



BADM-730: INTRODUCTION TO PROJECT MANAGEMENT

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

BADM - Business Administration

Course Number

730

Course Title

Introduction to Project Management

Short Title

Project Management

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides students with the foundation to manage projects effectively and efficiently. Students will develop a comprehensive, integrative understanding of defining, planning, scheduling, budgeting, managing risk, and executing major projects to increase an organization's competitive advantage.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

MGT-500 (with a grade of C or better).

Codes

TOP Code (CB 03)

0506.00* - *Business Management

CIP Code

52.0211 - Project Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the role of a Project Manager.
2. Examine the project management process.
3. Design a work breakdown structure.
4. Develop a project plan and budget.
5. Estimate project times, costs, and resources.

6. Organize project tasks.
7. Evaluate the creation of high-performance teams.
8. Examine the ethical considerations of managing a project.
9. Predict potential project risks and develop contingency plans.
10. Prepare a project schedule of resources.
11. Formulate project progress and performance measurement tools.
12. Evaluate project management career paths.
13. Examine issues related to racial/cultural diversity in the project management process.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will successfully identify technical skills needed for the twenty-first century management profession.
2. Students will successfully demonstrate an understanding of the project management process.
3. Students will successfully demonstrate an understanding of the ethical considerations when managing a project.
4. Students will verify that the finished product matches the criteria exactly.
5. Students will sustain a problem-solving process over time.

Program Learning Outcomes

Learning Outcome

1. Analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
2. Communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the use of computer technology.
3. Identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Content

Course Lecture Content

- A. Understanding Project Management
 1. History of project management
 2. What is a project?
 3. Ethical considerations in project management
 4. The role of The Project Management Body of Knowledge (PMBOK)
 5. The Agile Manifesto
 6. Project team roles
 7. The role of the project manager
 8. Project management technology
 9. The project management career environment
- B. Planning a Project
 1. The project management life cycle
 2. The meaning of success
 3. The initiation phase
 4. Project definition and scope

5. Project risks
 6. Putting together a statement of work
 7. The project charter
- C. The Project Team
1. The teamwork challenges
 2. Selecting team members
 - a. promoting a team with diverse backgrounds and cultures
 - b. promoting a team that includes members from various departments and skill sets.
 3. The team charter
 4. Issues of racial/cultural diversity, equity and inclusion
 - a. scheduling tasks to promote inclusion of the entire workforce
 - b. promoting varied work styles among a culturally, gender, and age diverse team.
 5. Communication plan
 - a. promoting communication among a culturally, gender, and age diverse team.
 6. Stakeholder engagement
- D. The Project Schedule
1. Identify tasks
 2. The Work Breakdown Structure (WBS)
 3. Work package sequencing
 4. The scheduling processes
 5. Time estimates
 6. The critical path
- E. Resourcing Projects
1. Identify the scope of material resources
 2. Identify labor resources
 3. Assign resources to tasks
- F. The Project Budget
1. What is a budget?
 2. Creating a preliminary budget
 3. Cash flow
 4. Budget and schedule balancing
- G. Project Tracking and Control
1. Moving the project forward
 2. Monitoring for project progress
 3. Contingency plans
 4. Getting back on track
- H. Communications Overview
1. Project performance reports
 2. How to communicate in a diverse global environment
 3. Project change requests
- I. Project Close-Out
1. Elements of Close-Out
 2. Evaluation of people and projects

Methods of Instruction

Method

Lecture

Integration

The lecture will present further explanation on the project management process; to include the purpose of the plan, required tasks, required resources, financial budget, and contingency plans. Lectures will provide information and examples for students to critically interpret and respond to project situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and media/videos and other written materials will be used to illustrate the project management process.

DE Adaptations for MOI

The lecture will present further explanation on the project management process; to include the purpose of the plan, required tasks, required resources, financial budget, and contingency plans. Lectures will provide information and examples for students to critically interpret and respond to project situations and needs, including inherent inequities and biases. The use of handouts, PowerPoint presentations, and accessible media/videos and other written materials and through asynchronous video lectures using accessible video conferencing will be used to illustrate the project management process.

Method

Discussion

Integration

In class discussions (whole -class or small-group) will be used to clarify project management concepts and policies such as ethical issues, the importance of diverse team composition, project management trends and stakeholder involvement.

DE Adaptations for MOI

Discussions will be used to clarify project management concepts and policies such as ethical issues the importance of diverse team composition, project management trends and stakeholder involvement. Students will participate in class discussions by participating in synchronous discussions using accessible video conferencing as a class or in small groups to encourage an exchange of ideas and comprehension of course material. Discussion can also be will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS.

Method

Film/video Viewing and Discussion

Integration

Presentation of videos, media, or other online material to illustrate and encourage class discussion and participation on selected topics; to include project management examples from a diverse pool of companies and geographic areas.

DE Adaptations for MOI

Presentation of accessible videos, media, or other online material to illustrate and encourage class discussion and participation on selected topics; to include project management examples from a diverse pool of companies and geographic areas. Presentation of accessible videos and other online material during the course illustrates situations. It encourages class understanding and discussions on issues to include current project management procedures and policies in the workplace. This will be accomplished by the instructor posting the videos and related assignment information tools in the CMS through regular use of the discussions area, chat, conversations, or other group features. All video or multimedia will meet accessibility requirements.

Method

Papers and Reports

Integration

Students will apply the content learned in the lectures and discussions by completing papers and reports that further explore the course content. Sample topics could include diverse and equitable methods of communication in project management process, methods a project manager use to resolve conflict or the role of a project manager in a diverse global environment.

DE Adaptations for MOI

Students will apply the content learned in the lectures and discussions by completing papers and reports that further explore the course content. Sample topics could include diverse and equitable methods of communication in project management process, methods a project manager use to resolve conflict or the role of a project manager in a diverse global environment.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and textbook reading assignments to measure the student's retention of the components of the project management process. Subject matter will include the Work Breakdown Structure (WBS), task relationships, project management technology, concept form the Guide to the Project Management Body of Knowledge (PMBOK) and case studies from construction, manufacturing and service industries.

DE Adaptations for MOE

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and textbook reading assignments to measure the student's retention of the components of the project management process. Subject matter will include the Work Breakdown Structure (WBS), task relationships, project management technology, concept form the Guide to the Project Management Body of Knowledge (PMBOK) and case studies from construction, manufacturing, and service industries. The testing criteria will be multiple-choice, true/false, or short answer questions and will be graded using the online grading system within the CMS. Feedback will be provided based on the instructor's grading feedback policy via the grade book, chat, or other accessible video conferencing tools.

Method

Group Projects

Integration

Students will participate in group projects or discussions that examine and evaluate current trends and traits in the project management profession. Topics will include team management, communication techniques for internal and external stakeholders. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses based on the rubric designed for the projects.

DE Adaptations for MOE

Students will apply the content learned in the accessible lectures and discussions by completing papers and reports that further explore the course content. For example, students can further explore the current trends and tools used in the project management process and/or examine specific projects and report on the ethical issues that did or could have arisen. The Instructions for completing the assignment will be posted in the assignments area in the CMS. In addition, upon completion of assignment it will be uploaded into the CMS to allow for instructor feedback and grading.

Method

Homework

Integration

Students will complete homework assignments, such as defining the project management process, explaining the use of software that is used by project managers and identifying how inequities and biases could affect a project's success. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments, such as defining the project management process, explaining the use of software that is used by project managers and identifying how inequities and biases could affect a project's success. Students will be evaluated on their ability to assess the questions and their successful application of the course material in their responses. Homework will be evaluated on accuracy and completeness. Questions will be posted in the assignment or discussion areas in the CMS. Student will upload completed assignments by submitting them to the assignments or discussion areas in the CMS for instructor review and grading. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Read and analyze the Case Study on page 20 of the textbook (A Non-Profit Organization). This organization is charged with supplying a food bank for the community. Their need is not only to collect funds to purchase food, but also to schedule distribution sites, volunteers, donations and sustaining the projects in the future. Answer the four Case Questions on page 21.

1. What are the needs that have been identified?
2. What is the project objective?
3. What assumptions, if any, should be made regarding the project to be undertaken?
4. What are the risks involved in the project?

In class be prepared to share your findings in a small group setting. Then be prepared to share your groups findings with the class.

How assignment will be adapted in online format

Read and analyze the Case Study on page 20 of the textbook (A Non-Profit Organization).). This organization is charged with supplying a food bank for the community. Their need is not only to collect funds to purchase food, but also to schedule distribution sites, volunteers, donations and sustaining the projects in the future. Answer the four Case Questions on page 21.

1. What are the needs that have been identified?
2. What is the project objective?
3. What assumptions, if any, should be made regarding the project to be undertaken?
4. What are the risks involved in the project?

Be prepared to share your findings in a small group setting. Each group will use the small group discussion area of the CMS to communicate. This will be assessed using the instructor created rubric. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page paper that explains the value and barriers of team diversity in projects. Choose four dimensions of diversity. These dimensions can include age or generation, appearance, ethnicity or ancestry, gender, health, job status, race, religion or and dimension of your choosing.

How assignment will be adapted in online format

Write a two-page paper that explains the value and barriers of team diversity in projects. Choose four dimensions of diversity. These dimensions can include age or generation, appearance, ethnicity or ancestry, gender, health, job status, race, religion or and dimension of your choosing. Finally, upload the assignment into the CMS. This will be assessed using the instructor created rubric. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software.

Course Materials

Textbooks

MindTap for Kloppenborg/Anantatmula/Wells' Contemporary Project Management, 1 term Printed Access Card 9780357715765
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Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Inclusion will be infused into the course by creating a discussion policy that supports a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of groups. During discussion each student will share their reflection on project scenarios based on the project management process.

Diversity will be infused into the course through presenting project scenarios that incorporate diversified teams in the project process. Additionally, companies chosen for class discussion and activities will be selected that reflect diversified management teams, environments, and industries.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Instruction will incorporate culturally relevant course materials through a variety on teaching methods and materials: videos, blogs, slide presentations, accessible and downloadable PDFs, and websites that feature real-world applications of content reflecting diverse viewpoints and backgrounds.

Readings and writing assignments will focus on project management scenarios that will include culturally diverse project environments.

Group assignments will intentionally mix groups, requiring students to work purposely with others they may not know and making sure students in the minority are not isolated. For example, students will discuss communication techniques to use in diverse team project assignments.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during synchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and provided a project management case study that is falling behind. The groups will be asked to explain three contingency plans. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group or accessible video conferencing software breakout rooms whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via video conferencing software. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. For example, when researching ethical issues in the project management profession and submitting a report the instructor will engage in discussions in the CMS to dig deeper into the ethical issues. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses will occur through synchronous activities such as discussions, inbox messages, and direct personal feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies both in the classroom and online that promotes students' active participation. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. Each student is given a project management process (planning, organizing scheduling, resource assignment, reporting) and requested to provide five best practices for effective project management based on the textbook and course content. Each student presents their best practices to the small group accessible video conferencing software breakout rooms. Instructions will be provided through the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, at least three self-assessment quizzes will be provided to students. The quizzes will prompt students to think about the material and how students may want to utilize the material in the workplace and increase their team skills.



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