

ACED 4820 (Moody AFB)
Project Management for Technical Professionals
3 SEMESTER HOURS
Fall 2013

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Dewar College of Education
Valdosta State University
Department of ADULT AND CAREER EDUCATION
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

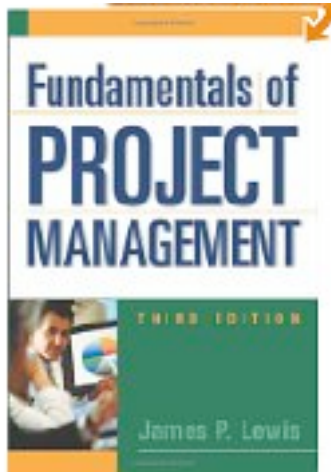
Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Lewis, James. *Fundamentals of Project Management*. San Francisco, CA: American Management Association. 3rd edition.



ADDITIONAL RESOURCES

<http://office.microsoft.com/en-us/templates/results.aspx?qu=project+management&ex=1&origin=CT001226193>

<http://www.projectmanagementdocs.com/>
http://en.wikipedia.org/wiki/Project_management
http://www.mindtools.com/pages/main/newMN_PPM.htm <http://www.online-project-management-training.com/project-management-fundamentals.html>

PODCASTS (Go to <http://www.apple.com/itunes>-create an account (free))

Required Listening Activities: Madsen, Steve. Simple PM Strategy: SPMS 005 (8/1/2012): The Value of Project Management (18 min:26 sec) - iTunes Podcast Madsen, Steve. Simple PM Strategy: SPMS 004 (6/27/2012): Plan to Deliver (18 min: 36 sec) – iTunes Podcast

Optional Listening

Below are a few of the podcasts you might consider. There are many more that you can retrieve from iTunes.

Aidane, Samad. Guerrilla Project Management: Writing Statements of Work That Keep Your Projects on Track (40 min: 39 sec)- iTunes Podcast

Kaufman, Andy. People and Projects Podcasts: Project Management Podcasts.

Thompson, Wayne. *PM War Stories*.

COURSE DESCRIPTION

Provides an introduction to the process of project management. Focus is on building the students' understanding of the tools and strategies available to facilitate the management of multiple on-going projects within a technical environment. Topics include: Planning systems, strategic and operational planning, mission and vision statements, performance objectives, time and cost estimation, diagramming techniques, and performance monitoring through control system.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

Upon successful completion of this course, the student will be able to:

Describe the most desired project management skills required in a competitive contemporary

workplace environment (I, II, III, VI)

Recognize positive relationship strategies in project management that are used in the contemporary workplace (III, VI)

Utilize the principles of team building for workplace performance (II, III, VI)

Apply effective interpersonal communications skills in an actual or simulated work environment (II, VI)

Describe the basic project management principles and theories practiced in the contemporary workplace environment (II, III) Describe the processes used to facilitate and influence efficient and effective project management strategies in individuals and within an organization (II, III, VI)

Create a comprehensive plan for a specific project in the workplace (VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Blog Reflections and Attendance

Reflection is a big part of the learning cycle. At the end of each session, you will post a response to the class blog reflecting on what you have learned. Treat this class like a job. You are expected to attend every class session. Students are to be prepared with completed assignments and participate in discussion.

READINGS/PODCASTS

Participation in class as it relates to topics discussed is important and will be emphasized. You will be expected to share concepts from weekly assigned readings, podcasts, and/or personal research on project management topics or case studies.

Required Texts and Podcasts: You will prepare a one to two-page summary (double space) of the required reading and podcasts.

Learning Activities

The learning activity assignments are an opportunity for you to transfer new knowledge and skills to an authentic context. Each assignment requires independent reflection, analysis, synthesis, and personalization of the concepts and strategies presented during the course. As you proceed through this course, you will be learning about the various steps and processes involved in project management. You will place yourself in the role of a project manager assigned to manage a project.

PROJECT NOTEBOOK

There are nine areas of knowledge and five processes involved in the project life cycle in Project Management (PMBOK Guide, 2000). However this activity is overlapping and is not in a step-by-step sequence. The five project processes are initiating, planning, executing, controlling, and closing. In each of these processes, you are required to prepare the key deliverables for the project selected. This includes project charter, scope statement, project plan, Gantt chart, budget and cost estimate, risk list, and any other pertinent information for the project

Individual Project Executive Summary and Presentation: You will prepare a PowerPoint presentation that describes your project, what operating state it is in, including lessons learned to date, how the materials in this course helped you frame the project, and opportunities for improvement for the next cohort. In preparing the presentation, you will cover as many of the critical issues you studied in this course as possible.

COURSE EVALUATION

Assignments	Point Value	# of Occurrences	Total Points
Blog Reflection and Attendance	10	4	40
Learning Activity	20	5	100
Readings/Podcasts	15	6	90
Project Notebook	100	1	100
Presentation	50	1	50
Total Points			380

GRADING SCALE

342 - 380 = A
303 - 341 = B
264 - 302 = C
225 - 263 = D
Below 225 = F

PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

- You are expected to be on time.
- Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- Electronic devices such as cell phones and pagers must be turned off during class, unless you have informed me ahead of time that you are expecting an emergency message.

ATTENDANCE POLICY

Attendance is required; however, if you cannot attend the scheduled session, you should contact your instructor prior to class.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until

after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

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Wednesdays from 10 a.m. to noon and 1 p.m. to 6 p.m.