

MSOM 645: Project Management Capstone

Prerequisite(s): MSOM 601, 602, 605, 607, 610, 640, 641, 642, 643, and 644

Credits: 3



I. Course Description

Students complete the Master of Science in Organizational Management with a concentration in Project Management with a Capstone Project. This seven-week course occurs during the student's last semester at Charleston Southern University (CSU). The primary goal of the capstone course is to allow students to diagnose and solve real-world project management issue or opportunity in a not-for-profit organization of their choice. This course provides students the opportunity to demonstrate that they have fully mastered the key project management concepts and processes learned from previous courses. Students will apply this requisite knowledge to project initiation, planning, execution, and control of a project. The project plan will address the following key areas: project schedule and budget, stakeholder management, risk management, communication and human resource management. Specifically, students will be expected to submit a comprehensive project plan and professional PowerPoint presentation that can be presented to senior management.

II. Course Objectives

1. Demonstrate proficiency in project management skills by developing a comprehensive project management plan that can be presented to senior leadership.
2. Synthesize project management tools and processes to create a scope statement and project charter.
3. Integrate skills and knowledge learnt from project management courses to create a work breakdown structure (WBS), project budget, and staffing management plan.
4. Demonstrate competencies in risk management, project execution, and control by creating a risk management plan, quality management plan, communication management plan, change management plan, and stakeholder engagement plan.
5. Explain the project and recommendations in a PowerPoint presentation.
6. Demonstrate critical thinking and higher-level research and writing skills.

III. Course Textbooks and Readings

A Guide to the Project Management Body of Knowledge (PMBOK Guide) Fifth Edition
Project Management Institute, Inc.
ISBN: 9781935589679

Note: *No new textbook purchase is required.* However, In addition to the PMBOK, students will need to leverage all textbooks utilized in the project management concentration courses (listed below).

Identifying and Managing Project Risk: Essential Tools for Failure-Proofing Your Project, 3rd Edition (2015)

Tom Kendrick

ISBN: 9780814436080

Mastering Project Human Resource Management

Harjit Singh

ISBN: 9780133837896

Microsoft Project 2016 Step by Step, 1st Edition

ISBN: 9780735698741

Successful Project Management (with Microsoft Project 2016), 7th ed.

Jack Gido and James P. Clements

ISBN: 9781337095471

IV. Weekly Information

Module One - Week 1

Introduction, Proposal/Statement of Work (SOW) and Project Charter

Objectives

At the end of this Module, you should be able to:

- 1.1 Comprehend the goals and objectives of the course (syllabus)
- 1.2 Understand the requirements of the capstone process
- 1.3 Explain the nature of your proposed Capstone Project
- 1.4 Explain the rationale for topic selection
- 1.5 Identify the problem that the project will address (problem statement)
- 1.6 Create the proposal/statement of work and project charter

Reading

Read in the PMBOK Guide:

Chapter 4 – Project Integration (Project statement of work (SOW)): Section 4.1.1.1, (p. 68)

Chapter 4 – Project Integration (Business Case): Section 4.1.1.2, (p. 69)

Chapter 4 – Project Integration (Project charter): Section 4.1.3.1, (pp. 71-72)

Deliverables

Discussion: Introduction

Discussion: Mini-case study – Global Green Books

Written Assignment: Capstone Project

Part 1 – Project proposal/Statement of work

Module Two – Week 2

Scope Management Plan and Requirement Management Plan

Objectives

At the end of this Module, students should be able to:

- 2.1 Explain how the project scope will be defined, maintained, controlled and communicated to stakeholders.
- 2.2 Identify what is in scope and out of scope.
- 2.3 Describe scope change processes.
- 2.4 Discuss guidelines for gathering requirements.
- 2.5 Create a scope statement.
- 2.6 Produce a requirements traceability statement.
- 2.7 Create a work breakdown structure.

Reading

Read in the PMBOK Guide:

Chapter 5 – Scope management plan: Section 5.1.3.1, (pp. 109-110)

Chapter 5 – Requirements management plan: Section 5.1.3.2, (pp. 110)

Chapter 5 – Requirements traceability matrix: Section 5.2.3.2, (pp. 118-119)

Chapter 5 – Project scope statement: Section 5.3.3.1, (pp. 123-124)

Chapter 5 – Create work break down structure: Section 5.4, (pp. 125-132)

Deliverables

Discussion: Progress Report

Discussion: Mini-case Study

Assignment: Scope management plan and requirements management plan (Requirement traceability matrix, project scope statement, work break down structure)

Module Four – Week 3

Schedule/time management plan and cost management plan

Objectives

At the end of this Module, students should be able to:

- 3.1 Describe the criteria for developing and maintaining the project schedule
- 3.2 Explain the how to develop, manage, and control the schedule
- 3.3 Produce a list of milestones
- 3.4 Document the variance reporting process
- 3.5 Describe the process for planning, estimating, budgeting, and controlling costs
- 3.6 Summarize the various cost estimate procedures such as Bottom-up, Top-Down
- 3.7 Create a project schedule

3.8 Create a project budget

Reading

Read in the PMBOK Guide:

Chapter 6 – Schedule/Time management plan: Section 6.1.3.1, (pp. 148-148)

Chapter 7 – Cost management plan: Section 7.1.3.1, (pp. 198-200)

Deliverables

Discussion: Mini-case study – Cost Estimation

Assignment: Develop a schedule management plan and cost management plan

Module Three – Week 4

Human Resource Plan, Staff Management, and Procurement Plans

Objectives

At the end of this Module, students should be able to:

- 4.1 Explain the human resources requirements for the project
- 4.2 Discuss tools and techniques used in developing a human resource plan
- 4.3 Define the project team, roles and responsibilities of the team
- 4.4 Identify strategies for acquiring project team members
- 4.5 Outline tools for team development and approaches for managing team performance
- 4.6 Create a human resource plan
- 4.7 Create a staff management plan including use of contractors and outsourced resources
- 4.8 Describe the procurement process and contracts that will be used for the project.

Reading

Read in the PMBOK Guide:

Chapter 9 – Human resource plan: Section 9.1.3.1, (pp. 264-265)

Chapter 9 – Staff management plan: Section 9.1.3.1, (pp. 265-267)

Chapter 12 – Procurement management plan: Section 12.1.3.1 (pp. 366-367)

Deliverables

Discussion: Mini-case study

Discussion: Progress Report

Assignment: Human Resource Plan, Staff Management Plan, **Procurement Plans**

Module Five – Week 5

Risk Management Plan and Quality Management Plan

Objectives

At the end of this Module, students should be able to:

- 5.1 Identify sources of project risk and opportunity
- 5.2 Define how risk will be identified, analyzed, and managed
- 5.3 Outline how risk management activities will be performed, recorded and monitored
- 5.4 Define acceptable level of quality based upon customer requirements
- 5.5 Describe how the project will ensure acceptable levels of quality in deliverables and processes
- 5.6 Document quality control and quality assurance activities

Reading

Read in the PMBOK Guide:

Chapter 11 - Risk management plan: Section 11.1.3.1, (pp. 316-318)

Chapter 8 - Quality management plan: (pp. 227-254)

Deliverables

Discussion: Mini-case study – The Back to School Crunch Collapse

Assignment: Create a Risk Management Plan and a Quality Management Plan

Module Six – Week 6

Communications and Stakeholder Management Plans

Objectives

At the end of this Module, students should be able to:

- 6.1 Explain components of the communications management plan
- 6.2 Describe communication channels for project stakeholders
- 6.3 Explain components of the stakeholder management plan
- 6.4 Determine the roles and responsibilities of key stakeholders
- 6.5 Identify and apply tools and techniques to identify and prioritize project stakeholders
- 6.6 Describe communication channels for project stakeholders
- 6.7 Produce a stakeholder plan
- 6.8 Construct a stakeholder register
- 6.9 Create a communication plan / matrix

Reading

Read in the PMBOK Guide:

Communication management plan: Section 10.1.3.1, (p. 296)

Stakeholder management plan: Section 13.2.3.1, (p. 403)

Deliverables

Discussion: Progress Report

Discussion: Mini-case study – Project Stakeholders

Assignments: Stakeholder and communication Plans

Module Seven – Week 7

Project Closure, Integrated Change Control, Process Improvement Plan

Objectives

At the end of this Module, students should be able to:

- 7.1 Describe the project closing process
- 7.2 Assess the integrated change control process
- 7.3 Explain lessons learned and best practices
- 7.4 Discuss process improvement planning
- 7.5 Create executive PowerPoint Presentation
- 7.6 Produce a comprehensive Project Management Plan

Reading

Read in the PMBOK Guide:

Project Management Plan: Section 4.2.3, (pp. 76-78)

Integrated Change Control: Section 4.5, (pp. 94-100)

Project Closure: Section 4.6, (pp. 100-104)

Process Improvement Plan: Section 8.1.3.2, (p. 241)

Deliverables

Discussion: Mini-case study – Closing Projects Collapse

Assignment 1: Final Project – Comprehensive Project Management Plan

Assignment 2: Executive PowerPoint Presentation

VI. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments. The overall program outcomes will be measured based on the following criteria:

Criteria	Point Details	Points
Introductory discussion post	One submission	20
Discussion Forums	7 (40 Points each)	280
Capstone Assignment	6 (75 points each)	450
Progress Reports	3 (15 points each)	45
Final Capstone Project	One submission	150
Executive PowerPoint Presentation	One submission	55
TOTAL		1000

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A: 930 - 1,000 points

B+: 900 - 929 points

B: 830 - 899 points

C: 750 - 829 points

F: 0 - 749 points

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas
Support & References	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/ Length	<ul style="list-style-type: none"> • Post is less than 196 • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday 	<ul style="list-style-type: none"> • Post is 197-221 words • A few writing errors 	<ul style="list-style-type: none"> • Post 222-250 words • Well written 	<ul style="list-style-type: none"> • Post exceeds 250 words • Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> Shows minor comprehension of concepts and viewpoints from peers Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> Shows adequate understanding of the knowledge and concepts posted by peers Responses are mostly, "I agree..." Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> Advances discussion providing additional commentary and critique Responses are correct but mostly restate the peers' viewpoints without development of critical thought Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> Advances discussion providing additional commentary that is relevant or offers an alternative Critical thought development is evidenced by thoughtful and meaningful responses Source is relevant and published in last 3 years
Support & References	<ul style="list-style-type: none"> Does not cite any peer-reviewed sources Not appropriate APA format 	<ul style="list-style-type: none"> Student cites 1 peer-reviewed source Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources Not in appropriate APA format 	<ul style="list-style-type: none"> Student cites 2 peer-reviewed sources in the body of the posts Proper APA format
Mechanics/Length	<ul style="list-style-type: none"> Post is less than 158 words Poorly written 0 points for posts submitted after 11:59 PM EST on Sunday 	<ul style="list-style-type: none"> Post is 158-178 words A few writing errors 	<ul style="list-style-type: none"> Post 178-200 words Well written 	<ul style="list-style-type: none"> Post exceeds 200 words. Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Critical Thinking	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-799 words • Poorly written • 0 points for late assignments 	<ul style="list-style-type: none"> • Sources are outdated or ineffective • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format • 800-899 words 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources • Follows directions • APA formatting demonstrated but not extensive • 900-1000 words 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 1000 words

Short Answer Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Clarity	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
Depth	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources
Quality	<ul style="list-style-type: none"> • Unorganized • Poorly written • 0 points for late assignments 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors