



Syllabus  
PUBH 747: Project Management Principles & Practice  
Summer 2021: May 19 through July 29, 2020  
3 Credits | Online

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## Course Overview

<b>Course Description</b>	Course for graduate students and Online graduate certificate students. Provides an overview of knowledge and skills required for effective project/team leadership and management. Includes modules on leadership, management techniques, application of continuous quality improvement, and organizational designs that complement team-based organizations. Online course.
<b>Prerequisites</b>	None.
<b>Instructor(s)</b>	Lori A. Evarts, MPH Assistant Professor Public Health Leadership Program 4109 McGavran-Greenberg Hall Cell Phone: +1-919-801-7880 Email: <a href="mailto:lori_evarts@unc.edu">lori_evarts@unc.edu</a>
<b>Teaching Assistant</b>	None.
<b>Course Website</b>	<a href="https://sakai.unc.edu/welcome/">https://sakai.unc.edu/welcome/</a> . Use your ONYEN and password.
<b>Class Days, Times, Location</b>	This course is a fully online course that is completed asynchronously and synchronously with your assigned Team through Sakai. You are expected to log into the course at least 4 times a week to participate in discussions and complete tasks and assignments for that week.
<b>Office Hours</b>	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone or Zoom.
<b>Course Texts</b>	<ol style="list-style-type: none"><li>1. High Output Management, Andrew S. Grove, Random House, 1995. ISBN: 9780679762881</li><li>2. Project Management for the 21st Century, 3rd Ed., Bennet P. Lientz and Kathryn P. Rea, Academic Press, 2002. ISBN: 9780124499836</li></ol> <p><b>NOTE:</b> It is important to obtain the <b>3rd edition</b>.</p>

## Course Format

The course is composed of weekly reading assignments (online and text) and online lectures that are posted to Sakai. Work assignments, both individual and team assignments, will be submitted as specified in the course schedule. Guest lecturers will also be invited to present via recorded online lectures. These lecturers will present case studies of actual projects they have been involved in and reinforce key points from the readings based on their firsthand experience.

Contact hours are provided via required narrated online lectures posted on the class Sakai site. Non-contact hours are accomplished through assigned readings, team discussions and both individual and team assignments.

Students are assigned to a project team for the duration of the course. Teams will be formulated as best as possible to reflect the diversity of the class (e.g., degree program).

The course is composed of weekly modules. The content of each module is presented through assigned readings, classroom instruction, online and guest lectures, class discussions and completion of course assignments. Required reading and written assignments reinforce and expand the in-class lectures and discussions. Written assignments and project work products – individual and team assignments – are submitted for grading.

Sakai Student FAQs:

<https://sakaitutorials.unc.edu/?FAQ: Frequently Asked Questions||Student FAQ>

Sakai Student Orientation:

[https://courses.sph.unc.edu/sakai\\_orientation/](https://courses.sph.unc.edu/sakai_orientation/)

For technical support, please visit <https://help.unc.edu/sp>

Your instructor will provide a detailed weekly schedule for online lectures, and assigned readings, assignments, and other activities, how to communicate with them, as well as office hours and how to schedule. Please regularly monitor Sakai messages for the course or your email with subject line beginning “**PUBH 784**” for updates.

### **Participating in Asynchronous Discussions:**

Some of the discussions and exchanges that usually happen in the classroom have moved to asynchronous forums or discussion boards. Here are some tips for successful participation:

- Review the syllabus and any other instructions to know which materials and readings you need to reference and/or complete before participating.
- If possible, start your participation early so that you have time to make additional observations and read your fellow students’ posts. Even if you are still considering ideas or adding to your thoughts, an early check-in will help you to have a meaningful exchange and be able to get all your questions answered. Some ideas to start posting early:
  - Follow-up questions you have from lectures, readings, or materials.
  - Initial thoughts about the topic of conversation.

- Personal experiences or observations related to the topic.
- Your initial reaction/feelings/emotions related to the question/topic.
- Any questions about instructions or scope of the discussion and your participation.
- If you are asked to comment or critique fellow students, be specific and constructive in your responses. Ask for clarification if needed and provide reasons and thoughtful suggestions.
- Make sure to read any rubrics or expectations provided for your responses.
- Types of questions to ask of fellow students:
  - **Clarifying questions:** "In your reply, you say x follows y. Can you say more about how one follows the other?"
  - **Challenging questions (constructive):** "Isn't it possible that that passage/quote/dataset can be also interpreted in ABC way, which would imply XYZ about the larger argument?"
  - **Suggestions phrased as questions:** "Do you happen to know the work of this scholar/researcher? They look at XYZ in a way that resonates with your approach. You may find it of interest."
  - **Process questions:** "Can you say a little bit about how you chose this particular example/case study/methodology?"
- If you agree with a statement, provide a reason for your agreement, and/or additional arguments or a personal view (instead of just "I agree").

(Reference: *Chronicle of Higher Ed*, "The Professor Is In")

#### **Zoom Video/Audio Tips:**

We encourage you to find a space where you can be uninterrupted for the duration of your session. Ideal lighting is frontal daylight from a window or a light source(s) that illuminates your face without too many shadows. If possible, use a headset with a microphone; simple earbuds are fine. The computer microphone tends to pick up more ambient sounds, but in a quiet environment it works, too. Please let your instructor know if you foresee any technical or access issues or if you need special accommodations of any kind.

#### **Bandwidth Issues:**

If you are receiving lectures or perform collaborative project/group work in Zoom, and you foresee or encounter network/bandwidth issues, please contact your instructor. Please also review the information provided here:

<https://keeplearning.unc.edu/remote-learning-faqs/>

#### **Time Management:**

Take time at the beginning of the semester to map out when you will need to complete assignments and to meet team-set interim deadlines, so you can plan and set aside required time to participate in the course. Let your instructor know if you foresee conflicts so that alternatives can be worked out early.

## Course Policies and Resources

### Community Standards

Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community – your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

### Title IX Resources

Title IX Resources. Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu/>

## Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing to the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure the effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Instructor Expectations

### Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible when they will be out of the office or unavailable.

**Discussion Board** The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

**Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student and their Team continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

**Grading** Assignments will be graded no more than 10 days after the due date. Assignments that build on the next assignment will be graded within 5 days of the final due date. Early submissions will not be graded before the final due date.

**Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including assignment due dates and test dates. These changes will be announced as early as possible.

**Telephone Messages** The instructor will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

## Student Expectations

**Appropriate Use of Course Resources:** The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites to share those materials with other current or future students.

**Assignments** Submit all assignments through Sakai and the links located in the weekly modules, syllabus link, or assignments link. If you are having issues submitting assignments, try a different web browser first. Mozilla Firefox is the recommendation for Sakai. If switching browsers does not work, email or call the instructor for guidance. Emailing assignments is acceptable as a back-up method if Sakai is down.

**Attendance/ Participation** Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent or if you will be traveling and difficult to reach via Sakai or phone, please notify the course instructor and your assigned Team Members for this course.

**Communication** You are expected to follow common courtesy in all communication that includes email, Sakai discussion boards, Zoom webinars, as well as face-to-face (if appropriate). All electronic communications sent should follow proper English



grammar rules to include complete sentences. This is a professional graduate course, and you are expected to communicate professionally.

#### Contributions

You are expected to offer individual contributions in-class meetings (when scheduled) and individual assignments. Individual contribution and collaboration with fellow students on assignments for which students are required to work together, such as group assignments, is also required and will be tracked.

#### Discussion Board

You are expected to participate in the course Group Discussion Board on Sakai. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information on the topic.

- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

#### Email

All email correspondence between student/instructor and peer/peer will be conducted professionally following email etiquette.

- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

#### Late Work

Late, missed, or rescheduled work:

Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise.

**IMPORTANT: You must inform the instructor in the first week of class if you cannot be in attendance during each week of this online class.**

#### Readings

Readings for a particular class should be completed as noted in the course schedule and before completing associated activities and assignments.

#### Technical support

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

## Competencies, Learning Objectives, and Assessment Map

Competencies addressed in this course, learning objectives mapped to these competencies and assignments that assess these competencies.

Competencies Reinforced	Learning Objectives	Assessment Assignments with brief descriptions
MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	Describe the role of managers in a team-based environment with specific application to medical and public health organizations.  Compare the management issues and challenges of such organizations.	Start-up Team Assignment: Development of Team Charter; Module 1, 2, 3, 4 Team Assignments
MPH18. Select communication strategies for different audiences and sectors.	Describe management techniques applicable to team-based organizations.	Module 4 Final Team Assignment
MPH21. Perform effectively on interprofessional teams	Apply management techniques related to concepts of managerial leverage, decision-making, and planning.	Peer Evaluations from Module 1, 2, 3, 4 Team Assignments
LIP03. Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice.		Peer Evaluations from Module 1, 2, 3, 4 Team Assignments
MPH22. Apply systems thinking tools to a public health issue.	Describe types of organizational models with emphasis on those that are most suitable for team/project-based organizations.  Compare these structures to individual and organizational backgrounds  Differentiate organizational principles that support project management.	Individual Mid-term Assignment; Module 4 Final Team Assignment
LIP05. Integrate research and practice-based evidence to continuously improve the quality of public health practice.	Recognize Deming's 14 Principles and how they apply in a service setting.  Illustrate general concepts, procedures and common tools of continuous quality improvement.  Apply principles of management, organization structures and continuous quality improvement to the efficient management of projects in a quality project management system based on the classic project lifecycle.	Individual Mid-term Assignment; Module 3 Team Assignment; Module 4 Team Assignment

### Course Assignments and Assessments

This course will include graded assignments and/or exams.

Assignments	Points/Percentages
<b>Individual Assignments:</b>	<b>20%</b>
Production Models	
Participation & Punctuality	
Peer Evaluations	
<b>Midterm (individual) Assignment</b>	<b>30%</b>
<b>Modules 1, 2, 3 Team Assignments</b>	<b>20%</b>
<b>Module 4 Final Team Assignment</b>	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

### Grading

**Grading:** For assignments with rubrics, refer to Sakai for grading details. The relative weight of each course component is shown in the table above.

#### Summer 2021 Grading Scale:

Final course grades will be determined using the following [UNC Graduate School grading scale](#).

<b>H</b>	Greater than or equal to <b>95</b>	High Pass: Clearly excellent graduate work
<b>P</b>	Greater than or equal to <b>80</b> or less than <b>95</b>	Pass: Entirely satisfactory graduate work
<b>L</b>	Greater than or equal to <b>70</b> or less than <b>80</b>	Low Pass: Inadequate graduate work
<b>F</b>	Less than <b>70</b>	Fail

### Assignment Descriptions

Descriptions of the assignments follow.

#### Individual Assignments

Individual Assignments include: Production Model Assignment; Midterm ; Module 1, 2, 3, 4 Peer Evaluations; Participation & Punctuality.

#### Team Assignments – Suggested Process:

1. Individual students complete readings and online lectures to provide the background and resources to generate individual answers to each part of the assignment.
2. Individual students post individual answers to your assigned Team Forum on Sakai in the relevant MODULE # TEAM ASSIGNMENT SECTION.
3. Individual students are to review each team members' work, to understand their response to each part and to ask/post clarifying questions and suggestions for improvement.
4. Team members are to discuss and develop the best Team Response to each part of the assignment.
5. Team members are to review and verify the accuracy and completeness of final work.
6. One team member from each Team is to post final Team Assignment to your assigned Team Forum on Sakai to the relevant MODULE # TEAM ASSIGNMENT SECTION in a thread with the title of "Final Team Assignment for Grading".

### Peer Evaluations

At the end of each of the four modules, you will be required to complete and submit electronically a peer evaluation for each of your team members (see Schedule for dates to submit the peer evaluations). The purpose of the peer evaluation is to evaluate each of your team members on her/his performance as a team member in completing team assignments. The electronic peer evaluation is completed four times--once after each module.

In the peer evaluation, you will be asked to rate individual team members on each of the following five statements:

1. This team member actively participated in team assignments;
2. This team member accomplished tasks on time;
3. This team member's work reflected an acceptable level of thought and effort;
4. This team member functioned as a valuable member of the team by supporting the efforts of fellow team members;
5. This team member would make an excellent project manager for this team.

You will evaluate team members using the following 5-point Likert scale: Strongly Agree = 5; Agree = 4; Neither Agree nor Disagree = 3; Disagree = 2; Strongly Disagree = 1

In addition to the five statements, the peer evaluation has an open-ended question in which **you are required to provide constructive feedback for other team members if you rate another member at a score of less than 4 for any item.** Individuals will receive an overview of the feedback provided by your team members after the evaluations have been submitted and tallied in the form of "Good work", "Okay", or "Item of Note" with a brief explanation. In general, no news should be presumed to be good news.

### Participation & Punctuality

At the end of each of the four modules, the course instructor will calculate individual student participation and punctuality score. This score is calculated as a maximum of 1 point per question based on the number of sections in the relevant Module's Team Assignment.

The scoring system is: on time = 1 point; <8 hours late = 0.5 points; 8 - 24 hours late = 0.25 points; more than 24 hours late = 0 points.

The participation and punctuality scores for the four modules are averaged to contribute to this component of a student's grade for the four Team Assignments as follows.

- Module 1 maximum score is 8 points (7 sections + completion of your Peer Evaluation)
- Module 2 maximum score is 6 points
- Module 3 maximum score is 5 points
- Module 4 maximum score will vary depending on how a Team develops this Team Assignment.

Course Assignments Table

Individual	Orientation Assignment 1: Honor Code Module – <i>complete Module and post certificate to the Sakai Assignment Link and enter further questions or “no questions”.</i>	<b>Sun</b> May 23 by 11:55 PM ET	Not Graded; completion encouraged for PH Certificate Students
Individual	Orientation Assignment 2: Plagiarism & Citing Sources Tutorial – <i>complete Tutorial and post quiz result to the Sakai Assignment Link and enter additional questions or “no questions”</i>	<b>Sun</b> May 23 by 11:55 PM ET	Not Graded; completion encouraged for PH Certificate Students
Team	Start-up Team Assignment: Team Charter Development – <i>each individual is to contribute to the development of your Team Charter and identification of your Team Name for this course. Teams can use the template provided (see attachment to this assignment) or can use a different template if the source is provided; post your Team’s final work product to your Team Forum on Sakai to the TEAM CHARTER SECTION</i>	<b>Tue</b> May 25 by 11:55 PM ET	10 points
Individual	Production Models – <i>each individual student to complete the assigned readings and the noted Online Lectures posted to Sakai before undertaking this individual assignment that is to be prepared per the UNC Honor Code; post final work to your individual Drop Box on Sakai. Please note that this individual assignment is the first part of the Module 1 Team Assignment</i> → Remember to include the Honor Code Pledge → Do not share your individual responses to Section 1-1 of this Team Assignment until after Midnight ET on Sun May 30 <sup>th</sup>	<b>Mon</b> May 30 by 11:55 PM ET	10 points
Team	Team Assignment 1: Module 1 Management Principles – <i>See Suggested Process; Post final Team Assignment to Team Forum on Sakai to the MODULE 1 TEAM ASSIGNMENT SECTION in a thread with a title of “Final Team Assignment for Grading”.</i>	<b>Sun</b> June 6 by 11:55 PM ET	10 points
Individual	Peer Evaluation: Module 1 – <i>See Peer Evaluation Requirement; Use link provided on Sakai to submit Peer Evaluation; course instructor will tally and post scores once all evaluations have been submitted by individual Team Members.</i>	<b>Mon</b> June 7 by 11:55 PM ET	10 points

Individual	Participation & Punctuality Module 1,2,3 & 4 Team Assignments – <i>maximum of 1 point per question totaling based on the number of question in the relevant Module’s Team Assignment; scored as follows: on time = 1 point; &lt;8 hours late = 0.5 points; 8 - 24 hours late = 0.25 points; more than 24 hours late = 0 points.</i>	Calculated based on Team Schedule for each Module	10 points per module, average score calculated
Team	Team Assignment 2: Module 2 Organizational Principles – <i>See Suggested Process; Post final Team Assignment to Team Forum on Sakai to the MODULE 1 TEAM ASSIGNMENT SECTION in a thread with a title of “Final Team Assignment for Grading”.</i>	<b>Sun</b> June 20 by 11:55 PM ET	10 points
Individual	Peer Evaluation: Module 2 – <i>See Peer Evaluation Requirement; Use link provided on Sakai to submit Peer Evaluation; course instructor will tally and post scores once all evaluations have been submitted by individual Team Members.</i>	<b>Mon</b> June 21 by 11:55 PM ET	10 points
Individual	Midterm – Individual Assignment – <i>each individual student to complete the assigned readings and the noted Online Lectures posted to Sakai before undertaking this individual assignment that is to be prepared per the UNC Honor Code; post final work to your individual Drop Box on Sakai. → Remember to include the Honor Code Pledge</i>	<b>Mon</b> July 5 by 11:55 PM ET	10 points
Team	Team Assignment 3: Module 3 Continuous Quality Improvement – <i>See Suggested Process; Post final Team Assignment to Team Forum on Sakai to the MODULE 1 TEAM ASSIGNMENT SECTION in a thread with a title of “Final Team Assignment for Grading”.</i>	<b>Sun</b> July 11 by 11:55 PM ET	10 points
Individual	Peer Evaluation: Module 3 – <i>See Peer Evaluation Requirement; Use link provided on Sakai to submit Peer Evaluation; course instructor will tally and post scores once all evaluations have been submitted by individual Team Members.</i>	<b>Mon</b> July 12 by 11:55 PM ET	10 points
Team	Final Team Assignment: Module 4 Project Management – <i>See detailed instructions on Sakai for this Module 4 (Final Product) Team Assignment.</i>	<b>Thu</b> July 29 by 11:55 PM ET	10 points
Individual	Peer Evaluation: Module 4 – <i>See Peer Evaluation Requirement; Use link provided on Sakai to submit Peer Evaluation; course instructor will tally and post scores once all evaluations have been submitted by individual Team Members.</i>	<b>Thu</b> July 29 by 11:55 PM ET	10 points