GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Project Management: Processes and Tools
EDIT 573

Instructor: Dr. Shahron Williams van Rooij
Class Date/Time/Location: Course meets online via Blackboard
                                     08/25/2008 – 10/31/2008
Contact Information:
        Mason e-mail: swilliae@gmu.edu
        Office phone: (703) 993-9704
        Office location: Commerce II 107B
        Office hours: By appointment **only**

COURSE DESCRIPTION

Students will learn the basics of project management as applied to instructional design projects. The course will also explore common project management tools used to plan, manage and control large-scale multimedia/hypermedia projects.

ENTRY SKILLS AND COMPETENCIES

The content of this course assumes a basic knowledge of the principles and best practices of instructional design. To be successful in this course, students should have either taken EDIT 705 (Instructional Design) or have work experience that includes the basics of instructional design. Students should also possess basic computer skills (e.g., Internet search skills, MS Office).

NATURE OF COURSE DELIVERY

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard course management system, with one (1) synchronous ("real time") sessions via Adobe Connect Web conferencing at the end of the course. The course will utilize a combination of readings, hands-on experiences, threaded discussions, and project plan development to introduce course participants to some of the complexities of project management, particularly in the context of education/training development projects. Note: This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience.

To participate in this course, students will need the following resources:
- Internet access (Mozilla Firefox , Netscape Communicator or older versions of Internet Explorer (anything **prior** to version 7.0 works well with Blackboard)
- GMU e-mail account
- Blackboard account (go to http://courses.gmu.edu to review system requirements for running Blackboard from your home or workplace)
- Headset microphone to use the Voice-over IP (VoIP) in Adobe Connect
- A copy of Microsoft Office Project Professional 2007. A 60-day trial copy may be downloaded free-of-charge at http://us1.trymicrosoftoffice.com/product.aspx?re_ms=oo&family=projectpro&culture=en-US.

_____

The Blackboard course site will be open to students 24 hours before the start of the fall session. To access the course, go to the Blackboard login page at http://courses.gmu.edu. Your GMU e-mail user name is also your Blackboard ID and your GMU e-mail password is also your Blackboard password.

STUDENT OUTCOMES
At the conclusion of this course, students will be able to:
- Identify the processes and knowledge areas of the discipline of Project Management
- Describe how the project management processes and knowledge areas relate to one another
- Describe the basic components of a project plan
- Discuss the various roles of project stakeholders and the influence of those stakeholders on project processes and outcomes
- Create a basic project plan
- Create a basic project schedule and resource plan using Microsoft Project®

COURSE WEEK
Because online courses do not have a "fixed" meeting day, our week will "start" on **Monday, August 25**, which is the first day of fall session, and "finish" on **Friday, October 31**, the last day for two-credit courses in the fall session.

WORKLOAD
Expect to log in to this course **at least twice a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk.

PROFESSIONAL STANDARDS

1. **Project Management Curriculum and Profession Standards (PMI)**
   This course adheres to the standards and best practices established by the Project Management Institute (PMI) and documented in the Project Management Body of Knowledge (PMBOK®) guide. The complete list of standards is available at http://www.pmi.org.

2. **Technology Program and Profession Standards (ISTE NETS)**
   Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE). The complete list of NETS standards is available at http://cnets.iste.org/teachers/t_stands.html.
   - Technology Operations and Concepts (IA & IB)
   - Planning and Designing Learning Environments and Experiences (IIB & IIC)
   - Teaching, Learning and the Curriculum (IIIC)
   - Productivity and Professional Practice (VB, VC & VD)

_____

- Social, Ethical, Legal and Human Issues (VIA & VID)

3. **Curriculum and Candidate Competencies (AECT)**
   This course adheres to the standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The standards are intended to accompany NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units, and to address Standard 1 of the NCATE standards. The complete list of ECIT standards is available at http://www.aect-members.org/standards/initstand.html.
   1. Design (1.1 – 1.4)
   2. Development (2.3 & 2.4)
   3. Utilization (3.1)
   4. Evaluation (5.1)

3. **Other Professional Standards and Guidelines**
   The ASTD Certification Institute has published standards that focus on evaluating the instructional design and usability factors of asynchronous Web-based and multimedia courseware for corporate and government training at http://www.astd.org/ASTD/marketplace/ecc/ecc_home

TEXTS AND READINGS

Required:
Horine, G.M. (2005). *Absolute beginner's guide to project management*. Indianapolis: Que Publishing. ISBN-13: 978-7897-3197-5.

Recommended Readings:
A guide to the Project Management Body of Knowledge (PMBOK® guide), 3rd Edition (2004). Project Management Institute.

COURSE REQUIREMENTS
General Information
- All assignments are due by **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted the in **LEARNING MODULES** section and on the **CALENDAR** section of the Blackboard course site.
- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10% for each day that the assignment is late. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in the **LEARNING MODULES** section**. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

_____

Class Participation and Threaded Discussions
- There is a weekly discussion question (DQ) posted by the instructor.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should add significantly to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure you substantiate your comments with reasons and whenever possible, relate your own "real world" experiences to the subject matter of the class. **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.
- To learn how your discussion responses are evaluated, please consult the *Grading Rubrics* posted in the **LEARNING MODULES** section of the Blackboard course site.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you're not competing with each other for grades, but sharing information and learning from one another.

Team Projects
The class will be divided into teams of 3-4 people for two of the assignment deliverables required for this course. If there are particular individuals with whom you would like to work, please send me a note via the **Blackboard course e-Mail**. If you have no preferences, I will assign you to teams based on current/planned career goals and knowledge of project management and instructional design processes.

Each team will be assigned a **private** area on the Blackboard **DISCUSSIONS** section and on the **Chat** section that is accessible only to the team members and the instructor. You will use your private areas to document plans and activities for your team projects. **I will monitor but not actually participate in your private team discussions unless requested (problems, lack of participation, etc.) by the group members**. **Note:** If your team meets using the Blackboard synchronous **Chat** tool, meets face-to-face or via teleconferencing, **minutes** of those meetings must be posted to your private area in the Blackboard **DISCUSSION** section**.**

Please try to keep your team work well balanced and collaborative. The same rules of online etiquette outlined in the *Class Participation and Threaded Discussions* section of this Syllabus also apply to your private team discussions.

Deliverables

There are **four (4)** deliverables required for successful completion of this course, with the due dates on our Blackboard course site as well as in this Syllabus. Grading rubrics for each deliverable are also posted to the Blackboard course site.

1. **Class Participation – 20 points**
   Each student will respond to the weekly discussion question and comment on the responses of fellow course members, as indicated on page 3 of this Syllabus. Due dates for your initial reply and responses to other students are listed in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus, the **LEARNING MODULES** section of Blackboard and on the electronic **CALENDAR** in Blackboard.

2. **Practitioner Profile – 15 points**
   A. Identify one individual who serves (or has served) as a project manager of an education/training development project in your organization (or at a former employer-organization). Note: The person does **not** have the title of Project Manager.
   B. Interview that individual – phone, electronic survey, or face-to-face – and collect the following information:
   ➤ Educational background, occupation and responsibilities
   ➤ Experience in managing education/training development projects
   ➤ Most successful and least successful project (and reasons why)
   ➤ Professional advice/lessons learned that he/she would like to share with others
   C. Prepare a short summary (circa. 2-3 pages, single spaced) of the interview for posting in the **ASSIGNMENT DROPBOX** on the Blackboard course web site.

3. **Create a Case Study and Project Plan (Team Project) – 50 points**
   A. Each team will identify an instructional problem scenario as the subject of their case study. The instructional problem can be a real issue at a team member's current or previous place of employment or a problem that a team member anticipates arising at work. Teams may also use a scenario from a previous course (e.g., EDIT 705).
   B. Each team will submit its case study idea via course e-mail to the instructor for approval.
   C. Each team will then create a Project Plan. The project plan will include the following components:
   ➤ One-page summary of the instructional design document, including (a) nature of the problem, (b) needs analysis, (c) learner analysis, (d) instructional goal and approach, and (d) high-level task analysis
   ➤ Project Definition and Scope
   ➤ Work Breakdown Structure
   ➤ Network Diagram/Work Sequence
   ➤ Resource Requirements
   ➤ Project Schedule in MS Project
   ➤ Risk Management Strategies

_____

D. Each team will post the Project Plan and MS Project Schedule in the **ASSIGNMENT DROPBOX** on the Blackboard course web site. **Note:** Be sure to finish uploading all your files to the ASSIGNMENT DROPBOX **before** clicking SUBMIT.

4. **Project Plan Presentation – 15 points**
   Each team will present its project plan via a 20-minute PowerPoint presentation in Adobe Connect. Team slides must also be uploaded to the **ASSIGNMENT DROPBOX** on the Blackboard course web site.

ASSESSMENT
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. The grading rubrics for each of the course deliverables is posted to the **LEARNING MODULES** section on the Blackboard course site.

Team projects receive **two (2)** grades: One for the **project itself** based on the criteria set down in the grading rubrics and one for each team member's **individual** contribution to the project and the project process. **As such, scores for individual contributions may differ from the project grades.**

Grading scale
Decimal percentage values ≥ .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%).

Letter Grade	Total Points Earned
A	90 - 100
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9
F	< 60

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

COURSE SCHEDULE AND TOPICS

WEEK	START DATE	ASSIGNMENT DUE FOR THE WEEK	CLASS SITE ACTIVITIES

1	Aug. 25	• Post and read student bios
		• **Optional**: Attach your photo to your bio
		• **Assignments**
		  1. View the presentation *What is Project Management?*
		  2. Respond to the Week 1 DQ in the **DISCUSSIONS** section of Blackboard (Bb) by **Aug. 27**
			• Welcome
			• System technical check & troubleshooting
			• Introduction to course format, syllabus, schedule, course site organization
			• Review participation, project and research paper rubrics
			• Participate in Week 1 discussions
			• Form teams for team projects (deliverables 3 & 4)

2	Sept. 2 (Monday, Sept. 1 is the Labor Day Holiday)	• **Required readings**:
		  1. Horvine, Introduction, Part I, Chapters 1-3
		• **Assignments**
		  1. Respond to Week 2 DQ by **Sept. 4**
		  2. Submit your team member preferences for deliverables 3 & 4 via **course e-mail** by **Sept. 7**
			• Participate in Week 2 discussions

3	Sept. 8	• **Required readings**:
		  1. Horvine, Part II, Chapters 4-6
		• **Assignments**
		  1. View the presentation *Project Management Templates*
		  2. Respond to Week 3 DQ by **Sept. 10**
			• Participate in Week 3 discussion
			• Begin using private team discussion threads
			• Review PM templates in the *Resources* section of Bb **LEARNING MODULES** link

WEEK	START DATE	ASSIGNMENT DUE FOR THE WEEK	CLASS SITE ACTIVITIES
4	Sept. 15	• **Required readings**: 1. Horvine, Part II, Chapters 7-9 • **Assignments** 1. Respond to Week 4 DQ by **Sept. 17** 2. Submit Practitioner Profile (deliverable #2) by **Sept. 19** 3. Submit your team's Case Study and Project Plan topic for instructor approval via course e-mail by **Sept. 21**	• Participate in Week 4 discussions • Continue using team discussion and chat areas to discuss team projects
5	Sept. 22	• **Required readings**: 1. Horvine, Part III, Chapters 10-12 • **Assignments** 1. Take the MS Project 2007 online tutorial, located at http://office.microsoft.com/en-us/products 2. Download the 60-day free trial version of MS Project 3. Respond to Week 5 DQ by **Sept. 24**	• Participate in Week 5 discussions • Continue using private team discussion and chat areas to discuss team projects
6	Sept. 29	• **Required readings:** 1. Horvine, Part III, Chapters 13-15 • **Assignments** 1. Respond to Week 6 DQ by **Oct. 1**	• Participate in Week 6 discussions • Continue using private team discussion and chat areas to discuss team projects
7	Oct. 6	• **Required readings:** 1. Horvine, Part IV, Chapters 16-18 • **Assignments:** 1. Respond to the Week 7 DQ in the **DISCUSSIONS** section of Blackboard (Bb) by **Oct. 8**	• Participate in Week 7 discussions • Continue using private team discussion and chat areas to discuss team projects • Post your availability for an Adobe Connect orientation to the *Connect Scheduling* discussion thread

WEEK	START DATE	ASSIGNMENT DUE FOR THE WEEK	CLASS SITE ACTIVITIES
8	Oct. 14 (Monday, Oct. 13 is the Columbus Day holiday)	• **Required readings**: **1.** Horvine, Part IV, Chapters 19-22 • **Assignments**: 1. Respond to the Week 8 DQ by **Oct. 16** 2. Participate in Adobe Connect Orientation session	• Participate in Week 8 discussions • Continue using private team discussion and chat areas to discuss team projects
9	Oct. 20	• **Assignments:** 1. Respond to Week 9 DQ by Oct. **22**	• Participate in Week 9 discussions • Continue using private team discussion and chat areas to discuss team projects
10	Oct. 27	• **Assignments**: 1. Team Case Study and Project Plan presentations via Adobe Connect	• End of course evaluations

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set for the

following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or web site at www.gmu.edu.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester, so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).