

George Mason University
College of Education and Human Development

Learning Design and Technology (LDT) Program

EDIT 573 002 – Project Management
3 Credits, Summer 2023
Meets Asynchronously Online – Monday, 5/22 through Friday, 7/14

Faculty

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Prerequisites/Corequisites

None. However, the content of this course assumes a basic knowledge of the principles and best practices of instructional/learning design. To be successful in this course, students should have **either** taken EDIT 705 Instructional Design **or** have work experience in the field of Learning and Development.

University Catalog Course Description

Explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.

Course Overview

Explores the basics of project management as applied to instructional/learning design projects. The course compares and contrasts various project management methods (e.g., Waterfall, Agile) with various design methods and models (e.g., ADDIE, Agile ID). **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for any other PMI certification.

Course Delivery Method

This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. There are also **two (2) live virtual meetings that last 30-60 minutes (web conferencing sessions)** during **Module 1** as announced and during **Module 4** on a date and time most convenient for the majority of class members via the Blackboard Collaborate Ultra tool that is part of the Blackboard LMS. You will log in to the Blackboard (Bb) course site using your **Mason email** name (ending with gmu.edu) and email password. **If you are unable to attend the synchronous session live, then you are required to view the recording of that session.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on the first day of the Module**, and **finish on the last day of the module** specific days and dates are found in the **Course Schedule**.
- Course Announcements: Read any posted weekly announcements and/or updates.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least two (2) times per module**.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Course Schedule**. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one virtual meeting or phone call to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Objectives

This course is designed to enable students to do the following:

- Identify the processes and knowledge areas of Project Management
- Compare and contrast the various project management methods/approaches
- Identify points of synergy between Project Management and Instructional Design
- Apply Project Management methods to an instructional design project

Professional Standards (International Board of Standards for Training, Performance and Instruction (IBSTPI) - <http://ibstpi.org/instructional-design-competencies/>

Upon completion of this course, students will have met the following professional standards:

- Establish project scope and goals
- Use a variety of planning and management tools for instructional design projects
- Allocate resources to support the project plan
- Manage multiple priorities to maintain project time line

Required Texts

There are no textbooks to purchase for this course. Journal articles are posted on our Blackboard course site under the COURSE READINGS (LEGANTO) link in the left-hand navigation menu of our course site and are accessible only via that link. Textbooks and book chapters are accessible directly via the Mason Library.

Articles in Leganto

- Adnan, N.H., & Ritzhaupt, A.D. (2018). Software engineering design principles applied to instructional design: What can we learn from our sister discipline? *TechTrends*, 62(1), 77-94.
- Tereso, A., Ribeiro, P., Fernandes, G., et al. (2019). Project management practices in private organizations. *Project Management Journal*, 50(1), 6-22.

Books and Book Chapters via the Mason Library

- Rowe, S. (2020). *Project management for small projects* (3rd ed.), Berrett-Koehler Publications.
- Williams van Rooij, S. (2018). *Project management: People+process=results, sometimes*. In S. Williams van Rooij, *The business of learning design and technologies*. Routledge. Chapter 10 Note: For those who purchased the print version for EDIT 706, refer to pp. 217-254.

LinkedIn Learning Video Lectures

LinkedIn Learning has popular video courses available on the Foundations of Project Management. They range in time from under an hour to 3 hours and 20 minutes. For Module 1, you are required to view ***Foundations of Project Management by Bonnie***

Biafore. It is the 3 hour and 20 minute video and you can stop and start/restart as many time as you like. I highly recommend you watch the video during your first week of class or complete it by early in the second week at the latest. After that, each module, I will provide a link to an **OPTIONAL** Foundations of Project Management video that can be used to strengthen your understanding of Project Management or support learning styles for visual learners, auditory learners, and even verbal learners if you turn on the caption feature.

I have received very positive feedback from students in reference to these optional videos providing them with a deeper understanding of the project management topics we cover each week.

**Please note that you have free access to LinkedIn Learning using your GMU e-mail account, and you are able to take advantage of all of LinkedIn Learning's extensive video resources! From industry-leading experts to cutting-edge topics, their videos offer in-depth insights and practical skills on a variety of topics, including many additional resources on Project Management.*

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, e-mail).

Assignments/Deliverables

There are **five (5)** assignment/deliverable categories required for successful completion of this course.

1. Individual Knowledge Checks – 20 points (5% of final grade)

There are two (2) individual Knowledge Checks (KCs) to help reinforce your learning about basic project management concepts and identify potential areas needing additional study or clarification.

- Each KC consists of ten (10) closed-end questions drawn from the course readings and videos.
- Each KC is worth a maximum of 10 points; however, each KC accounts for only 5% of your final grade.
- The KCs are open book and are not timed. In addition, you have **three (3)** attempts. The attempt with the **highest** score will be applied to your total grade.
- The KCs may be completed at your own pace – no specific due dates – but must be completed by the **end of the course**. Recommended (but not required) completion dates for each KC are noted in the Course Schedule section of this syllabus and under the Module 4 and Module 8 links on our Blackboard (Bb) course site.

2. Virtual Roundtable (Group) Discussions - 60 points (20% of final grade)

There are **three (3)** instructor-initiated graded discussions, each corresponding to a selected topic in the course syllabus:

- Modules 2 and 3: Aligning your Project Management and Instructional Design Approaches
- Modules 4 and 5: Project Scope and Work Breakdown Structure
- Modules 6 and 7: Real-world Project Management Practices

To keep the volume of discussions manageable and make it easier for all students to actively participate, you will work in groups of **4-6** students, and each group will have its **own** discussion board. The instructor will assign each student to one of the discussion groups and the student will remain with that group for all virtual roundtable (group) discussions.

Each discussion question flows over two modules (weeks), where each **individual** student is required to submit a **minimum of two (2)** postings to the group discussion board. Your first, **initial** posting is due by **11:59 PM ET** by the **end of the 1st module's** discussion week; and your **response(s)** must be posted by **11:59 PM ET** by the end of the 2nd module's discussion week (check the Course Schedule for **EXACT** dates). Note you may respond to as many group member postings as you like; there is no maximum. Check the discussion rubric for grade guidance.

The postings to each discussion are worth **20 points each**, for a **total of 60 points**. Specific dates/times for the discussion postings are provided in the Course Schedule. Your discussion postings will be graded based upon the *Virtual Roundtable Discussion Scoring* rubric located under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link of our Bb course site. Tips and techniques for preparing your discussion postings are located in the *Virtual Roundtable Discussion Scoring and Examples* document posted under the ASSIGNMENT OVERVIEWS AND RUBRICS/Virtual Roundtables link on our Bb course site.

Each discussions runs for two modules, and must be posted on time. Instructor will post comments at the beginning of the second module to provide feedback on initial posts and/or help direct response posts. **Postings made after a second module discussion week has ended will receive zero points; no exceptions and no make-ups.**

3. Project Plan – 100 points (40% of final grade)

You have the **option** of completing this assignment **individually or in a group** with one or more fellow course members. You (alone or with your group) will develop a plan for managing an instructional design project. **Note:** If you work in a group, group members will decide **collaboratively** what instructional design project will serve as the basis of the group's project plan.

In selecting your project, you may draw on ...

- the Instructional Design Document you created in EDIT 705, OR
- an instructional design project from your/a team member's current or previous place of work, OR
- an e-learning/training project you started (but only completed the first 30 minutes of instruction) in EDIT 611.

Depending upon which instructional design project you select, you must then decide which project management method – Agile, Waterfall, or Hybrid – you will use for your project plan.

The Project Plan must contain the following components:

Rationale for using your chosen project management method(s) to manage the project that includes ...

- the nature of the instructional problem to be solved
- the reasons for preferring your chosen method(s) (e.g., project size and complexity, client availability, client tolerance for scope and cost changes, time to completion, size and ability of instructional design team) for the **specific** project (i.e., not a generic list of when/why a particular project management method should be used)
- the benefits of using your chosen project management methods(s) for the **specific** project (i.e., not a generic list of the benefits)

Project Definition and Scope Statement that includes what is included and excluded from the instructional design project

Work Breakdown Structure (WBS) showing who is going to do the work described in the design document/specifications

High-level Schedule and Budget that flows logically from the WBS

Summary of Risk Management Strategies to address potential risks to project success

The Project Plan will be created **iteratively**, with two drafts due for both instructor and peer review as described under #4 below. The Drafts themselves are not graded. However, **not submitting a draft or submitting a draft late, will reduce the overall grade of your Final Project.**

There is **no minimum or maximum page length; single spacing is preferred**. APA format is not required, as this is a **business** document, not a research paper.

You will upload the **completed, final** version of the Project Plan to the assignment dropbox and to the **Project Plan-Exhibit Hall** forum on DISCUSSIONS on the date indicated in the Course Schedule section. If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT. For information on how your Project Plan will be evaluated, please consult the *Project Plan Grading Rubric* at the back of this syllabus and under the ASSIGNMENT OVERVIEWS AND RUBRICS/Project Plan link in the left-hand navigation panel of our course site.

NOTE: Late submissions will be penalized 10%; no submissions will be accepted after the last day of class, no exceptions.

4. Project Plan Peer Reviews – 30 points (15% of final grade)

There will be a **total of two (2)** rounds of student peer reviews:

- **Peer Review #1** covers the Rationale component. Each student will provide at least one (1) constructive comment on any two (2) drafts other than his/her own paying attention to the criteria in the Peer Review Grading Rubric.pdf and providing feedback based on the relevant section(s) of the Project Plan Grading Rubric.pdf. For example, when reviewing the Rationale, you would use only the Rationale criterion from the rubric.
- **Peer Review #2** covers the remaining plan components - Project Definition and Scope Statement, Work Breakdown Structure, High-level Schedule and Budget, and Summary of Risk Management Strategies. Each student will provide constructive feedback on any two (2) drafts other than his/her own using the relevant criteria in the Project Plan Grading Rubric.

Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* posted in the OTHER RESOURCES section of our Bb course site for more information about formulating constructive feedback to groups other than your own.

Instructor comments on each of the documents submitted for peer review will be sent to your **private** email in Bb, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per peer review.

For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under ASSIGNMENT OVERVIEWS AND RUBRICS/Project Plan.

Note: Postings made **after** a peer review module has ended will receive **zero points, no exceptions, and no make-ups**.

5. LinkedIn Learning Video Lectures – 110 points (20% of final grade) [For Extra Course Credit*]

With your free access to LinkedIn Learning using your GMU account, you will complete a series of Video Lectures designed to give you a deeper understanding of Project Management. There will be a **total of twenty-one (21)** LinkedIn Learning Videos Lectures to watch and submit Certificates of Completion for grading. The first lecture is worth 10 points, and each additional lecture is worth 5 points. Here are the links to the Video Lectures, and the associated course weeks:

Module / Week 1 (3 hours and 20 minutes):

[Project Management Foundations](#) a 3 hour and 20-minute lecture that you can stop and start/restart as many times as you like. When you restart, it will resume where you left off.

Module / Week 2 (3 hours and 7 minutes):

- [Project Management Foundations: Small Projects](#) a 1 hour and 29-minute lecture.
- [Project Management Foundations: Ethics](#) a 1 hour and 11-minute lecture.
- [Project Management Foundations: Requirements](#) a 27-minute lecture.

Module / Week 3 (3 hours and 1 minute):

- [Project Management Foundations: Communication](#) a 1 hour and 1-minute lecture.
- [Project Management Foundations: Integration](#) a 44-minute lecture.
- [Project Management Foundations: Risk](#) a 1 hour and 16-minute lecture.

Module / Week 4 (3 hours and 34 minutes):

- [Project Management Foundations: Quality](#) a 31-minute lecture.
- [Project Management Foundations: Budgets](#) a 56-minute lecture.
- [Project Management Foundations: Schedules](#) 2 hour and 7-minute lecture.

Module / Week 5 (3 hours and 25 minutes):

- [Learning Microsoft Project](#) a 55-minute lecture.
- [Agile Foundations](#) a 1 hour and 35-minute lecture.
- [Agile at Work: Building Your Agile Team](#) a 55-minute lecture.

Module / Week 6 (4 hours and 41 minutes):

- [Agile at Work: Planning with Agile User Stories](#) a 51-minute lecture.
- [Agile Project Management: Comparing Agile Tools](#) a 1 hour and 55-minute lecture.
- [Blending Project Management Methods](#) a 1-hour lecture.

Module / Week 7 (1 hour and 51 minutes):

- [Project Management Foundations: Lessons Learned](#) a 29-minute lecture.
- [Agile Project Leadership](#) a 41-minute lecture.
- [Transitioning from Waterfall to Agile Project Management](#) a 41-minute lecture.

Module / Week 8 (2 hours and 55 minutes):

- [Comparing Agile versus Waterfall Project Management](#) a 1 hour and 55-minute lecture.
- [Blending Project Management Methods](#) a 1-hour lecture.

When you are done watching a video, you will receive a certificate of completion that you will submit for your assignment grade. See instructions that follow:

How to get a copy of your completed Certificate

In LinkedIn Learning click on the pull-down arrow next to **Me** in the upper right-hand corner of the screen and select **Learning History**. You can then select **more** for any of the videos you completed and select **Download Certificate**. This will allow you to download a **PDF** file of your certificate that you will upload for each assignment. If there are multiple versions of a certificate provided, just select only one to submit.

****According to the requirements for 1-credit in an 8-week course, students should expect to spend approximately 6-hours per week for every 1 credit hour. Therefore it is expected that these video lectures, will require additional time for reflection and application of the materials learned to increase the quality of the project plan peer reviews and the Final Project Plan. [For Extra Course Credit]***

TOTAL POSSIBLE POINTS / GRADE for all five deliverables is 320 Points or 100%

Grading Policies

General information: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.

Grading scale: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Total Points Earned	Letter Grade
94%-100%	A
90%-93%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
70%-79%	C
<70%	F

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Course Schedule

The course schedule appears on the following pages and in Blackboard with specific due dates.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



EDIT 573
Project Management
Course Schedule

Course Start Date: Monday 5/22/23
 Course End Date: Friday 7/14/23

Module	Begins	Title	Topics/Activities/Deliverables
1	5/22/23	Module 1 Course Kick-Off and Project Management Overview	<ul style="list-style-type: none"> - Read the full SYLLABUS carefully. - Read this module's Welcome Announcement. - Complete BioSig Enrollment, if needed. - BB COLLABORATE ULTRA Web Conferencing Session this module, see announcement for day and time. - Click on the Module 1 (M1) link in the left-hand navigation menu of our course site. Read the Module 1 Outcomes and all information posted for the module. - Assigned readings/videos in the M1 Learning Materials folder: <ul style="list-style-type: none"> --- Williams van Rooij book, chapter 10, first three sections (up to and including the section Roots of Project Management; printed pp 217-222) --- Rowe book, chapters 1-2 --- LinkedIn Learning Video: Project Management Foundations by Bonnie Biafore (3 hours 20 minutes) <p>Submit your Project Plan team composition (individual or names of team members) and topic idea for instructor approval via Bb Mail by the date indicated below, Note: If working in a group, only one representative of the group submits the names of your group members and your topic idea.</p> <p>Submit your LinkedIn Learning certificate for Project Management Foundations.</p> <p>Due: Sunday 5/28/23 at 11:59 PM, ET</p>
2	5/29/23	Module 2 Aligning Your Project Management and Instructional Design Approaches	<ul style="list-style-type: none"> - Read this Module's Announcement - Click on the Module 2 link in the left-hand navigation menu of our course site. - Read the Module 2 Outcomes and all information posted for the module. - Assigned readings/videos in the M2 Learning Materials folder: <ul style="list-style-type: none"> ---Williams van Rooij book, chapter 10, sections <i>Project Management and Instructional Design and Project Management Skills and Instructional Design Skills</i> (printed pp 231-245) ---Rowe book, chapters 3-4 ---Journal article: Adnan & Ritzhaupt (2018) - Virtual Roundtable Group Discussion #1 ---Initial posting due by the end of this Module see date and time below. ---Response(s) to fellow course member postings by the end of next Module <p>Post your draft Rationale to the Peer Review #1 forum on DISCUSSIONS by the date and time below.</p> <p>Submit your LinkedIn Learning certificates for Project Management Foundations: Small Projects, Project Management Foundations: Ethics and Project Management Foundations: Requirements.</p> <p>Due: Sunday 6/4/23 at 11:59 PM, ET</p>
3	6/5/23	Module 3 Preparing a Project Plan: Waterfall, Agile, Hybrid	<ul style="list-style-type: none"> - Read this Module's Announcement - Click on the Module 3 link in the left-hand navigation menu of our course site. - Read the Module 3 Outcomes and all information posted for the module. - Assigned readings/videos in the M3 Learning Materials folder: <ul style="list-style-type: none"> ---Williams van Rooij book, chapter 10, sections <i>Project Management Models and Project Management Theories</i> (printed pp 222-230) ---Rowe book, chapters 15-16 ---Videos (2): Blueprint Software Systems, Agile vs Waterfall, What's the Difference? and PMI. Problem Solver-Blend Agile and Waterfall - Virtual Roundtable Group Discussion #1 ---Response(s) to fellow course member postings due by the end of this Module see date and time below. <p>Peer Review #1 Comments due this module by the date and time below.</p> <p>Submit your LinkedIn Learning certificates for Project Management Foundations: Communication, Project Management Foundations: Integration and Project Management Foundations: Risk.</p> <p>Due: Sunday 6/11/23 at 11:59 PM, ET</p>



**EDIT 573
Project Management
Course Schedule**

Course Start Date: Monday 5/22/23
 Course End Date: Friday 7/14/23

Module	Begins	Title	Topics/Activities/Deliverables
4	6/12/23	Module 4 Project Scope and Work Breakdown Structure (WBS)	<p>- Read this Module's Announcement</p> <p>- BB COLLABORATE ULTRA Web Conferencing Session this module, see announcement for day and time.</p> <p>- Click on the Module 4 link in the left-hand navigation menu of our course site.</p> <p>- Read the Module 4 Outcomes and all information posted for the module.</p> <p>- <u>Assigned readings/videos in the M4 Learning Materials folder:</u></p> <p>---Rowe book, chapters 5-7</p> <p>---Videos (3): Michael Clayton, <i>What is Project Scope? Project Management in Under 5</i>; HBG, <i>How to Write a Project Scope Document</i>; Adriana Girdler, <i>Work Breakdown Structure (WBS Explained)</i></p> <p>Recommendation: Complete Knowledge Check #1</p> <p>- <u>Virtual Roundtable Group Discussion #2</u></p> <p>---Initial posting due by the end of this Module see date and time below.</p> <p>---Response(s) to fellow course member postings by the end of next Module</p> <p>Submit your LinkedIn Learning certificates for Project Management Foundations: Quality, Project Management Foundations: Budgets and Project Management Foundations: Schedules.</p> <p>Due: Sunday 6/18/23 at 11:59 PM, ET</p>
5	6/19/23	Module 5 Scheduling and Budgeting	<p>- Read this Module's Announcement</p> <p>- Click on the Module 5 link in the left-hand navigation menu of our course site.</p> <p>- Read the Module 5 Outcomes and all information posted for the module.</p> <p>- <u>Assigned readings/videos in the M5 Learning Materials folder:</u></p> <p>---Rowe book, chapter 8</p> <p>---Videos (2): Jennifer Bridges, <i>How to Create a Project Budget</i>, and Jennifer Bridges, <i>The Basics of Project Cost Management</i></p> <p>- <u>Virtual Roundtable Group Discussion #2</u></p> <p>---Response(s) to fellow course member postings due by the end of this Module see date and time below.</p> <p>Post your draft Project Definition and Scope Statement, WBS, High-level Schedule and Budget, and Summary of Risk Management Strategies to the Peer Review #2 forum on DISCUSSIONS by the date and time below.</p> <p>Submit your LinkedIn Learning certificates for Learning Microsoft Project, Agile Foundations and Agile at Work: Building Your Agile Team.</p> <p>Due: Sunday 6/25/23 at 11:59 PM, ET</p>
6	6/26/23	Module 6 Real-World Project Management Practices	<p>- Read this Module's Announcement</p> <p>- Click on the Module 6 link in the left-hand navigation menu of our course site.</p> <p>- Read the Module 6 Outcomes and all information posted for the module.</p> <p>- <u>Assigned readings/videos in the M6 Learning Materials folder:</u></p> <p>---Journal article: Tereso et al. (2019)</p> <p>---Video: Michael Clayton, <i>5 Project Management Tips to Instantly Up your Project Management Game</i></p> <p>---Journal article: Adnan & Ritzhaupt (2018)</p> <p>- <u>Virtual Roundtable Group Discussion #3</u></p> <p>---Initial posting due by the end of this Module see date and time below.</p> <p>---Response(s) to fellow course member postings by the end of next Module</p> <p>Peer Review #2 Comments due this module by the date and time below.</p> <p>Submit your LinkedIn Learning certificates for Agile at Work: Planning with Agile User Stories, Agile Project Management: Comparing Agile Tools and Blending Project Management Methods.</p> <p>Due: Sunday 7/2/23 at 11:59 PM, ET</p>



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Project Management
Course Schedule**

Course Start Date: Monday 5/22/23
 Course End Date: Friday 7/14/23

Module	Begins	Title	Topics/Activities/Deliverables
7	7/3/23	Module 7 Finalizing the Project Plan	- Read this Module's Announcement - Click on the Module 7 link in the left-hand navigation menu of our course site. - Read the Module 7 Outcomes and all information posted for the module. - <u>Virtual Roundtable Group Discussion #3</u> --- Response(s) to fellow course member postings due by the end of this Module see date and time below. Upload two (2) copies of the final Project Plan as follows by the date and time below: ---One (1) copy to the W7 Project Plan assignment dropbox for grading ---One (1) copy to the Project Plan Exhibit Hall forum on DISCUSSIONS for all to share. Submit your LinkedIn Learning certificates for <i>Project Management Foundations: Lessons Learned, Agile Project Leadership and Transitioning from Waterfall to Agile Project Management</i>.
			Due: Sunday 7/9/23 at 11:59 PM, ET
8	7/10/23	Module 8 Project Plan Exhibits and Course Wrap-Up	- Read this Module's Announcement - Click on the Module 8 link in the left-hand navigation menu of our course site. - Read the Module 8 Outcomes and all information posted for the module. - View the Project Plans created by the others; feel free to provide comments (strictly voluntary) Complete Knowledge Check #1 and #2 by the date and time below (last day of class): Submit your LinkedIn Learning certificates for <i>Comparing Agile versus Waterfall Project Management and Blending Project Management Methods</i>.
			Due: Friday 7/14/23 at 11:59 PM, ET