

SYLLABUS: LDRV 498 Senior Capstone

Professor R.C. Wittman | Live Online | Fall 2025 16-week | 3 units

August 25 – December 10

Holidays: Labor Day (9/1), Veteran's Day (11/11), Thanksgiving (11/27–11/30)

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Course Description

This course focuses on developing project management skills for graduating seniors in the Organizational Leadership BAS degree program and other students interested in project management. It supports a better understanding of project management concepts and methodology. Students will apply these concepts by developing a viable project plan of their own choosing. Students will give a presentation to the class on the outcome of their projects and submit a written report.

Course Objectives

The objective of this course is to provide students with a comprehensive, practical understanding of project management principles and methodologies, enabling them to successfully plan, execute, and close complex projects in real-world scenarios. They will think critically when analyzing their projects and manage possible risks. In addition, students will effectively communicate both orally (presentation) and in writing (various assignments).

Expected Learning Outcomes

Below are the Expected Learning Outcomes for students upon completion of this course.

1. **Theoretical understanding:** Students will demonstrate a deep grasp of project management concepts, frameworks, and best practices. In addition, students will be able to identify and summarize project risk analysis, cost estimation and budgeting, and quality control.
2. **Practical application:** Students will apply project management tools and techniques to a substantial, semester-long project. This includes the development of a comprehensive project plan.
3. **Risk management skills:** Students will successfully identify, assess, and mitigate risks throughout the project lifecycle.
4. **Communication:** Students will be able to prepare and present effective, informative, and engaging written and verbal communications. This includes the ability to give professional, engaging presentations that fully convey the student's project and experience working on the project.
5. **Ethical considerations:** Students will understand the ethical responsibilities of project managers and how to navigate complex decision-making scenarios.

These expected learning outcomes align with the University of Arizona's Institutional Learning Outcomes of (1) Think Critically, (2) Communicate Effectively, (3) Understand and Value Differences, (4) Use Information Ethically and Effectively.

Course Calendar

☰ _2-Calendar: LDRV 498 / FA25 _ Wittman

Instructor Contact Information + Communication + Office Hours

Name:	Romi Carrell Wittman, Professor of Practice Organizational Leadership + Regional Commerce (Enterprise Leadership)
Email:	rwittman@arizona.edu
Phone:	(520) 730-0138
Response Time:	I generally respond to email inquiries within two business days, sooner if I can. I respond to email faster than phone calls. NOTE: I don't check email frequently over weekends, so try to email before 5 p.m. Fridays if at all possible. <i>If you have reached out to me and you haven't heard back from me within 2 business days, EMAIL ME AGAIN and/or CALL ME!</i>
Office Hours:	I host drop-in Office Hours after each live class. You may also schedule an appointment: • You can sign up for an office hours appointment here. • Don't see a date/time that works for you? Email me and we'll work something out. Evenings and weekends are fine if that's what works for you. • Remember: All meetings take place in Zoom in Mountain Standard Time (i.e., Arizona) Be sure to adjust for the Fall time change. (Use this time converter to help.) • My Zoom Office address is: https://arizona.zoom.us/my/profwittman

Course Communications

This course relies heavily on electronic communication, including (but not limited to) email, D2L and web. Only official UA email addresses will be used and students are required to check email and D2L a minimum of twice per week, preferably more.

This policy is available at:

<http://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students>

Recommended Communication Strategy

1. Read all **Announcements/Course New on the D2L Home Page** before you reach out. I use this to send class-wide messages, so start there.
2. Thoroughly read the Weekly Checklists as most assignment questions are addressed there.
3. If your question is something of interest to the entire class, I strongly encourage you to post it in D2L to the **Instructor's Virtual Office (IVO)** so everyone can benefit.
 - (To find the IVO Discussion Board, go to our course in D2L. Use the Class Tools drop down menu to access Discussions. You will find the IVO discussion board there.)
 - *If someone knows the answer to a question before I reply, jump in and help each other!*
 - Sometimes I award OCB credit (e.g., extra credit for students who go above and beyond to help other students).
 - OCB's are an important concept to me, and this is one way to participate in them. (If you don't know what those are yet, try this: [Organizational Citizenship Behaviors \(or how to get extra credit in this class\)](#)).
4. If your question is of a more personal nature, please sign-up for an office hours appointment. If you don't see a date/time that works for you, email me and we'll find a time that works.

Netiquette Matters

Netiquette refers to the proper etiquette and behavior expected when communicating online. Below is an overview of proper netiquette in this class.

1. **Be respectful:** Treat others with kindness and courtesy, just as you would in person.
2. **Use appropriate language:** Avoid slang, profanity, or offensive terms.
3. **Write clearly:** Use proper grammar, spelling, and punctuation.
4. **Be concise:** Keep messages brief and to the point.
5. **Use appropriate tone:** Be aware that written text can be misinterpreted without vocal cues.
6. **Respect privacy:** Don't share others' personal information without permission.
7. **Cite sources:** Give credit when using others' ideas or work.
8. **Use caps lock sparingly:** Typing in all caps is considered shouting.
9. **Think before posting:** Consider the impact of your words before sending.

10. **Follow platform-specific rules:** Adhere to guidelines for each online platform or forum.
11. **Be patient:** Allow time for responses, especially in asynchronous communication.
12. **Use appropriate channels:** Use designated platforms for school-related communication.

Required Textbooks and Course Materials

Hardware & Software:

- Computer/laptop connected to reliable internet access, webcam.
- Headphones (preferably noise canceling)

Textbook:

Darnall, R. & Preston, J. M. (2018). *Project Management: From Simple to Complex* (v. 2.0). Irvington, NY: Flat World Knowledge. ISBN (Digital): 978-1-4533-8676-7

You can obtain this book one of two ways:

- **Option 1:** via the **Inclusive Access Program**
 - Get the access to the book for free through the Inclusive Access Program
 - There is a link to the Inclusive Access program at the top left of the Checklists page
 - If you need help, here are some links:
 - Questions? <https://shop.arizona.edu/inclusive>
 - Need help? email: digitaltext@arizona.edu
- **Option 2:**
 - You can buy a copy of the book directly from the publisher.
 - **ISBN (Digital):** 978-1-4533-8676-7
 - **Student Link:** <https://students.flatworldknowledge.com/course/2611461>
 - **Costs:**
 - Online Access: \$33.95
 - Downloadable Textbook: 53.95
 - Color Printed Hard copies with Online Access: \$60.95
 - Color Printed, Downloadable Textbook, and Online Access: \$80.95

NOTE: It makes no difference where you access the textbook. Choose the option that's right for you.

Project Management Simulation:

Project Management Simulation: Scope, Resource, Schedule V3, Harvard Business Publishing.

- Student link: <https://hbsp.harvard.edu/import/1243859>
- Cost: \$16.25
- We'll use this in weeks 3 – 6
- **Additional texts and materials:** May be required, but I will make every effort to provide them to you without an additional charge.

AI Use Policy

You can use AI on ANY assignment, but ONLY with active transparency.

Active transparency means: Noting briefly (either via a citation or reflective comments) how and when you used AI in your process.

My hope: We'll help each other learn when AI is helpful, how to use it ethically, and when it is useless or even harmful. To do that, we have to disclose our usage. As a leadership student, you may also want to include a brief critique of how well it did at 'helping' you complete your work so we all learn together what to be wary of and when to use it with minimal concern.

Possible penalties I hope I never to need to use: I reserve the right to impose a significant penalty for the unreflective reuse of material generated by AI tools and to then assign zero points for merely reproducing the output from AI tools without citation, reflection, or critique.

My pledge: I'm committed to being fair and maintaining transparency in my grading, so this would be an opportunity for discussion with the student if I exercise the penalty rights noted above. If you're ever in doubt or have questions about this, please contact me! We can chat about it and work out the issues.

From the UofA:

In this course you are welcome and expected to use generative artificial intelligence/large language model tools, e.g. ChatGPT, Dall-e, Bard, Perplexity. Be aware that many AI companies collect information; do not enter confidential information as part of a prompt. **LLMs may make up or hallucinate information.** These tools **may reflect misconceptions and biases** of the data they were trained on and the human-written prompts used to steer them. **You are responsible for checking facts, finding reliable sources for, and making a careful, critical examination of any work that you submit. Your use of AI tools or content must be acknowledged or cited. If you do not acknowledge or cite your use of an AI tool, what you submit will be considered a form of cheating or plagiarism.** You may use AI on ANY assignment in this class, but ONLY with active transparency. If you even look at AI while doing your work (even Grammarly) you must tell me when, where, what, and how you used it. This should be included in a transparency statement on your References page.

Course Format & Teaching Methods

LDRV 498 is a fully online 16-week course with required live classes (see Calendar for dates). Course assignments, links to reading materials and other elements available are available via the D2L website. Students are expected to read the textbook and assigned lessons per the Assignment Checklists and the Course Calendar. Over the semester, students are given time to complete an in-depth capstone project.

We utilize two platforms in this course:

- **D2L Course Homeroom:** <https://d2l.arizona.edu/d2l/home/1532649>
 - This is where detailed assignment checklists, detailed assignment instructions, your assignment submissions, your grades and other confidential information is kept. I also post news announcements here so check in often.
- **Google Course Site:** <https://sites.google.com/email.arizona.edu/l DRV-498-org-leadership-capsto>

- This is where lessons and general subject matter content is kept. Links to relevant content will be included in assignment instructions.

Expectations of Students:

- **Regularly check your U of A email and course site.** At a minimum, review updates every three days.
- **Follow the Recommended Communication Strategy**
- Keep up with lesson, reading, and assignment expectations and deadlines: Refer to the course calendar and/or checklists to do so.
- **Read news announcements:** These will be posted in D2L/Brightspace and may be difficult to follow in the Pulse app. I use announcements to provide vital information about subject materials, assignments, and other course-related information. Therefore, I recommend using a desktop computer.
- **Complete work outside of and review/attend live sessions on schedule:** This is necessary to achieve our course goals.

Required Live Class Sessions

There are four mandatory live classes and each takes place virtually (i.e., online) and synchronously (i.e., all of us together at the same time) in Zoom.

Prof. Wittman's Zoom Link: <https://arizona.zoom.us/my/profwittman>

- Wednesday, September 3, 6p (Az Time)
- Wednesday, October 1, 6p (Az Time)
- Tuesday, October 28, 6p (Az Time)
- Tuesday, Dec. 9, 4p (Az Time) **::or::** Wednesday, Dec. 10, 6p (Az Time)
 - *Presentation Nights – you'll choose one of the two nights to give your presentation. You aren't required to attend both nights.*

Times listed above are in Arizona time. Students are responsible for determining their correct local times for live classes BEFORE our live classes. ([Use this calculator to find your local time.](#)) Students who miss class or arrive late due to a time zone misunderstanding will be marked absent and will not receive live class attendance/participation credit. Refer to the D2L classroom or use the [Zoom link](#) above to attend the live sessions.

Other live sessions may be added as needed. These additional sessions will be **optional** and they will be announced in the D2L classroom.

Required One-on-One Sessions

LDRV 498 students are required to meet privately with the instructor two times during the semester. The purpose of these meetings is to assist students in the project selection, development and execution process. Resume feedback will also be covered in the second one-on-one meeting. You will schedule your one-on-one with the instructor by signing up for an Office Hours Appointment. The link to sign up for an office hours appointment is:

https://calendar.google.com/calendar/appointments/AcZssZ2_3cWhPYHbuPqRtnnbyqLmYZyOq7Y3Zx62TVQ=

Refer to the **Course Calendar** and the **Checklists in the D2L classroom** for additional details.

Assignments, Grading Rubric and Grading Scale

Specific assignment details can be found in the Assignment Checklists in the D2L Classroom. Due dates can be found in the Course Calendar and in the Assignment Dropbox.

Assignments

There are 445 points possible in this class. With the exception of quizzes, grades are not weighted, meaning the points you earn on any given assignment count in full toward your final grade in this class. Below is a summary of the assignments in this class. Note: there are many opportunities to earn extra credit throughout the semester. These will be noted in the Checklists. Please also visit the [OCBs page on our Course Resources page](#) for other opportunities.

Below are the assignment categories:

Engagement Assignments – 4 assignments, 25 points

Live Classes – 4 classes with 9 assignments, 50 points

Learning Check – 7 assignments, 100 points

Resume Work – 5 assignments, 45 points

Project Prep – 13 assignments, 110 points

Final Submissions – 4 assignments, 115 points

- *Includes final paper and class presentation*

Organizational Citizenship Behavior (OCB, Extra Credit) – 4 opportunities, up to 20 points available

Grading Scale and Policies

Detailed grading rubrics for all assignments can be found in the Assignment Instructions, which are included in the weekly Checklists. Simple housekeeping assignments are graded with completion credit; that is, if you turn it in, you get credit. Your grades will be kept up to date in the D2L course in the Grades tool (located in the Grades tool in the Navigation Bar).

Your final grade will be calculated by taking the total sum of points you've earned divided by 510 points (the total points available in class). This will determine your percentage grade in class, thus your final letter grade:

A = 90 to 100 percent

B = 80 to 89

C = 70 to 79

D = 60 to 69

E = 59 and below

**refer to the Course Calendar and Checklists in the D2L Courseroom for a full list of assignment deliverables and due dates.*

Grading Schedule

Assignments are usually graded the week they're submitted. In some cases, grading may take up to 8 business days. If students have questions or concerns about grades, they should contact the instructor.

Final Grade Rounding Policy

At the conclusion of the course, final letter grades will be calculated by dividing the total points earned by the total points possible, multiplied by 100 to get the percent grade for the course. This percentage will be used to determine the final letter grade. A student needs to be within .5 of the next highest grade and complete all elements of every assignment in order for grades to be rounded up. For example, a student who earns 86.5% will get a 'B' in this class; one who earns 89.5% will have their grade rounded up to 90%, or an 'A.'

Dispute of Grade Policy

If you wish to dispute an assignment grade, you must contact the instructor via email within four business days of the grade's posting. In your email to the instructor, you must:

1. clearly identify the areas in which you feel your assignment was not graded appropriately.
2. clearly state how the assignment follows the assignment instructions and fulfills its requirements.

Grade dispute requests that do not include all of this information or are received after the four-day window will not be considered. Note that there is no guarantee you will receive additional points on the assignment in question and it is possible to lose points.

If you wish to appeal a final grade in this or any other class, refer to the UA's policy here: [Grade Appeal | University of Arizona Catalog](#)

Scheduled Topics / Activities

The complete course schedule can be found in the [Course Calendar](#), which includes an overview of lessons, assignments and due dates. For detailed assignment information, refer to the Assignment Checklists in D2L.

Absence and Class Participation Policy

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all live classes. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible.

Actively participating in this course through active engagement online and in our live classes is vital to learning the course concepts. By working with our peers, we develop a far deeper understanding of the materials and concepts and are better able to apply them to the course as well as real life.

Late Work

Late work is not accepted. Furthermore, no accommodations will be given to students who fail to attend live classes at the correct time or who submit assignments late due to time zone issues. Since this course is online and accessible globally on a 24/7 basis, there is no excuse for tardiness on assignments. Deadlines are fixed and there will typically be no leniency or consideration for any work submitted after the assignment deadline.

Technology. This course relies heavily on access to computers, specific software/downloads, and the Internet, and, at some point during the semester, it's extremely likely you WILL have a problem with technology: your laptop will crash, a file will become corrupted, a server will go down, a piece of software will not act as you expect it to, or something else will occur. These are facts of 21st-century life, not emergencies. *As such, you will not use technology as an excuse for late work or missed classes.*

It is entirely your responsibility to take the proper steps to ensure your work will not be irretrievably lost and that it's uploaded in the correct format on time. I will not grant you an extension based on problems you may be having with technological devices or the internet services you happen to use, excepting D2L and other sites I require should they have reported technical problems.

Make-up Policy for Students Who Register Late

Students who add the course late are solely responsible for identifying missed work and for contacting the instructor for approval of a reasonable timeline to submit the missed work. Acceptance of this timeline is solely at the discretion of the instructor.

UA Policies

Class Attendance & Participation:

- [Class Attendance & Participation | University of Arizona Catalog](#)

Change of Schedule (add/drop):

- [Change of Schedule \(Add/Drop\) | University of Arizona Catalog](#)

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies:

- [Incomplete | Office of the Registrar](#)
- [Withdrawals | Office of the Registrar](#)

Absences:

- Absences preapproved by the UA Dean of Students (or dean's designee) will be honored.
See [Attendance | Policies and Procedures](#)

Dispute of Grade Policy

If you wish to appeal a final grade in this or any other class, refer to the UA's policy here: [Grade Appeal | University of Arizona Catalog](#)

Classroom Behavior & Threatening Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Be respectful of each other and the instructor.

- You may view the UA's policy here: [Disruptive Student Behavior](#)

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, [Disability Resource Center](#)) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog.

- See [CODE OF ACADEMIC INTEGRITY | Dean of Students Office](#)

Class Recording

Students should be mindful that instructor course content is subject to intellectual property protections, and that fellow students have privacy rights and expectations as part of class activities. Some students may have an approved accommodation from the Disability Resource Center, which automatically notifies instructors through the DRC Instructor portal. Students who do not have a DRC accommodation must notify the instructor if they wish to record (audio and/or video) or photograph any class activity. When course activities are recorded, they should be used for a student's own personal educational use only.

Plagiarism

If you're found to have plagiarized in this course or submitted unoriginal work then you will receive a zero for the assignment – no exceptions. TurnItIn is used in this course throughout the Assignment Dropbox to detect plagiarism.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Refer to the University of Arizona's Code of Academic Integrity for additional information about plagiarism and cheating. [Academic Integrity | Dean of Students Office](#)

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination:

- [Nondiscrimination & Anti-harassment Policy | Office of Institutional Equity](#)

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/policies>
- Student Assistance and Advocacy information is available at: <https://deanofstudents.arizona.edu/student-assistance#:~:text=Please%20contact%20520%2D621%2D7057,submit%20a%20public%20CARE%20Report.>

Tutoring

The University of Arizona provides free tutoring for writing and math, and various other related subjects, at multiple locations and fully online.

- [Think Tank](#)

Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: campuspantry.arizona.edu for open times.

Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Title IX

The University of Arizona is committed to removing educational barriers created by sex discrimination and sexual harassment. Sex discrimination under Title IX can include acts of violence based on sex, such as sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, you have options for help at the University. The University of Arizona has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that UA faculty and instructors who work with students are required to report allegations of sex discrimination to the Title IX Office. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking that involves another student or employee, or that happens on campus or in a UA program, I **must** share that information with the Title IX Coordinator. Although I have to make that notification, you will have choices regarding whether or not you want to pursue a formal complaint against anyone on campus. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact any of the following on-campus resources:

- Counseling & Psych Services (CAPS), <https://health.arizona.edu/counseling-psych-services>, 520-621-6490, 520-570-7898 (after hours)
- Oasis Sexual Assault, Relationship Violence, and Trauma Services, <https://health.arizona.edu/counseling-oasis> (same phone as CAPS)
- Campus Health – <https://health.arizona.edu> / (520) 621-6490
- University of Arizona Ombuds, <https://ombuds.arizona.edu/>, (520)-626-5589
- Title IX section on sexual assault support & resources (<https://equity.arizona.edu/title-ix>) has more information, as well as a link explaining options if you have a concern, need assistance/support, or would like to file a complaint.

Additional Resources for Students

UA Academic policies and procedures are available at <https://catalog.arizona.edu/policy/all>.

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<https://deanofstudents.arizona.edu/support/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@arizona.edu

Phone: 520-621-5767

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If

you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

UA Policy on Confidentiality of Student Records

- [FERPA | Office of the Registrar](#)

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

📅 _2-Calendar: LDRV 498 / FA25 _ Wittman