

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

*The Ultimate Advantage is an Educated Mind*

**Department of Information Technology**  
**ITMG636: IT Project Management: Developing Project**  
**Schedule**  
**Credit Hours: 3**  
**Length of Course: 8 Weeks**  
**Prerequisite(s): ITMG624**

### Instructor Information

***Instructor:***

***Email:*** Please use Messages in the classroom for communication.

[Table of Contents](#)

### Course Description (Catalog)

This course is an advanced study of the methods and practices associated with developing a project schedule with assigned resources. The course begins with the initiating process group and continues through scope, schedule, and resource planning. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624)

[Table of Contents](#)

### Course Scope

This course is divided into 8 weeks and is organized to give students an introduction to the process of building a project schedule from the identification and selection of the project through the development of a project schedule and budget baseline. The course includes online readings, graded assignments, and graded Discussions.

[Table of Contents](#)

## Course Objectives

**After completing this course, the student will be able to:**

- CO1: Describe project selection methods
- CO2: Create a project charter
- CO3: Assess project stakeholders
- CO4: Define the project scope
- CO5: Identify project scheduling methods
- CO6: Optimize project resource assignments
- CO7: Demonstrate the project schedule baseline
- CO8: Collaborate on relevant ideas and concepts in a substantive manner, showing a clear understanding

[Table of Contents](#)

## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by the last day of each week (Sunday night) and include Discussion interaction that provokes student interaction (accomplished in groups through a threaded Discussion), and individual assignments (submitted for review by the Instructor). Your Instructor will support you throughout this eight-week course.

[Table of Contents](#)

## Course Resources

**Course Textbook—Open-source Resources are used and noted in the Lessons of each week!**

**Software Required:** None

**SOFTWARE** None

[Table of Contents](#)

## Evaluation Procedures

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. Contact will consist of professor notes, Discussion interaction, and email feedback. The method of discussion will be online related to issues concerning discussions, assignments, and projects.

### **TEXTBOOK READINGS:**

This course uses open-source online resources. Review the sources provided in the syllabus to see assigned readings for each week.

### **DISCUSSION:**

The Discussion assignments for this course are designed to promote interactivity among students and enhance the online learning process. The Discussion provides maximum flexibility because you do not have to be online at the same time as another person, and you can read what other students have written.

*Discussion Timing:* For the Discussion, you must post your work by midnight on **Thursday**, continue to follow your classmates' posts for the remainder of the week, and post the follow-up peer responses prior to midnight on **Sunday, except for week one**. Your follow-up posts can add additional insight to a classmate's opinions or can challenge their opinions. Use examples from the readings, or from your own research, to support your views, as appropriate. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification. You are encouraged to conduct research and use other sources to support your answers.

*Required Participation:* For the discussion, create an original post addressing the topic(s) below, prior to **midnight ET on Thursday**. Continue to follow your classmates' posts for the remainder of the week and respond to two or more of your classmates **prior to midnight ET on Sunday**. Your follow-up posts may add additional insights to a classmate's opinions or may challenge posted opinions. Use examples from the readings, or from your own research to support your views as appropriate. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification. Each one of you will have a different and unique experience that we can all learn from. Your participation in the discussions unleashes the power of synergy in our classroom. To facilitate this interaction, please be prompt when posting your Discussion work for each week; this provides time for the others to actively engage in the dialogue. For practical reasons, when you respond to other learners' posts, please start your response by referencing their name. I will read and grade your participation by reading the Discussion. There is no need to also post your Discussion work in the assignments area of the classroom. Refer to the Discussion and the syllabus for more details on grading.

### **EXERCISES AND PROJECTS:**

The exercises will allow you to develop a vocabulary of different concepts and commands in the application; and the projects will require you to apply your knowledge and skills to produce different documents in MS Word.

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

Grade Instruments	% Grade
Discussion	20
Quizzes	30
Assignments	50
Total	100

### 8– Week Course Outline

<u>Week</u>	<u>Topics</u>	<u>Learning Objectives</u>	<u>Readings/Videos</u>	<u>Assignment</u>
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1	<b>Project Selection</b>	<ul style="list-style-type: none"> <li>• CO1: Describe project selection methods</li> <li>• CO8: Collaborate on relevant ideas and concepts in a substantive manner, showing a clear understanding</li> </ul>	<p><a href="#">The Fast Forward MBA in Project Management, 6th Edition</a></p> <ul style="list-style-type: none"> <li>• Chapter 1: Project Management: A Platform for Innovation</li> <li>• Chapter 3: Foundation Principles of Project Management</li> <li>• Chapter 5: Project Initiation: Turn a Problem or Opportunity into a Business Case</li> <li>• Chapter 12: The Art and Science of Accurate Estimating</li> </ul> <p><b>Videos:</b> The NPV and the IRR Pt. 1 and 2  <a href="https://youtu.be/gpQvWKlxcc">https://youtu.be/gpQvWKlxcc</a>  <a href="https://youtu.be/b8ipWNXV2o">https://youtu.be/b8ipWNXV2o</a></p>	<b>Week 1 Discussion Assignment 1</b>
2	<b>Project Charter and Stakeholder Analysis</b>	<ul style="list-style-type: none"> <li>• CO2: Create a project charter</li> </ul>	<p><a href="#">The Fast Forward MBA in Project Management, 6th Edition</a></p> <ul style="list-style-type: none"> <li>• Chapter 2: Project Leadership: People Before Process</li> <li>• Chapter 4: Agile and Waterfall: Choose a Development Process</li> <li>• Chapter 6: Engage Your Stakeholders and Win Their Cooperation</li> </ul>	<b>Week 2 Discussion Assignment 2</b>

			<ul style="list-style-type: none"> <li>Chapter 7: Write the Rules: Manage Expectations and Define Success</li> </ul> <p><b>Video:</b> The Project Charter  <a href="https://youtu.be/3fw6SJj2YdM">https://youtu.be/3fw6SJj2YdM</a></p> <p><b>Video:</b> Stakeholder Identification and Analysis  <a href="https://youtu.be/nAiKYdQdlow">https://youtu.be/nAiKYdQdlow</a></p>	
3	<b>Project Scope</b>	<ul style="list-style-type: none"> <li>CO2: Create a project charter</li> <li>CO3: Assess project stakeholders</li> </ul>	<p><a href="#">The Fast Forward MBA in Project Management, 6th Edition</a></p> <ul style="list-style-type: none"> <li>Chapter 7: Write the Rules: Manage Expectations and Define Success</li> <li>Chapter 8: Risk Management: Minimize the Threats to Your Project</li> <li>Chapter 9: A Work Breakdown Structure Makes a Project Manageable</li> </ul> <p><b>Video:</b> The WBS  <a href="https://youtu.be/4rp4j_21YwY">https://youtu.be/4rp4j_21YwY</a></p>	<b>Week 3 Discussion Assignment 3</b>
4	<b>Project schedule Pt. 1- Project duration with PERT</b>	<ul style="list-style-type: none"> <li>CO4: Define the project scope</li> <li>CO5: Identify project scheduling methods</li> </ul>	<p><a href="#">The Fast Forward MBA in Project Management, 6th Edition</a></p> <ul style="list-style-type: none"> <li>Chapter 10: Realistic Scheduling</li> <li>Chapter 11: Manage Agile Development with Scrum</li> </ul> <p><b>Video:</b> Define and sequence activities  <a href="https://youtu.be/52XGjRqWA1E">https://youtu.be/52XGjRqWA1E</a></p> <p><b>Video:</b> The Forward Pass  <a href="https://youtu.be/XP-us5mLC7k">https://youtu.be/XP-us5mLC7k</a>  <a href="https://youtu.be/6cLYl6trPXU">https://youtu.be/6cLYl6trPXU</a></p>	<b>Week 4 Discussion Assignment 4</b>

5	<b>Project schedule Pt. 2-</b>	<ul style="list-style-type: none"> <li>• CO5: Identify project scheduling methods</li> <li>• CO8: Collaborate on relevant ideas and concepts in a substantive manner, showing a clear understanding</li> </ul>	<a href="#">The Fast Forward MBA in Project Management, 6th Edition</a>	<b>Week 5 Discussion Assignment 5</b>
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	<b>Project duration with PERT</b>		<ul style="list-style-type: none"> <li>• Chapter 10: Realistic Scheduling</li> </ul> <p><b>Video:</b> PERT Scenario Pt 1  <a href="https://youtu.be/hxf8Hb6ZG8k">https://youtu.be/hxf8Hb6ZG8k</a></p> <p><b>Video:</b> PERT Scenario Pt 2  <a href="https://youtu.be/DnlvZgoydDY">https://youtu.be/DnlvZgoydDY</a></p> <p><b>Video:</b> PERT Scenario Pt 3  <a href="https://youtu.be/g276pv5vdWI">https://youtu.be/g276pv5vdWI</a></p>	
6	<b>Project Resources Pt. 1- Assigning and Leveling</b>	CO6: Optimize project resource assignments	<a href="#">The Fast Forward MBA in Project Management, 6th Edition</a> <ul style="list-style-type: none"> <li>• Chapter 2: Project Leadership: People Before Process</li> <li>• Chapter 12: The Art and Science of Accurate Estimating</li> </ul> <p><b>Video:</b> Resource leveling pt. 1  <a href="https://youtu.be/5WQCdLuuojE">https://youtu.be/5WQCdLuuojE</a></p> <p><b>Video:</b> Resource leveling pt. 2  <a href="https://youtu.be/Nu8TY2SnIMs">https://youtu.be/Nu8TY2SnIMs</a></p>	<b>Week 6 Discussion Assignment 6</b>

7	<b>Project Resources Pt. 2- Project Crashing</b>	<ul style="list-style-type: none"> <li>• CO6: Optimize project resource assignments</li> <li>• CO7: Demonstrate the project schedule baseline</li> <li>• CO8: Collaborate on relevant ideas and concepts in a substantive manner, showing a clear understanding</li> </ul>	<a href="#">The Fast Forward MBA in Project Management, 6th Edition</a> <ul style="list-style-type: none"> <li>• Chapter 13: Balance the Trade-Off Among Cost, Schedule, and Scope</li> </ul> <p><b>Video:</b> Project Crashing Pt. 1  <a href="https://youtu.be/c_6ega_FteM">https://youtu.be/c_6ega_FteM</a></p> <p><b>Video:</b> Project Crashing Pt. 2  <a href="https://youtu.be/B_LVmJEHT3A">https://youtu.be/B_LVmJEHT3A</a></p>	<b>Week 7 Discussion Assignment 7</b>
8	<b>Reporting and the Schedule Baseline</b>	<ul style="list-style-type: none"> <li>• CO7: Demonstrate the project schedule baseline</li> </ul>	<a href="#">The Fast Forward MBA in Project Management, 6th Edition</a> <ul style="list-style-type: none"> <li>• Chapter 19: Measure Progress</li> </ul> <p><b>Video:</b> Project baseline and reporting  <a href="https://youtu.be/LrBcDTIXxGQ">https://youtu.be/LrBcDTIXxGQ</a></p>	<b>Week 8 Discussion Assignment 8</b>

[Table of Contents](#)

## Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)



## Communications

### Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

### Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

### Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

### Minimum Technology Requirements

Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

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## **Netiquette**

Online universities promote the advancement 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 rewards and excitement of learning which 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 Sakai 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**

Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

Course content may vary from the syllabus’ schedule to meet the needs of a particular group.

[Table of Contents](#)

## **Academic Services**

The Online Library 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 Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@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.

**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

### Turnitin

Assignments submitted may be evaluated using Turnitin in the classroom. Turnitin will analyze the paper and report instances of potential plagiarism or academic integrity for you to edit before submitting it for a grade.

### Selected Bibliography

Additional references are found in the Lessons Page of the classroom.

[Table of Contents](#)