

**UNIVERSITY OF THE INCARNATE WORD**  
**School of Professional Studies**  
**MGT 3347 Project Management Methodologies**  
**COURSE OUTLINE**

**See Instructor Section of Blackboard Course for More Information**

**Overview of the Course**

Introduction to Project Management Process Groups. There will be a review of the more frequently used Project Management Life Cycles (Tools and Templates) and Strategies for the following methodologies:

a. Traditional, b. Critical Chain, c. Agile, and d. Extreme. The topic of how to build a Project Management Infrastructure based on the types of project being executed and in which type of environment will be covered. The students will be exposed to the issues of managing multiple projects when the methodologies are similar and divergent. The class ends with an overview of how to get experience in the field, and what is required to become certified as a Project Management Professional. Requirements essential to the course: The student is required to participate in class discussions, to interface effectively with other students in the class, give presentations on assigned topics, and to write papers analyzing specific business problems. Research tools essential to the course: The student will be required to do appropriate research in preparation of presentations and written case studies and cite references accordingly.

**Study Topics:**

- project management methodologies.
- Traditional Waterfall, Critical Chain/Path, Agile, and Extreme.
- Different processes, companies, cultures, and needs help define the type of methodologies that may be appropriate to the practitioner.

**Description of the course:**

An introduction to the concepts of project management methodologies for use in corporate, non-profit, and government entities is presented. A focus on the strengths/weaknesses between methodologies, and when they are used to effectively execute a project, are discussed and simulated. Students will be introduced to Project Management Process Groups and the Project Management Life Cycles (Tools and Templates) and Strategies. Prerequisite: MGT 3340 This course may not be repeated for credit.

**This course is part of:** Bachelor of Science in Business Administration with a Management concentration, Bachelor of Science in Business Administration with a Project Management concentration This course may be offered in a face-to-face, blended and online format.

<b>Outcomes</b>	<b>Assessments will be a combination of the following</b>
1. Recite the terminology used for project management.	1. Instructor designed examinations  2. Assignments of discussion questions and project management case studies.

2. Apply project management tools and techniques. 3. Analyze the options in project management. 4. Evaluate the approaches that can be used in project management.	3. Completion of a simulation. 4. Presentations by students. 5. Subjective evaluation of in class and/or on-line discussion and participation
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## Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1: Introduction to Project Management	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)
Week #2	Chapter 2: Project Profiling Chapter 3: Project Phases and Organization	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)  Submit topic for research paper/project
Week #3	Chapter 4: Understanding and Meeting Client Chapter 5: Working with People on Projects	Homework/Class Activities (3)  Course Materials Review and Discussion (2)  Paper/Project Development (1)
Week #4	Chapter 6: Communication Technologies	Homework/Class Activities (3)  Course Materials Review and Discussion (2)

		<p>Paper/Project Development (1)</p> <p>Submit outline of research paper/project</p> <p>Midterm Examination (questions from the first half of the course)</p>
Week #5	<p>Chapter 7: Starting a Project</p> <p>Chapter 8: Project Time Management</p>	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>
Week #6	<p>Chapter 9: Estimating and Managing Costs</p> <p>Chapter 10: Managing Project Quality</p>	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>
Week #7	Chapter 11: Managing Project Risk	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>
Week #8	Chapter 12: Project Procurement and Closure	<p>Homework/Class Activities (3)</p> <p>Course Materials Review and Discussion (2)</p> <p>Paper/Project Development (1)</p>

		Submit completed research paper/project
		Final Examination (questions from the second half of the course)

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

### Grading Activities Criteria and Guidelines

#### Grading Standards:

Discussion/Participation	20%
Homework/Assignment	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
<b>Total</b>	<b>100%</b>

#### Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW		F	< 60

**A and A-** indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

**B+, B, and B-** indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

**C+ and C** indicates an acceptable grasp of the essentials of the course.

**D+, D, and D-** indicates less than average performance in the course.

**F** indicates failure to master the minimum essentials of the course. The course must be repeated.

#### Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

**Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes**

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

**Homework Rubric:**

Use APA style writing as the standard format. Homework will be graded using the rubric below:

<b>Homework Rubric</b>				
<b>Criteria</b>	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
<b>Completeness</b>	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
<b>Analysis, evaluation, and recommendations</b>	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
<b>Research</b>	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation

<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data
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	well-organized	relevant data and information; well- organized	organization	and information; poorly organized
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**Discussion Rubric:**

	<b>&lt;70%</b>	<b>70%-79%</b>	<b>80%-89%</b>	<b>90%-100%</b>
<b>Business Acumen</b>	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
<b>Critical Thinking</b>	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
<b>Personal Effectiveness</b>	Student does not demonstrate personal effectiveness. Lack of	Infrequent contribution effort leading to limited influence on the	Occasional contribution effort, however, positive impact and	Consistently uses a wide range of contribution approaches, leading

	engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	to clearly positive influence and impact on the class discussions and the learning of self and others.
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#### [Academic Integrity Policy](#)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

#### [UIW Course Policies, Guidelines and Accommodations](#)

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

**Updated 01/2020**