WILMINGTON UNIVERSITY
COLLEGE OF TECHNOLOGY
BASIC COURSE INFORMATION

COURSE TITLE:   IT/IS Project Scheduling

COURSE NUMBER:  IPM 6010

   I.   MAJOR INSTRUCTIONAL OBJECTIVES  :

Objective A:   Describe the transition from a scope statement to a work breakdown structure
   A-1   Explain how to develop a structured list of project and technology deliverables
   A-2   Translate project and technology deliverables into a list of tasks
   A-3   Import tasks into a project scheduling tool

Objective B:   Formulate estimation techniques and task dependency types
   B-1   Estimate duration and work effort of tasks using covered techniques
   B-2   Define when to use various estimating techniques.
   B-3   Explain and verify dependencies between tasks
   B-4   Develop estimates and dependencies into a project scheduling tool

Objective C:   Verify how constraints can affect a project schedule
   C-1   Develop effective milestones for a project schedule
   C-2   Enter milestones and applicable constraints into a project scheduling tool

Objective D:   Calculate how the schedule determines resource requirements
   D-1   Insert resource requirements into a project scheduling tool
   D-2   Develop and maintain a project's critical path
   D-3   Demonstrate how to use the project's critical path to manage a technology project.
   D-4   Discuss the transition into project budgeting

Objective E:   Demonstrate how to finalize the initial or baseline technology project schedule and maintain it
   E-1   Demonstrate how to incorporate an SDLC into a technology project schedule.
   E-2   Identify the components of a proponede48adeoponel-18njn  (e.)]Tw 207424 0 Td ( )Tj EMC  /P <

SUPPLEMENTAL OBJECTIVES:

Develop a good understanding of project scheduling and be able to use it effectively

II.     CLASS PARTICIPATION:

Students are expected to attend class and participate actively and in a positive way. Questions and relevant observations are encouraged and enrich the experience of the entire class. Computers in the classrooms are intended to be used as tools to enhance the students' learning experience. Instant messaging, gaming, emailing and surfing the web are distractions to the student, the surrounding students, and the instructor and constitute inappropriate behavior. Students are ethically obliged to avoid these and similar practices.