowledge Checks – 20 points/10% of final grade**
   There are two (2) individual Knowledge Checks (KCs) to help reinforce your learning about basic project management concepts and identify potential areas needing additional study or clarification.
   a. Each KC consists of ten (10) closed-end questions drawn from the course readings and videos.
   b. Each KC is worth a maximum of 10 points; however, each KC accounts for only 5% of your final grade.
   c. The KCs are open book and are not timed. In addition, you have **three (3)** attempts. The attempt with the **highest** score will be applied to your total grade.
   d. The KCs may be completed at your own pace – no specific due dates – but must be completed by the **end of the course**. Recommended (but not required) completion dates for each KC are noted in the Class Schedule section of this syllabus and under the Week 4 and Week 8 links on our Blackboard (Bb) course site.

2. **Virtual Roundtable Discussions and Summaries - 80 points/30% of final grade**
   a. There are **four (4)** instructor-initiated graded discussions, each corresponding to a selected topic in the course syllabus:
      i.   Week 1: Project Management Overview

    ii.   Week 2: Aligning your Project Management and Instructional Design Approaches
    iii.   Week 3: Preparing a Project Plan: Waterfall, Agile, Hybrid
    iv.   Week 5: Work Breakdown Structure (WBS), Scheduling and Budgeting

b. To keep the discussions manageable and make it easier for all students to actively participate, you will work in teams of **4-5** students, and each team will have its **own** discussion board. The instructor will assign each student to one of the team discussion groups and the student will remain with that group for the duration of the course, **including** the Project Plan final assignment.

c. For each discussion question, each **individual** student is required to submit a **minimum of two (2)** postings to the private group discussion board. Your first, **initial** posting is due by **11:59 PM ET** on the **Wednesday** of each discussion week; the **second** is your **response** to the posting of a fellow course member and is due by **11:59 PM ET** on the **Friday** of the discussion week. You may respond to as many group member postings as you like; there is no maximum.

d. Towards the end of the discussion week, each group will prepare a **summary and synthesis** (**max. 300 words**) of the main points that the group made during the discussion week. One representative of your group will post the group's summary to the relevant forum on our DISCUSSIONS board for review and comment by all other course members.

e. For each group summary, each student is required to submit at least **one comment** on **one group summary other than their own group's summary.**

f. The **individual** postings to each discussion are worth **15 points per discussion**, for a **total** of **60 points**; the **group summarie**s are worth **5 points each**, for a **total of 20 points**. The individual postings **plus** the summaries are worth **80 points collectively**.

g. Specific dates/times for the discussion postings are provided in the Class Schedule section of this syllabus and under each of the weekly links on our Bb course site.

h. Your discussion postings will be graded based upon the *Virtual Roundtable Discussion Scoring* rubric; the group summary will be graded based upon the *Virtual Roundtable Discussion Summary* rubric. Both rubrics are located under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link of our Bb course site.

i. Discussions will run from **Monday-Sunday. Postings made after a discussion week has ended will receive zero points; no exceptions and no make-ups**.

j. Tips and techniques for preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the

ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.

3. <u>**Group Project Plan – 100 points/45% of final grade**</u>
   a. In the **same groups you worked in for the Virtual Roundtable discussions**, you will develop a plan for managing an instructional design project. Group members will decide **collaboratively** what instructional design project will serve as the basis of the group's project plan. You may draw on …
      i. the Instructional Design Document you created in EDIT 705, OR
      ii. an instructional design project from a team member's current or previous place of work, OR
      iii. an e-learning/training project you started (but only completed the first 30 minutes of instruction) in EDIT 611.

   b. Depending upon which instructional design project you select, you must then decide which project management method – Agile, Waterfall, or Hybrid – you will use for your project plan.

   c. The Project Plan must contain the following components:
      i. **Rationale** for using your chosen project management method(s) to manage the project that includes …
         - the nature of the instructional problem to be solved
         - the reasons for preferring your chosen method(s) (e.g., project size and complexity, client availability, client tolerance for scope and cost changes, time to completion, size and ability of instructional design team) for the **specific** project (i.e., not a generic list of when/why a particular project management method should be used)
         - the benefits of using your chosen project management methods(s) for the **specific** project (i.e., not a generic list of the benefits)
      ii. **Project Definition and Scope Statement** that includes what is included and excluded from the instructional design project
      iii. **Work Breakdown Structure (WBS)** showing who is going to do the work described in the design document/specifications
      iv. **High-level Schedule and Budget** that flows logically from the WBS
      v. **Summary of Risk Management Strategies** to address potential risks to project success

   d. The Project Plan will be created **iteratively**, with peer reviews as described on pp. 7-8 of this syllabus.

   e. There is **no minimum or maximum page length; single spacing is preferred.** APA format is not required, as this is a **business** document, not a research paper.

f. Have **one** representative of your group upload the **completed, final** version of the group's Project Plan on the date indicated in the Class Schedule section of this syllabus and under the weekly schedule links on our course site. Also, upload a copy of your Project Plan to the ***Project Plan Exhibit Hall***/Peer Review #3 forum of our DISCUSSIONS board**.** If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT.

g. For information on how your Project Plan will be evaluated, please consult the *Project Plan Grading Rubric* at the back of this syllabus and under the ASSIGNMENT OVERVIEWS AND RUBRICS/Project Plan link in the left-hand navigation panel of our course site.

h. **NOTE: Late submissions will be penalized 10%; no submissions will be accepted after August 15, 2021, no exceptions.**

4. <u>**Project Plan Peer Reviews – 30 points/15% of final grade**</u>
   a. There will be a **total** of **three (3)** rounds of student peer reviews:
      i. Peer Review #1 covers the ***Rationale*** component. Each student will provide **at least one (1)** constructive comment to **any two (2) teams other than his/her own team** using the **relevant** criteria in the *Project Plan Grading Rubric*. [**Note**: For small classes with only two group, you will provide at least one comment to the other team.]For example, when reviewing the Rationale, you would use **only** the *Rationale* criterion from the rubric.
      ii. Peer Review #2 covers the remaining plan components - **Project Definition and Scope Statement, Work Breakdown Structure, High-level Schedule and Budget,** and **Summary of Risk Management Strategies.** Each student will provide constructive feedback to **any two (2) teams other than his/her own** using the relevant criteria in the *Project Plan Grading Rubric*.
      iii. Peer Review #3 covers the final *Project Plan* posted to the **Project Plan Exhibit Hall** forum. Each student will provide constructive feedback to **any two (2) teams other than his/her own** using **all** of the rubric criteria.

   b. You may use the same two groups for all three peer reviews. So, if you reviewed Groups 1 and 2 for Peer Review #1, you may also review Groups 1 and 2 for Peer Review #2 and Peer Review #3.

   c. Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted in the OTHER RESOURCES section of our Bb course site for more information about formulating constructive feedback to groups other than your own.

   d. Instructor comments on each of the documents submitted for peer review will be sent to each group's **private** email in Bb, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per group per peer review.

e. For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under ASSIGNMENT OVERVIEWS AND RUBRICS/Project Plan.

f. **Note**: Postings made **after** a peer review week has ended will receive **zero points, no exceptions, and no make-ups**.

TOTAL POSSIBLE POINTS/GRADE FOR ALL FOUR DELIVERABLES: 230 PTS/100%

Grading Policies
- **General information**: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Group projects**: Note that your final project grade reflects your **individual** contribution to the project and the project process based on the content and activity in the **private team areas** in Bb **or** the content and activity in your team's chosen communication and collaboration tool (e.g., Google Drive). As such, **individual** team member scores for the project may differ from one another. Consequently, **it is in your best interest to document the contributions of each team member.** This happens automatically if you use the team communication and collaboration tools in Blackboard. However, **if you wish to use other tools, be sure to provide a link to that collaborative tool in team's private workspaces in Bb.** Failure to do so will lead the instructor to assume that all team members have contributed to the project equally.
- **Grading scale**: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Total Points Earned	Letter Grade
94%-100%	A
90%-93%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
70%-79%	C
<70%	F

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATES	TOPICS/ACTIVITIES/DELIVERABLES

Week 1
June 21-27
	COURSE KICK-OFF AND PROJECT MANAGEMENT OVERVIEW
	
	• Read the full SYLLABUS carefully
	• **BB COLLABORATE ULTRA Web Conferencing Session on Monday, June 21, 7:30 PM ET**
	• Click on the WEEK 1 link in the left-hand navigation menu of our course site
	• Read the *Week 1 Outcomes*
	• Assigned readings/videos in the **W1 Learning Materials** folder:
	  o Williams van Rooij book, chapter 10, first three sections (up to and including the section *Roots of Project Management*; printed pp 217-222)
	  o Rowe book, chapters 1-2
	  o Video: ***Project Management Orienting Context***
	• Virtual Roundtable Discussion #1
	  o **Initial** posting due by **11:59 PM** on Wednesday, **June 23**
	  o **Response** to fellow group member postings by 1**1:59 PM** on Friday, **June 25**
	  o **Group summaries** due by **11:59 PM** on Saturday, **June 26**
	  o **Comments on group summaries** by **11:59 PM** on Sunday, **June 27**

Week 2
June 28-July 4
	ALIGNING YOUR PROJECT MANAGEMENT AND INSTRUCTIONAL DESIGN APPROACHES
	
	• Click on the WEEK 2 link in the left-hand navigation menu of our course site
	• Read the *Week 2 Outcomes*
	• Assigned readings/videos in the **W2 Learning Materials** folder:
	  o Williams van Rooij book, chapter 10, sections *Project Management and Instructional Design* and *Project Management Skills and Instructional Design Skills* (printed pp 231-245)
	  o Rowe book, chapters 3-4
	  o Journal articles (2): Adnan & Ritzhaupt (2018) and Williams van Rooij (2013)
	• Virtual Roundtable Discussion #2
	  o **Initial** posting due by **11:59 PM** on Wednesday, **June 30**
	  o **Response** to fellow group member postings by 1**1:59 PM** on Friday, **July 2**
	  o **Group summaries** due by **11:59 PM** on Saturday, **July 3**
	  o **Comments on group summaries** by **11:59 PM** on Sunday, **July 4**
	• Have one representative of your group submit your group's **Project Plan topic idea** for instructor approval via Bb Mail by **11:59 PM** on Sunday, **July 4**

DATES	TOPICS/ACTIVITIES/DELIVERABLES

Week 3
July 5-11
	PREPARING A PROJECT PLAN: WATERFALL, AGILE, HYBRID
	
	• Click on the WEEK 3 link in the left-hand navigation menu of our course site
	• Read the *Week 3 Outcome*s
	• Assigned readings/videos in the **W3 Learning Materials** folder:
	    o Williams van Rooij book, chapter 10, sections *Project Management Models* and *Project Management Theories* (printed pp 222-230)
	    o Rowe book, chapters 15-16
	    o Videos (2)**:** Blueprint Software Systems, *Agile vs Waterfall, What's the Difference?* and PMI. *Problem Solver-Blend Agile and Waterfall*
	• Virtual Roundtable Discussion #3
	    o **Initial** posting due by **11:59 PM** on Wednesday, **July 7**
	    o **Response** to fellow group member postings by 1**1:59 PM** on Friday, **July 9**
	    O **Group summaries** due by **11:59 PM** on Saturday, **July 10**
	    O **Comments on group summaries** by **11:59 PM** on Sunday, **July 11**
	• Have one representative of your group post your draft **Rationale** to the Peer Review #1 forum on DISCUSSIONS by **11:59 PM** on Sunday, **July 11**

Week 4
July 12-18
	PROJECT SCOPE AND WORK BREAKDOWN STRUCTURE (WBS)
	
	• **Bb Collaborate Ultra Web Conferencing Session on Monday, July 12, 7:30 PM ET**
	• Click on the WEEK 4 link in the left-hand navigation menu of our course site
	• Read the *WK 4 Outcomes*
	• Assigned readings/videos in the **WK 4 Learning Materials** folder:
	    o Rowe book, chapters 5-7
	    o Videos (3): Michael Clayton, *What is Project Scope? Project Management in Under 5;* HBG, *How to Write a Project Scope Document;* Adriana Girdler, *Work Breakdown Structure (WBS Explained*)
	• **Peer Review #1 Comments** by **11:59 PM** on Sunday, **July 18**
	• **Recommendation**: Complete Knowledge Check #1

DATES	TOPICS/ACTIVITIES/DELIVERABLES

Week 5
July 19-25
	SCHEDULING AND BUDGETING
	
	• Click on the WEEK 5 link in the left-hand navigation menu of our course site
	• Read the *WK 5 Outcomes*
	• Assigned readings/videos in the **WK 5 Learning Materials** folder:
	    ○ Rowe book, chapters 8
	    ○ Videos (3): Jennifer Bridges, *What is Project Scheduling?;* Jennifer Bridges, *How to Create a Project Budget*, and Jennifer Bridges, *The Basics of Project Cost Management*
	• Virtual Roundtable Discussion #4
	    ○ **Initial** posting due by **11:59 PM** on Wednesday, **July 21**
	    ○ **Response** to fellow group member postings by 1**1:59 PM** on Friday, **July 23**
	    ○ **Group summaries** due by **11:59 PM** on Saturday, **July 24**
	    ○ **Comments on group summaries** by **11:59 PM** on Sunday, **July 25**
	• Have one representative of your group post your draft **Project Definition and Scope Statement, WBS, High-level Schedule and Budget,** and **Summary of Risk Management Strategies** to the Peer Review #2 forum on DISCUSSIONS by **11:59 PM** on **July 25**

Week 6
July 26-Aug. 1
	REAL-WORLD PROJECT MANAGEMENT PRACTICES
	
	• Click on the WEEK 6 link in the left-hand navigation menu of our course site
	• Read the *WK 6 Outcomes*
	• Assigned readings/videos in the **WK 6 Learning Materials** folder:
	    ○ Journal article: Tereso et al. (2019)
	    ○ Video: Michael Clayton, *5 Project Management Tips to Instantly Up your Project Management Game*
	• **Peer Review #2 Comments** by **11:59 PM** on Sunday, **August 1**

Week 7
Aug. 2-8
	FINALIZING THE PROJECT PLAN
	
	• Click on the WEEK 7 link in the left-hand navigation menu of our course site
	• Read the *WK 7 Outcomes*
	• Have one representative of your group upload **two (2)** copies of the **final** Project Plan by **11:59 PM** on Sunday, **August 8**, as follows:
	    ○ **One (1)** copy to the **W7 Project Plan** assignment drop box
	    ○ **One (1)** copy to the **Project Plan Exhibit Hall/Peer Review #3** forum on DISCUSSIONS

DATES	TOPICS/ACTIVITIES/DELIVERABLES
Week 8 **Aug. 9-15**	**PROJECT PLAN EXHIBITS AND COURSE WRAP-UP** • Click on the WEEK 8 link in the left-hand navigation menu of our course site • Read the *WK 8 Outcomes* • **Peer Review #3 comments** by **11:59 PM** on Sunday, **August 15** • **Reminder:** Make sure to complete Knowledge Check #1 **and** #2 by **11:59 PM** on Sunday, August 15

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies

• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

• Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
• For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ **.**

Project Plan Grading Rubric
(Total Possible Points: 100)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Rationale			
Nature of the Instructional Problem	Instructional problem is not stated clearly **Point values: 0.0-5.5**	Instructional problem is stated clearly but with little or no supporting data **Point values: 5.6-8.9**	Instructional problem is articulated clearly and supported with data **Point values: 9.0-10.0**
Reasons for Preferring Your Chosen Method(s)	Offers a rationale with no grounding or offers no rationale **Point values: 0.0-5.5**	Offers a rationale but not well grounded in the literature **Point values: 5.6-8.9**	Offers evidence-based rationale grounded in the literature on chosen method(s) **Point values: 9.0-10.0**
Benefits of Your Chosen Methods for the Project	Benefits are defined with no grounding in the relevant literature or no benefits defined **Point values: 0.0-5.5**	Benefits are clearly defined but not well grounded in the relevant literature **Point values: 5.6-8.9**	Benefits are clearly defined and grounded in the relevant literature **Point values: 9.0-10.0**
Project Definition and Scope:	Little or no description of project, omits what is included and/or excluded from scope **Point values: 0.0-5.5**	Adequate description of project, omits either what is included or what is excluded from scope **Point values: 5.6-8.9**	Comprehensive, specific description of project including what is in and out of scope **Point values: 9.0-10.0**
Work Breakdown Structure (WBS):	Method and content reflect neither functional area input nor other data sources **Point values: 0.0-7.5**	Method and content reflect some input from functional areas that will do the work, little or no other data sources **Point values: 7.6-13.9**	Method and content clearly reflect use of substantive input from functional areas that will do the work, as well as other data sources **Point values: 14.0-15.0**
High-level Schedule and Budget	Project schedule and budget do not align with either WBS or Scope Statement, major disconnects **Point values: 0.0-7.5**	Project schedule and budget align with either WBS or Scope Statement, only minor disconnects **Point values: 7.6-13.9**	Project schedule and budget align with both WBS and Scope Statement **Point values: 14.0-15.0**

Project Plan Grading Rubric (cont'd)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Summary of Risk Management Strategies:	Approach to and rationale for strategy selection is not articulated clearly **Point values: 0.0-5.5**	Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence **Point values: 5.6-8.9**	Approach to and rationale for strategy selection is articulated clearly and supported with evidence from course readings **Point values: 9.0-10.0**
Organization:	Project plan is unstructured and hard to follow **Point values: 0.0-5.5**	Structure of the project plan is generally clear, little or no use of headings and sub-headings **Point values: 5.6-8.9**	Structure of the project plan is clear and easy to follow, with use of accurate headings and sub-headings **Point values: 9.0-10.0**
Language:	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the project plan **Point values: 0.0-5.5**	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the project plan, one or two minor language errors **Point values: 5.6-8.9**	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the project plan, no language errors **Point values: 9.0-10.0**