

**Class Overview**

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| **General Class Information**  *All fields must be completed and posted in UVaCollab and World Viewable in SIS no later than two weeks prior to registration.* | | | | | | | | |
| **Subject Area &**  **Catalog Number** | PSPM - 5030-702 | **Class Title** | INTRODUCTION TO PROJECT MANAGEMENT | | | | |
| **Credit Type** | **Undergraduate**  **Graduate** | | **Credit**  **Noncredit** | | **Delivery Method** | **P (In-Person)**  **CI (Classroom/Internet)**  **WB (Web-Based)** | |
| **Re-licensure**  **Re-certification Points** | 45 PDUS FOR PMP CREDENTIAL HOLDERS; INITIAL APPLICATION REQUIRES 35 HOURS FORMAL PM EDUCATION -THIS WOULD MEET THAT REQUIREMENT | | | **Approval Date**  *(For internal use only)* | | |  | |

1. **Class Description (Use the SIS 400 characters from catalog description)**

INTRODUCTION TO PROJECT MANAGEMENT IS AN INTRODUCTION TO A PROFESSIONAL DISCIPLINE AS PRIMARILY DEFINED ACCORDING TO THE PROJECT MANAGEMENT INSTITUTE (PMI) IN THE STANDARDS WORK KNOWN AS A GUIDE TO THE PROJECT MANAGEMENT BODY OF KNOWLEDGE (PMBOK). PROJECT MANAGEMENT IS AN ORGANIZATIONAL CORE CAPABILITY AND AS SUCH CAN BE CONSIDERED A STRATEGIC VALUE DRIVER FOR ORGANIZATIONS. THIS COURSE PROVIDES THE STUDENT WITH: A SYSTEMATICALLY PRESENTED EXPLANATION AND OVERALL CONCEPTUAL FRAMEWORK OF PROJECT MANAGEMENT; AN INTRODUCTORY EXAMINATION OF TEN PROJECT MANAGEMENT KNOWLEDGE AREAS (SUCH AS SCOPE, TIME, COST, HUMAN RESOURCES, RISK, ETC.); AND A LOOK AT SPECIFIC PROCESSES (INPUTS, TOOLS, TECHNIQUES, OUTPUTS) THAT UNDERPIN THE GENERALIZED APPROACH FOR SUCCESSFULLY MANAGING PROJECTS THAT PMI/PMBOK HAS DEFINED AND PROMOTE. AT THE COMPLETION OF THIS COURSE STUDENTS WILL HAVE BEEN EXPOSED TO A VARIETY OF PROJECT MANAGEMENT METHODOLOGIES, TOOLS, AND TECHNIQUES, AND LEAVE POSSESSING A STRONG “AWARENESS AND UNDERSTANDING” OF PROJECT MANAGEMENT, AS WELL AS A PROJECT MANAGEMENT “TOOLBOX” UNDERSTANDING THEY CAN IMMEDIATELY BEGIN USING TO MANAGE PROJECTS BACK IN THEIR WORK SPACE.

(PMI®, PMBOK®, AND PMP® ARE REGISTERED TRADEMARKS OF THE PROJECT MANAGEMENT INSTITUTE.)

1. **Learning Outcomes**

THE OBJECTIVES FOR THIS COURSE FOR PARTICIPANTS TO GAIN A SHARED KNOWLEDGE AND UNDERSTANDING OF GENERALLY ACCEPTED PRINCIPLES AND PRACTICES OF PROJECT MANAGEMENT, AND IDENTIFY TOUCH POINTS FOR PROJECT MANAGEMENT THEORY BASED APPLICATION IN THE PARTICIPANT’S OWN WORKSPACE AND EXPERIENCE. THE OVERVIEW OF VARIOUS MODELS, CONSTRUCTS, OPERATIONAL PARADIGMS, AND APPROACHES INCLUDES:

• PROJECT MANAGEMENT CONCEPTUAL FRAMEWORK

• PROJECT MANAGEMENT KNOWLEDGE AREAS

• PM RELATED PROCESSES INCLUDING ASSOCIATED INPUTS, TOOLS, TECHNIQUES, AND OUTPUTS

• FOCUSED AREAS WITHIN THE DOMAINS OF SCOPE, TIME, COST, HUMAN RESOURCES, AND RISK

• INTRODUCTION AND DEVELOPMENT OF THE PROJECT MANAGEMENT LANGUAGE OR VOCABULARY

• WORKING PROJECT MANAGEMENT “TOOLBOX” OF DOCUMENTS, EXAMPLES, OTHER REFERENCES

1. **Assessment Components**

• Weekly discussion; reflective inquiry and action There are two parts to this requirement:

(a) The first is related to participation in the weekly discourse in the class. Participation is reflected in opportunity, thought-full content, and mutual exchange;

(b) The second part is associated with the weekly reflective inquiry and action, which occurs in concert with the weekly reflective journal kept by the student (explained in class 1);

• Papers 1, 2 and Oral/written exam (Paper 3) There are three papers due. The first two papers will each be tied to a specific set of themes taken from the section of the course just preceding the paper’s due date. For example, Paper 1 will be associated with Sessions 1 to 5; Paper 2 will be associated with Sessions 6 to 10. Paper 3 will be associated with the course content as a whole. The final paper will be turned in at the start of the last class on Thursday, December 12.

IMPORTANT: STUDENTS SHOULD REMEMBER THAT THIS COURSE IS TREATED AS A GRADUATE-LEVEL COURSE. COURSE WORK COMPLETED AS ASSIGNED AND IN A TIMELY MANNER IS A NORMAL EXPECTATION, AND IS USUALLY REFLECTED IN "C" TO "B" RANGE OUTCOMES. TO IMPROVE UPON THAT EXPECTATION MEANS A STUDENT'S ACADEMIC WORK INCORPORATES EXCEPTIONAL QUALITY, ADDS SIGNIFICANTLY TO THE ACADEMIC DISCOURSE, AND DEMONSTRATES MASTERY IN THE NARRATIVE AND/OR EXAM-BASED EXERCISES.

1. **Required Text (include ISBN, specific edition)**

• TEXT 1: SCHWALBE, K. (2013). INFORMATION TECHNOLOGY PROJECT MANAGEMENT (SEVENTH EDITION). BOSTON, MA: CENGAGE LEARNING. ISBN: 978-1-133-52685-88.

Note: buying the hard copy of the text (versus a virtual/digital copy) is recommended for more effective learning (and it is often accompanied by free-trial software offer that may be of interest to students new to project management)

1. **Required Additional Resources and Technical Components**

• SMALL (SINGLE SUBJECT) JOURNAL NOTEBOOK (PROFESSOR WILL PROVIDE)

• INSTRUCTOR'S STUDENT KIT OF SLIDES AND OTHER COURSE-RELATED HANDOUTS

• ARTICLES SELECTED (DISTRIBUTED OR RESEARCHED) FOR COURSE ASSIGNMENTS

1. **Other Class Expectations (for Classroom/Internet and Web-Based classes, specify any live (synchronous) meetings dates, times, delivery mode)**

THIS IS A CLASSROOM-BASED COURSE, THOUGH SOME USE OF INTERNET MAY BE NEEDED TO EXCHANGE INFORMATION, AND ALSO POTENTIALLY USE THE COLLAB SYSTEM FOR DOCUMENT STORAGE AND RETRIEVAL.

GIVEN THIS IS A CLASSROOM BASED COURSE, AND THAT THE WASHINGTON DC METRO AREA IS NOTORIOUS FOR COMMUTER DELAY-MAKING, AN EXPECTATION FOR BEING ON TIME MUST BE TEMPERED AGAINST THAT REALITY. IF A STUDENT IS AWARE THAT THEY WILL BE DELAYED, ANY COMMUNICATION TO THAT FACT WILL BE HELPFUL TO THE INSTRUCTOR AS WHETHER TO BEGIN IMMEDIATELY OR WAIT A FEW MINUTES. STUDENTS WHO ARRIVE LATE SHOULD COME IN QUIETLY AND EFFORTS WILL BE ATTEMPTED TO HELP THEM GET IN SYNC WITH THE COURSE AT THAT TIME.

THE ACADEMIC "CONVERSATION" THAT OCCURS IN THE CLASSROOM IS ONE TO BE TREATED WITH RESPECT AND WITH THAT MOMENT IN MIND. IN ORDER TO ENCOURAGE OPEN AND FRANK DIALOG, THERE IS NO ALLOWANCE FOR THE MECHANICAL/DIGITAL RECORDING CLASS PROCEEDINGS OR CONVERSATIONS. IT IS IMPORTANT THAT STUDENTS AND FACULTY RESPECT THE CONFIDENTIALITY THAT GOES ALONG WITH ENCOURAGED AND RESPONSIBLE ACADEMIC ENDEAVORS.