

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

AMERICAN PUBLIC UNIVERSITY SYSTEM.



AMERICAN MILITARY UNIVERSITY
 AMERICAN PUBLIC UNIVERSITY
www.apus.edu



The Ultimate Advantage is an Educated Mind

**School of Science and Technology
 Information Technology Department
 ITMG626: IT Project Management: Cost & Communications
 Credit Hours: 3
 Length of Course: 8 Weeks
 Prerequisite(s): None**

Table of Contents

Instructor Information	Learning Objectives
Course Description	Course Outline
Course Scope	Course Activities as Related to the Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography
Evaluation Procedures	Uploading Assignments
Grading Scale	Grading Rubrics

Instructor Information

Instructor:
Email:
Telephone:
Office Hours:

[Table of Contents](#)

Course Description (Catalog)

This course is an advanced study of the models, methods, principles, practices, and challenges pertaining to project life-cycle cost management, including earned value management (EVM). This course also examines the process for developing project

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

communications plans, and it analyzes various communications and technology tools to enhance project communications. [3 Semester Hours]

Course Scope

The course content will cover the responsibilities attributed to a Program Manager. The course will examine some of the models, methods, principles, practices, and challenges pertaining to project lifecycle cost management, including earned value management (EVM), and the communications and technology tools often employed to enhance project communications. Topics will also include the Participants will be using Microsoft Office® tools such as Microsoft Project® and Microsoft Word®.

[Table of Contents](#)

Course Objectives

Upon successful completion of this course of study, the student will be able to:

- Investigate the models and principles of earned value management (EVM)
- Examine the models, methods, principles, practices, and challenges pertaining to project cost management
- Profile the various type of cost estimate models; also develop a project cost management plan
- Develop and assess a project communications plan; also assess the impact of communications on stakeholder relationships
- Appraise various technical and communications tools to enhance project communications
- Use Microsoft Project® as a tool for IT Project Management.
- Use Microsoft Word® as a tool for IT Project communications.

[Table of Contents](#)

Course Delivery Method

This M.A. in Information Technology Management course delivered via distance learning that will enable students to complete academic work in a flexible, completely online manner. Course materials and access to an online learning management system will be made available to each student. Assignments include Forum questions (accomplished in groups through a threaded response tool), examinations and quizzes (graded electronically), and individual assignments (submitted for review by the Professor). Your Professor, Beverly Bowen, will support you throughout this eight-week course.

[Table of Contents](#)

Course Materials

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Kerzner, H. (2009). *Project management: A systems approach to planning, scheduling, and controlling*. (10th ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-27870-3. Chapters 1, 2, 5, 9, 10, 11, 12, 13, 14, 15, 16 & 23. The author's name "Kerzner" is abbreviated as 'K' in the Course Activities as Related to the Course Outline.

Kerzner, H., & Saladis, F. P. (2009). *Project management workbook and PMP/CAPM exam study guide*. (10th ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-27872-7. As needed to supplement main text and assigned excerpts provided in the CourseRoom so that student does not need to purchase.

Kerzner, H. (2009). *Project management: Case studies*. (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-27871-0. As needed to supplement main text and provided in the CourseRoom so that student does not need to purchase.

Marchewka, J. T. (2009). *Information technology project management: Providing measurable organization value* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-37193-0. Chapters 1, 6, 7, & 9. A Microsoft Project® CD is included in the text. The author's name "Marchewka" is abbreviated as 'M' in the Course Activities as Related to the Course Outline.

Portny, S. E., Mantel, S.J., Meredith, J. R., Shafer, S. M., and Sutton. M. M. (2008). *Project management: Planning, scheduling, and controlling projects*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-11124-6. Chapters 5 (sections 1 – 4), 11 (sections 1 – 3) & 12 (sections 1 -3). The author's name "Portny" is abbreviated as 'P' in the Course Activities as Related to the Course Outline.

[Table of Contents](#)

Evaluation Procedures

Readings, Assignments and Classroom Participation

Students are expected to maintain routine contact with the instructor throughout the course. While the number of contacts may vary according to the specific course and individual student need, the University requires periodic weekly contacts during the semester. The method of discussion will be on-line related to issues concerning assignments, exams, case study analysis and research papers.

Original Work

All work submitted must be original work. Incidents of academic dishonesty will result in failing the assignment, and repeat incidents will result in failing the course. Assignments are checked regularly for incidents of academic dishonesty. Please read and understand the University policy on academic dishonesty. You must credit your sources and provide the appropriate references in your assignments.

Standards for Written Work

Written communication is an essential tool for any professional. Well-written work products which include the use of relevant and appropriate source citations are the result of practice followed by feedback. Therefore, the quality of writing is graded as part of every written assignment. Below are the grading criteria for each written assignment in this class.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Requirements Summary

DISCUSSION FORUM:

There will be eight weekly Discussion Forum assignments for this course designed to promote interactivity among students and enhance the online learning process. The Discussion Forum provides maximum flexibility because you do not have to be online at the same time as your peers and you can read what your peers have written. See the Discussion Forum area of the classroom for details on these discussions. Submit your initial response to the posted discussion question in the Discussion Forum newsgroup by each Wednesday midnight ET. There will be some leniency regarding this deadline only for the first week of class. If you have special circumstances, e-mail your instructor ASAP. In addition, to earn full credit you must reply to at least two of your peers during the rest of the week. The Discussion Forum posts will be graded directly within the Discussion Forum; thus, you need to submit your Discussion Forum responses in the Forum area when you are satisfied that you have met all requirements. You will find that there may be more than one Forum topic in a given week. You are required to post an initial response to **each** topic by the Wednesday midnight ET deadline. Of course, you may add to, modify and/or respond to your own initial post. It is expected that references other than our text(s) will be used when preparing your posts. A list of additional resources are provided in this document as well as within Resources and Announcements in the classroom.

EXERCISES:

To fully understand the formulae and concepts related to Earned Value Management, there is one assignment comprised of seven exercises. These exercises reinforce the value of the Earned Value process as it relates to cost containment. The problem statements are provided in the Course Room\Resources.

EXAMS:

Exams will be posted in the electronic classroom under the **Exams** Section. The exam will be taken as an unmonitored, open book examination with no time limit. You will be notified via announcements when the exam is activated. The exam is an open book exam; however, that does not mean that you can discuss the exam with any of your peers who have taken or are taking this course. Formulate your responses carefully as the exam is a major portion of your final grade for the course.

RESEARCH OPPORTUNITIES:

You are required to prepare one course term paper as well as three case study analyses. These papers are to be written and formatted in compliance with the APA Style Guide, Sixth Edition. Consult the APUS Online Library for assistance as needed.

CASE STUDIES:

The case study analyses are based on tasking for which the Program Manager is responsible. The focus for the first case study is the Work Breakdown Structure. The second case study analysis is related to the development of a comprehensive communication plan. The third case study analysis is related to the development of a comprehensive cost analysis/abatement plan. Respond to the questions posed at the end of each Case. Format your response using good grammar and spelling. Each response should be at least a short paragraph. Take it upon yourself to use resources in addition to your texts upon which to base your analysis. Be sure to formulate your citations and references in compliance with APA Style Guide, 6th edition.

COURSE TERM PAPER:

The Course Term Paper is to address Communication Planning and Cost Planning as they relate to the overall Program Manager's responsibilities. These responsibilities include, but are not limited to, team development and management, risk management,

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

scope definition, WBS development, resource allocation and management, stakeholder recognition, project deliverable description and project oversight. This paper should be at least ten pages in length, not including Executive Summary and References.

FINAL GRADE IS BASIS:

Your final grade is based on a maximum of 100 rubric points. Rubric points are often called ‘assignment weights.’ Each individual assignment may have a different set of maximum points as shown in Grading Rubrics. For this course, each requirement has a maximum of 100 raw score points resulting a total possible raw score points for the course of 2600. The total of **100** rubric points for this course is broken down as follows:

8 Forum Assignments (1.33 rubric points each)	20 rubric points
Week 1:	
Triple Constraint	
Project Deliverables	
Week 2:	
Risk Management	
Best Practices Library	
Week 3:	
Work Breakdown Structure (WBS)	
Week 4:	
Communication Planning	
Communication Types	
Week 5:	
Effective Communication Plan	
Stakeholder Communication	
Week 6:	
Project Planning	
Earned Value	
Week 7:	
Cost Estimating Methods	
Value of Money – go/no go	
Week 8:	
Keeping Execs Informed	
Keeping Stakeholders Informed	
1 Course Research Paper	20 rubric points
3 Case Study Analyses (8 rubric points each)	24 rubric points
1 Earned Value Assignment	16 rubric points
1 Mid-term Exam (week 4)	10 rubric points
1 Final Exam (week 8)	10 rubric points

CLASS SCHEDULE:

Complete course calendar is available in the Course Room as an Announcement.

[Table of Contents](#)

Grading Scale

Please see the [Student Handbook](#) to reference the University’s [Grading Scale](#).

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

[Table of Contents](#)

Learning Objectives

Learning Objective #	Learning Objective Statement
L1	Investigate the models and principles of earned value management (EVM)
L2	Examine the models, methods, principles, practices, and challenges pertaining to project cost management
L3	Profile the various types of cost estimate models
L4	Develop a project cost management plan
L5	Develop and assess a project communications plan
L6	Assess the impact of communications (effective and ineffective) on stakeholder relationships
L7	Appraise various technical and communications tools to enhance project communications
L8	Assess the adverse affects of poor communications on the overall project effectiveness
L9	Assess how the failure to properly manage costs can affect project outcome
L10	Understand the over-arching Program Manager's responsibilities
L11	Understand the function of the Program Manager's Office
L12	Gain an understanding of the PMBOK and the PMI
L13	Investigate and understand the Work Breakdown Structure as a planning tool

[Table of Contents](#)

Course Outline

1. IT Project Overview
 - 1.1. IT Projects vs. other project types
 - 1.2. Stakeholders
 - 1.3. PM responsibilities
 - 1.4. Team Building
 - 1.5. Study of PMBOK (Project Management Body of Knowledge)
 - 1.6. Project Management Professional (PMP)
 - 1.6.1. Project Management Institute (PMI)
 - 1.6.2. How to become one
 - 1.7. Project management foundation
 - 1.7.1. Charter
 - 1.7.2. Project Plan
 - 1.7.3. Risk Management
 - 1.7.4. Communication Plan
 - 1.7.5. Costing/budget Plan
 - 1.7.6. Team selection
 - 1.7.7. Identifying Stakeholders
 - 1.7.8. Quality Management Plan
 - 1.7.9. Procurement Plan
 - 1.7.10. Project Scorecard

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- 1.8. Work Breakdown Structure (WBS)
 - 1.8.1. Visual tool for identifying project components
 - 1.8.2. Analyzing a WBS (case application)
 - 1.8.3. Developing a WBS (case application)
 - 1.8.4. Project Float
 - 1.8.5. Project Critical Path and the influences on it
2. Communication
 - 2.1. Communication Plan overview
 - 2.2. Identifying required communication recipients
 - 2.3. Review of communication methods/tools
 - 2.4. Communication Plan construction
 - 2.5. Developing some sample communications
 - 2.6. Researching effective communication
 - 2.7. Relating effective communication to project success
 - 2.8. Identifying how ineffective communication can lead to project failure
 - 2.9. How the WBS can be used as a tool for creating the Communication Plan
 - 2.10. Case Study applications
3. Cost
 - 3.1. Cost/budget Plan overview
 - 3.2. Developing a budget
 - 3.3. Identifying cost management tools
 - 3.3.1. Gantt chart as a tracking tool
 - 3.3.2. Earned Value analysis
 - 3.4. Assessing Standard Costs
 - 3.5. Analyzing variance (cost vs. budget)
 - 3.6. Case Study applications
4. Program Office
 - 4.1. Tracking Progress
 - 4.2. Connecting Effective Communication and Cost Planning to Project Success
 - 4.3. Understanding the relationship of Communication and Cost Planning to the overall Program Manager's responsibilities

[Table of Contents](#)

Course Activities as related to the Course Outline

Week #	Topic(s) w/Outline Code (OC)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Overview OC 1.1 – 1.4	L10	K – Chapter 1 M – Chapter 1 Additional readings as indicated in the Weekly Announcement	Week 1 Forums #1-1 and #1-2
2	PMBOK and PMI Topics 1.5 – 1.6	L12	K – Chapter 2 K – Chapter 9	Week 2 Forums: #2-1 and #2-2
3	Program Management Foundation OC 1.7 – 1.8	L2 L10 L13	M – Chapter 6 K – Chapter 11.11 Additional readings as indicated in the Weekly Announcement	Week 3 Forum: #3-1 Case Study (M – Chapter 6, p. 176):

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

				Husky Air Assignment – Pilot Angels
4	Communication Overview OC 2.1 – 2.4	L6	P – Chapter 12 K – Chapter 11 K – Chapter 12 Additional readings as indicated in the Weekly Announcement	Week 4 Forums: #4-1 and #4-2 Mid-term Exam
5	Communication Planning OC 2.5 – 2.9	L5 L7 L8	M – Chapter 9 Additional readings as indicated in the Weekly Announcement	Week 5 Forums: #5-1 and #5-2 Case Study (M – Chapter 9, p. 258): Global Technology Solutions
6	Cost Overview OC 3.1 – 3.3	L1 L2 L3	M – Chapter 7 M – Chapter 9 P – Chapter 5 K – Chapter 13 Additional readings as indicated in the Weekly Announcement	Week 6 Forums: #6-1 and #6-2 Earned Value Exercises (K Workbook, pp. 215 – 223): Problem #1, 2, 3, 4, 5, 8 and 9
7	Cost Containment and Planning OC 3.4 – 3.5	L4 L9	K – Chapter 14 K – Chapter 15 Additional readings as indicated in the Weekly Announcement	Week 7 Forums: #7-1 and #7-2 Case Study (K Case Studies, pp. 334 – 342): Concrete Masonry Corporation
8	Program Office and Wrap-up OC 4.1 – 4.3	L10 L11	P – Chapter 11 K – Chapter 5 K – Chapter 10 K – Chapter 16 K – Chapter 23	Week 8 Forums: #8-1 and #8-2 Final Exam Course Term Paper Submitted

Note: Kerzner = 'K', Marchewka = 'M' and Portny = "P"

[Table of Contents](#)

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

[Plagiarism Policy](#)

[Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2011). Washington, D.C.: American Psychological Association. Students can view the following guide for more information.

[APA Style Guide](#) - From the American Psychological Association which is often preferred in the fields of psychology and many other social sciences.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

DISABILITY ACCOMMODATIONS

This institution complies with the [Americans with Disabilities Act, Section 504 of the Rehabilitation Act](#), and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- is not of a personal nature (ex. paying for special software, eyeglasses, etc.).
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Director of Registration and Enrollment Management and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. **It is the student's responsibility to:**

- follow the accommodation procedure outlined in this section identify the disability to the staff and/or faculty of the university provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional.
- request specific accommodations or services

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

[Table of Contents](#)

Selected Bibliography

Campbell, C. A. (2010). *The one-age project manager for execution: Drive strategy and solve problems with a single sheet of paper*. Hoboken, NJ: John Wiley & Sons.

Carroll, J. (2009). *Project management for effective business change in easy steps*. UK: In Easy Steps, Ltd.

Cleland, D., Bursic, K., Puerzer, R., and Vlasak, A. (Ed.). (1998). *Project management casebook*. Sylva, NC: Project Management Institute.

Kane, J. (Ed.). (2008). *Microsoft® Official Academic Course: Microsoft® Office Project 2007*. Hoboken, NJ: John Wiley & Sons.

Kemp, S. (2004). *Project management demystified: A self-teaching guide*. New York, NY: McGraw-Hill Company.

Kemp, S. (2005). *Ultimate guide to project management for small business: Get it done right*. Canada: Entrepreneur Media, Inc.

Kendrick, T. (2010). *The project management tool kit*. (2nd ed.). New York, NY: American Management Association.

Phillips, J. (2010). *Project management profession study guide*. (3rd ed.). New York, NY: McGraw-Hill Company.

Schwalbe, K. (2010). *Information technology project management*. (6th ed.). Boston, MA: Cengage Publishing.

Williams, M. (2008). *The principles of project management*. (1st ed.). VIC Australia: SitePoint Pty, Ltd.

[Note: Wikipedia is not considered to be an academic resource but it is certainly a place to begin. Often there are additional references included in the Wikipedia entry. Wikipedia is an electronic version of the Encyclopedia thus may not be complete nor completely up-to-date so use it as a stepping stone to more information.]

WBS readings:

http://www.hyperthodt.com/pm_wbs.htm

<http://www.klariti.com/project-management/Work-Brakdown-Structure.shtml>

<http://www.4pm.com/articles/wbs.html>

http://en.wikipedia.org/wiki/Work_breakdown_structure

CompTIA website - <http://www.comptia.com>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Project Planning:

<http://www.projectsmart.co.uk/project-planning-step-by-step.html>

<http://www.wilsonmar.com/1projs.htm>

http://en.wikipedia.org/wiki/Project_planning

Our Publisher's assist site:

<http://www.wiley.com>

Critical Path Methods

<http://www.netmba.com/operations/project/cpm/>

<http://www.construction-planning-and-control.com/critical-path-example.html>

<http://www.vertex42.com/ExcelTemplates/critical-path-method.html>

http://en.wikipedia.org/wiki/Event_chain_methodology

[http://en.wikipedia.org/wiki/Dependency_\(project_management\)](http://en.wikipedia.org/wiki/Dependency_(project_management))

Videos on YouTube relating to Critical Path Methods

Critical Path – Introduction <http://www.youtube.com/watch?v=dPyd2kAqzFO>

PMPEXam_CriticalPath Part 1 <http://www.youtube.com/watch?v=zUUhrT5vIwg>

PMPEXam_Critical Path Part 2 http://www.youtube.com/watch?v=irfl_eSQ0M4

There are many more examples on YouTube. Just type in 'Critical Path' in the search and you will get a plethora of examples. To better understand the Critical Path Method, its use and calculations, I highly recommend that you examine some of these videos. Please note, however, that most of the videos placed on YouTube are not vetted, so please marry what you see and hear there with what you have learned from your course material.

Mind Tools Ltd. (2009). *Critical Path Analysis and PERT Charts*. Retrieved June 25, 2010, from Mindtools Online: <http://www.mindtools.com/critpath.html>

Team Dynamics

http://en.wikipedia.org/wiki/Tuchmans's_stages_of_group_development

Reiling, J. (2009, April 6). *Criteria for Selecting Project's Team Members*. Retrieved June 25, 2010, from PM Crunch: http://pmcrunch.com/project_management_process/criteria-for-selecting-projects-team-members/

[Table of Contents](#)

Uploading Assignments

All assignments should be directly linked to the Assignment Area of the classroom. The best way to upload a file is to attach it to each assignment by following these steps:

- First click on Assignments in the classroom.
- Then click on the individual assignment name that you are working on.
- Then under Optional File Upload, Click Browse.
- This will allow you to look for the file that you saved on your computer.
- Choose the file and it will upload it under this assignment for me to see.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- You may upload more than one file in this area by simply choosing two or more documents while browsing your computer.

[Table of Contents](#)

Grading Rubrics:

General Writing Standards

	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1
<i>Purpose/Audience</i>	The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the relationship of complex ideas.	The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas.	The writing meets the minimum requirements of the assignment. It offers insight into the subject through basic logic and the presentation of ideas based on some evidence.	The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and has serious flaws in logic and omissions in evidence.
<i>Thesis and Support</i>	The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence based on original research.	The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear.	The writing has a clear thesis and related subordinate ideas supported by clear thinking and appropriate evidence. Logical arguments may be one-sided or incomplete.	The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Fuzzy logic may be evident and adequate supporting evidence is lacking.
<i>Organization</i>	The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction,	The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions may be smoother.	The writing demonstrates rudimentary organization and logical structure, but ideas may be more fully developed and	The writing is noticeably lacking in organization. There is no clear introduction or conclusion

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

	conclusion, and smooth transitions.		supported by more appropriate evidence.	and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking.
Style	The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so. Active voice is apparent.	The writing keeps the reader's attention through a carefully crafted prose style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways.	The writing is clear but could be expressed in a style more appropriate to the subject. It is jargon-free but may require a more complete explanation of some terms used.	The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject or the assignment.
Mechanics	The writing is free of grammatical, proofreading, and stylistic errors. All quoted material is properly documented and cited.	The writing may exhibit a few minor errors in grammar or style, but do impair the flow of the reading. Most quoted material is properly documented and cited.	The writing could benefit from additional proofreading, as some errors impede the flow of the reading. Sources are documented and cited but need to show greater consistency.	The writing exhibits substantial errors in grammar and style so that the basic ideas are lost. Sources are overly quoted and not adequately documented nor cited.
Syntax/Grammar	The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity. Main ideas are not lost in surrounding supporting evidence.	The writing contains sentences that are complete or which imply unstated connections and/or conclusions. Main ideas can be distinguished from supporting evidence with some effort.	The writing contains some grammatical errors easily corrected by adherence to a uniform style throughout. Additional proofreading would help eliminate errors.	The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

[Table of Contents](#)

Rubric for Student Discussion Forum Original Post

Synthesis of concepts	Applications of personal experience	Clear citations	Writing standards	Timeliness
The response refers to course materials and shows a clear understanding of main ideas and concepts. There are no irrelevant comments and the information is on point. Ideas are clearly and properly organized.	The response provides personal examples that tie in with the course material being discussed. Reflection is evident and clearly ties in with the material presented. Insight was provided to some concept.	The response made proper reference to the course text or to other materials that were referenced or referred to in the discussion. Opinions were also included and were valid.	The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.	The posting was "not" submitted on time.
60%	20%	10%	10%	10% (deduction)

[Table of Contents](#)

Rubric for Discussion Forum Response to Another Student

Synthesis of concepts	Writing standards	Timeliness
The other learner's ideas, questions, concerns were addressed. The response referenced reading or lecture materials when needed. The response addressed the learner's feelings if needed. There were no irrelevant or off-point comments. The posting reflects a clear understanding of the other learner's ideas.	The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.	The posting was "not" submitted on time.
80%	20%	10% (deduction)

[Table of Contents](#)