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American Public University System

The Ultimate Advantage is an Educated Mind

Department of Information Technology
ITMG625 – Project Integration, Scope and Time
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): Graduate Student Status

Table of Contents

Instructor Information	Grading Scale
Course Description	Course Outline
Course Scope	Policies
Course Objectives	Academic Services
Course Delivery Method	Selected Bibliography
Course Materials	Grading Rubric
Evaluation Procedures	

Instructor Information

Instructor:
Email:
Phone:
Office Hours:

[Table of Contents](#)

Course Description (Catalog)

The course is an advanced study of project management; it takes a systems approach to project management and examines project integration, project management knowledge areas (domains), project lifecycle, software development lifecycles, phases, and process groups, such as project initiation, planning, executing, controlling, and closing. This course also appraises the challenges and the techniques for managing scope on IT projects. This course also assesses methods, tools, and techniques to perform time management.

[Table of Contents](#)

Course Scope

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[Table of Contents](#)

Course Objectives

A successful student will fulfill the following learning objectives:

- CO-1: Examine project charter, project management plan, and directing and managing project execution.
- CO-2: Examine monitoring and controlling techniques, and integrated change control
- CO-3: Examine the processes of collecting requirements and defining scope
- CO-4: Examine the processes of creating WBS
- CO-5: Examine the processes of scope verification and controlling scope
- CO-6: Examine the processes of defining and sequencing activities
- CO-7: Assess the tools and techniques of time estimates, including estimating resources and duration for activities
- CO-8: Assess the tools and techniques of developing project schedule

[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. The course will provide the student with the necessary knowledge of human resource and procurement management. Students are expected to fully participate in discussions and interact with the instructor and other students, required reading and assignments should be completed in a timely manner. Weekly lessons include announcements, reading assignments, discussion questions, case studies, and final research paper.

[Table of Contents](#)

Course Materials

Required Texts:

- Kerzner, H. (2009) Project Management: A Systems Approach To Planning, Scheduling, and Controlling (10th ed.). Hoboken, NJ: Wiley. ISBN: 978-0-470-27870-3

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Project Management Institute (2008), A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Fourth Edition, Newtown Square, PA, Project Management Institute. ISBN: 978-1933890517

Optional Texts: The follow two books can be download from www.pmi.org for free if you are a member of the Project Management Institute (PMI).

Project Management Institute (2011), Practice Standard for Scheduling – Second Edition, Newtown Square, PA, Project Management Institute. ISBN: 978-1-935589-24-2

Project Management Institute (2011), Practice Standard for Work Breakdown Structure – Second Edition, Newtown Square, PA, Project Management Institute. ISBN: 978-1-933890-13-5

[Table of Contents](#)

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Course Requirement	Percent
1. Weekly Forums – 8 weeks (5pts each question)	40
2. Assignments – 6 critique papers (6 pts each)	36
3. Research Paper Proposal	4
4. Final Research Paper	20
Total	100

Submit assignments to your student folder, and make sure you select the correct assignment association. Please name your submitted document with your last name as the first part of the file name. For example, Assignment #1 could be named, Lastname_Assignment1.doc. Discussion questions only need to be posted on the discussion board. It is not necessary to submit a word document containing your discussion board posts.

FORUM DISCUSSIONS:

Forum discussions will consist of one or more threads/topics each week. The questions are designed to allow you to apply what you have learned in the chapters to real-world scenarios or hypothetical, but realistic, situations. Post your answers to the questions in each thread prior to **11:59 p.m. ET on Thursday**. Please do not be late with this post because your classmates will be relying on you to post on time to give them a post to respond to later in the week. A discussion period will then ensue from Thursday through Sunday.

Read your classmates' posts and post at least **two** follow-up messages to your classmates' posts prior to **11:59 p.m. ET on Sunday**. You may always post more than the required number of replies and you are encouraged to continue participating in the discussion even after you have met the minimum number of posts required. Your follow-up posts must contain substance and should add additional insight to your classmates' opinions or challenge their opinions. It is never sufficient to simply say, "I agree with what

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ASSIGNMENT REQUIREMENTS:

There will be four assignments, including case studies and critique of articles. These assignments have a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details. You are required to list your references at the end of each assignment. References should be in APA citation format.

RESEARCH PROPOSAL:

In week 2, submit a research proposal for your final research paper. The subject of the final research paper must be in one of these areas: Project Integration Management, Project Scope Management, and Project Time Management. The research proposal must contain at least 2 pages and 3 of the 6 references required. References must be balanced among peer-reviewed articles, books, and websites. Search APUS online library for peer-reviewed articles within the last 3-5 years with at least 10 pages if possible.

The research proposal must include the following sections: abstract, introduction, research questions, relevance value, research methods, and expected results.

FINAL RESEARCH PAPER:

You will be required to write one final research paper this semester. Details on the projects will be listed under the assignments section. General specifications are as follows:

1. Content, not including cover page, reference pages, and tables, charts, and diagrams, must be 12 pages, no more than 15 pages. Cover and reference pages are required. The cover page must include the title of your paper, the date, the name of this course, your name, and your instructor's name. Topics must be approved.
2. The final research paper is due at the end of week 8.
3. The final research paper must be written in APA citation style Arial 12-point font or Times New Roman styles, double-spaced texts. You must cite a minimum of six outside sources which must be balanced among peer-reviewed articles, books, and websites.
4. Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. Use quotations sparingly! It is always better to paraphrase than to directly quote.
5. The final research paper must be submitted to **Turnitin** for review in the classroom. **PAPERS WITH AN ORIGINALITY REPORT FROM TURNITIN OVER 10% OR OVER 2% FROM A SINGLE SOURCE WILL RESULT IN A SIGNIFICANT POINT REDUCTION.**

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6. PER THE STUDENT HANDBOOK, YOU CANNOT SUBMIT A PAPER THAT HAS BEEN SUBMITTED IN ANOTHER COURSE.

[Table of Contents](#)

Grading Scale

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

[Table of Contents](#)

Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Project Integration Management	CO-1: Examine project charter, project management plan, and directing and managing project execution.	PMBOK Ch 2, 3, 4 Kerzner Ch 1-2, 11.3	Week 1 Forum Week 1 Assignment
2	Project Integration Management	CO-2: Examine monitoring and controlling techniques, and integrated change control	PMBOK Ch 4 Kerzner Ch 5, 11	Week 2 Forum Research Proposal
3	Project Scope Management	CO-3: Examine the processes of collecting requirements and defining scope	PMBOK 5.1, 5.2 Kerzner Ch 11.8, 11.9 Optional: PS WBS Ch 1	Week 3 Forum Week 3 Assignment
4	Project Scope Management	CO-4: Examine the processes of creating WBS	PMBOK 5.3 Kerzner Ch 22, 11.11, 11.12 Optional: PS WBS, Ch 2, 3	Week 4 Forum Week 4 Assignment

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5	Project Scope Management	CO-5: Examine the processes of scope verification and controlling scope	PMBOK 5.4, 5.5 Kerzner Ch 22 Optional: PS WBS Ch 4, 5	Week 5 Forum Week 5 Assignment
6	Project Time Management	CO-6: Examine the processes of defining and sequencing activities	PMBOK 6.1, 6.2 Kerzner Ch 12 Optional: PS Scheduling Ch 1-2	Week 6 Forum Week 6 Assignment
7	Project Time Management	CO-7: Assess the tools and techniques of time estimates, including estimating resources and duration for activities	PMBOK 6.3, 6.4 Kerzner Ch 13 Optional: PS Scheduling, Ch 3	Week 7 Forum Week 7 Assignment
8	Project Time Management	CO-8: Assess the tools and techniques of developing project schedule	PMBOK 6.5, 6.6 Kerzner Ch 18 Optional: PS Scheduling, Ch 4-5	Week 8 Forum Final research paper

[Table of Contents](#)

Policies

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

[Drop/Withdrawal Policy](#)

[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.

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- 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.). (2010). Washington, D.C.: American Psychological Association.

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.

DISCLAIMER STATEMENT

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

- **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.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

[Table of Contents](#)

Turnitin

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Selected Bibliography

- Bates, S. (2010 August). Running a meeting: Ten rookie mistakes and how to avoid them [Online]. Available: http://www.managementconsultingnews.com/articles/bates_meeting.php
- Campbell, C. (2006). *The One-Page Project Manager: Communicate and Manage Any Project with a Single Sheet of Paper*. Hoboken, NJ: John Wiley and Sons
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- Cook, C. (2005). *Just Enough Project Management*. New York, NY: McGraw-Hill
- Cusolito, R. (2010, August). Common challenges project managers face and tips for solving them [Online]. Available: <http://www.butrain.com/project-management-training-courses/project-manager.asp>
- Fleming, Q. & Koppelman, J. (2005). *Earned Value Project Management*. Newtown Square, PA: Project Management Institute
- Mathur, A. (2007, July). Scope management [Online]. Available: http://www.projectperfect.com.au/info_scope_management.php
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[Table of Contents](#)

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Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	
CRITICAL THINKING	Student demonstrates a higher-	Student exhibits a good	Student takes a common,	Student demonstrates	

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SKILLS	level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise	Student provides an effective display of good writing and grammar. Assignment reflects	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's	

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	<p>writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.</p>	<p>student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.</p>	<p>and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.</p>	<p>writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.</p>	
<p>USE OF COMPUTER TECHNOLOGY/ APPLICATIONS</p>	<p>Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.</p>	<p>Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.</p>	<p>Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.</p>	<p>Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.</p>	
<p>TOTAL POINTS</p>					

[Table of Contents](#)