PM 501: Introduction to Project Management

School of Business and Management

3 Credits
Effective Date 10/1/2022

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course introduces the practices that are fundamental to successful project management in a broad range of industry environments. Students are introduced to the knowledge and skills needed to be successful in this fast-growing professional field, including project planning, scheduling, and managing cost, quality, and risk, while monitoring the influences that can affect project scope and eventual project success. The challenges of working with diverse teams of internal and external resources are explored through activities and interaction with distributed teams.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course Reading List. Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the Canada Bookstore, and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1 - Apply fundamental project management project initiation practices in the context of a team project. **(Project Charter)**
- CO.2 - Investigate the code of ethics and professional conduct in project management. **(Scenarios)**
- CO.3 - Determine the applicable stakeholders for a project. **(Stakeholder Analysis)**
- CO.4 - Develop solutions to real-world project management issues. **(Scenarios)**

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	*% of Final Grade*
Scenarios	20%
Stakeholder Analysis	30%
Project Charter	30%
Instructor Determined Assignments and Activities	20%
TOTAL	**100%**

Course Assignments and Rubrics

Scenarios (20% of Final Grade)

Scenario analysis provides an opportunity to gain 'real-world' insight as students employ the code of ethics and professional conduct in project management. Throughout the course,

students analyze four project management scenarios, identifying the project management principle that has been violated. Students then propose ethical solutions to the issue that occurred in each scenario by applying their knowledge of project management principles to each unique situation. Scenario papers should be no less than two pages, utilize project management terminology, and cite appropriate project management materials to support their decisions using APA format.

Components	*% of Grade*
Analysis and Identification of PM Principles	20%
Solution and Support	40%
Use of Project Management Terminology	30%
Writing Quality	10%
TOTAL	**100%**

	% of Grade	Exceeds Standard	Approaching Standard	At Standard	Below Standard
Analysis and Identification of PM Principles	20	Analysis of scenario is detailed and clearly stated, and all project management principle (s) that has/have been violated is/are accurately identified.	Analysis of scenario is stated, and project management principle (s) that has/have been violated is/are accurately identified. Minor details are missing.	Analysis of scenario is stated, but not all of the project management principle (s) that has/have been violated is/are identified or may be inaccurate. Major details are missing.	Analysis of scenario is missing or incomplete. Project management principle (s) that has/have been violated is/are not identified or are inaccurate.

Solution and Support	40	Solution (s) to the scenario issue is/are clear, feasible, follow the code of ethics and professional conduct, and supported with appropriate project management materials.	Solution (s) to the scenario issue is/are clear, feasible, follow the code of ethics and professional conduct, and are mostly supported with appropriate project management materials.	Solution (s) to the scenario issue may not be clear, feasible, or may not follow the code of ethics and professional conduct. The solution (s) is/are supported with some appropriate project management materials.	Solution (s) to the scenario issue is/are incomplete, not feasible, or do not follow the code of ethics and professional conduct. The solution (s) is/are not supported with the appropriate project management materials.
Use of PM Terminology	30	Explicit and accurate use of project management terminology exists throughout the entirety of the paper.	Accurate use of project management terminology exists throughout a significant portion of the paper.	Some use of project management terminology is evident in the paper but may not be accurately used in some instances.	Little to no use of project management terminology is evident in the paper.

| Writing Quality | 10 | The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.

APA format is accurate for all citations. | There are few problems with organization, clarity or conventions that should have been fixed.

APA format is followed for all citations with minor errors. | Numerous mechanical errors are distracting, and organization of ideas are lacking, but not enough to interfere with meaning.

APA format is attempted with several errors, or some citations are missing. | Frequent problems with organization, clarity and/or conventions make the paper hard to read.

APA format is not utilized, or citations are missing. |
| TOTAL | 100 % | | | | |

Stakeholder Analysis (30% of Final Grade)

Students complete a stakeholder analysis for a project of their choosing. Stakeholder identification is key to all aspects of a project, and very important for project initiation and planning purposed. Students complete the stakeholder analysis grids provided in the course, determining roles, needs, interests, value, levels of power, and ongoing involvement for all applicable stakeholders.

Components	*% of Grade*
Stakeholder Groups	15%
Stakeholder Needs and Interests	15%
Stakeholder Level of Power and Interest	15%
Stakeholder Role	15%
Stakeholder Value	15%
Stakeholder Ongoing Involvement	15%
Writing Quality	10%
TOTAL	**100%**

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Stakeholder Groups	15	Each stakeholder group is clearly and accurately identified in the analysis grid and is applicable to the problem identified.	Some of the stakeholder groups are accurately identified in the analysis grid that are integral to the problem/issue at hand	Stakeholder groups are identified in the analysis grid but some that are integral to the problem/issue at hand are missing and/or incorrectly identified.	Stakeholder groups are not identified in the analysis grid.
Stakeholder Needs and Interests	15	The needs and interests for each stakeholder group are clearly and accurately identified in the analysis grid.	The needs and interests for each stakeholder group are clearly and accurately identified in the analysis grid. Minor points need further development.	The needs and interests are not provided for all of the stakeholder groups, and/or are inaccurate or incomplete in the analysis grid.	The needs and interests of the stakeholders are missing from the analysis grid.
Stakeholder Level of Power and Interest	15	The level of power and interest for each stakeholder group are clearly and accurately identified in the analysis grid.	The level of power and interest for each stakeholder group are clearly and accurately identified in the analysis grid. Minor points need further development.	The level of power and interest are not provided for all of the stakeholder groups, and/or are inaccurate or incomplete in the analysis grid.	The level of power and interest of the stakeholders are missing from the analysis grid.

Stakeholder Role	15	The role each stakeholder group wants to play in the solution is clearly and accurately identified in the analysis grid.	The role each stakeholder group wants to play in the solution is clearly and accurately identified in the analysis grid. Minor points need further development.	The role each stakeholder group wants to play in the solution is not provided for all of the stakeholder groups, and/or are inaccurate or incomplete in the analysis grid.	The role each stakeholder group wants to play in the solution is missing from the analysis grid.
Stakeholder Value	15	The value each stakeholder group brings to the solution is clearly and accurately explained in the analysis grid.	The value each stakeholder group brings to the solution is clearly and accurately explained in the analysis grid. Minor points need further development.	The value each stakeholder group brings to the solution is not provided for all of the stakeholder groups, and/or are inaccurate or incomplete in the analysis grid.	The value each stakeholder group brings to the solution is missing from the analysis grid.
Stakeholder Ongoing Involvement	15	The ongoing involvement of each stakeholder group in the solution is clearly and accurately explained in the analysis grid.	The ongoing involvement of each stakeholder group in the solution is clearly and accurately explained in the analysis grid. Minor points need further development.	The ongoing involvement of each stakeholder group in the solution is not provided for all of the stakeholder groups, and/or are inaccurate or incomplete in the analysis grid.	The value each stakeholder group brings to the solution is missing from the analysis grid.

Writing Quality	10	The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.	There are few problems with organization, clarity or conventions that should have been fixed.	Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning.	Frequent problems with organization, clarity and/or conventions make the paper hard to read.
TOTAL	100%				

Project Charter (30% of Final Grade)

Project charters are the final step in the initiation phase of a project and allow the project manager to begin the project by moving into the planning phase. In self-selected teams, students complete a project charter for a project assigned by the instructor. The charter provides a high-level summary of the project including an introduction, alignment of the needs and strategic objectives of the organization for which the project is being completed, an initial cost benefit analysis, and a stakeholder register. The project charter should be two-three pages in length.

Components	*% of Grade*
Scope	15%
Project Risks	10%
Team Members	20%
Milestones	15%
Budget	15%
Collaboration	15%
Writing Quality	10%
TOTAL	**100%**

	% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard
Scope	15	Introduction and justification for the project, scope statement, focus are detailed and comprehensive. Timing, deliverables and assumptions are clear and completely aligned to the project.	Introduction and justification for the project, scope statement, and focus are clearly presented. Timing, deliverables and assumptions are clear and aligned to the project. Minor details are missing.	Introduction and justification for the project, scope statement, and focus are brief and/or unclear. Major details are missing.	Introduction and justification for the project, scope statement, and focus mostly incomplete or missing.
Project Risks	10	Initial risks are clearly identified, and contingency plans are clear.	Initial risks are identified, and contingency plans are provided. Minor details are missing.	Initial risks are somewhat identified. Contingency plans may be inaccurate or do not solve for the risk. Major details are missing.	Initial risks and contingency plans are incomplete or missing.
Team Members/Stakeholders	20	Team members and stakeholders are identified, their roles, responsibilities, and time commitments are clearly explained.	Major details are missing. Team members and stakeholders are identified, their roles, responsibilities and time commitments are explained. Minor details are missing.	Some key team members and stakeholders are missing, and/or their roles, responsibilities and time commitments are not fully explained.	Team members and stakeholders, and their roles, responsibilities and time commitments are incomplete or missing.

Milestones	15	All high-level project milestones are accounted for in the paper.	The majority of the high-level project milestones are accounted for in the paper.	High-level milestones are incomplete and/or not fully applicable to the project.	High-level milestones are incomplete, illogical, or missing.
Budget	15	High level budget for the project is provided and expenses are categorized for all portions of the project.	High level budget for the project is provided and expenses are sometimes categorized for the project. Minor details are missing.	High level budget for the project is provided but some items are missing and/or priced incorrectly.	High level budget for the project is incomplete or missing.
Collaboration	15	Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting.	Contributes to the group with occasional prompting.	Contributed minimally/initial post only.
Writing Quality	10	The writing clearly communicates the message(s) with a high degree of fluency throughout; near mastery of writing organization and writing conventions. There are minimal problems with spelling, punctuation, and grammar.	There are few problems with organization, clarity or conventions that should have been fixed.	Numerous mechanical errors are distracting; and organization of ideas are lacking, but not enough to interfere with meaning.	Frequent problems with organization, clarity and/or conventions make the paper hard to read.
TOTAL	100 %				

Instructor Determined Assignments and Activities (20% of Final Grade)

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

Components:	*% of Grade*
Quality of Content	50%
Quantity of Responses	30%
Timeliness	20%
TOTAL	**100%**

	% of Grade	Exceeds Standard	Approaching Standard	At Standard	Below Standard
Quality of Content	50	Rich, thoughtful and insightful problem analysis well supported by various academically appropriate resources. Always addresses instructor's comments to original posts; offers detailed new ideas and connections to previous sessions' concepts and/or real-life situations. References materials beyond those provided by instructor. Almost entirely free of grammatical	Generally competent analysis, supported by various academically appropriate resources. Usually addresses instructor's comments to original posts; offers some new ideas or connections to previous and current sessions' concepts and materials. References readings provided by instructor. Grammatical or stylistic errors do not interfere with content	Scattered and poorly developed analysis rarely supported by academically appropriate resources. Sometimes addresses instructor's comments to original posts; offers few new ideas or connections made to previous and current sessions' concepts and materials. Mostly anecdotal examples with no references to readings; may rephrase or summarize other postings.	Superficial, undeveloped and unsupported analysis that lacks insight or thoughtfulness. Never addresses instructor's comments to original posts; no connections are made to previous and current sessions' concepts and materials. No references to readings. Obvious grammatical or stylistic errors, making understanding difficult

		or stylistic errors			
Quantity of Responses	30	Exceeds minimum number of required quality posts.	Required minimum number of quality posts.	Initial post and fewer than minimum number of required quality posts.	Some, or all, required quality posts missing.
Timeliness	20	Posts submitted on more than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on fewer than three days of the discussion time.	All posts submitted at the last minute without allowing for response time.
TOTAL	100%				

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises, coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the Title IX portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the CityU website under the Policies section or at CityU in Canada website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at *disability@cityu.edu* or

206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.ed](#) to request a username and password.