WILMINGTON UNIVERSITY COLLEGE OF TECHNOLOGY BASIC COURSE INFORMATION

COURSE NUMBER: IPM 6070

COURSE TITLE: Mastering Tech Agile Applications

I. MAJOR INSTRUCTIONAL OBJECTIVES:

Objective A: Describe and interpret the concepts of the agile Principle Mandset, and explain how to maximize the Valueriven Delivery

- A-1. Describe the agile mindset, its fundamental values and principles, and the agile methodologies
- A-2. Interpret agile terminology and frameworks, agile approaches and agiles leip der
- A-3. Describe the importance and purpose of maximizing business value including prioritization, incremental delivery, testing, and validation
- A-4. Manage agile contracting with Agile KPIs
- A-5. Explain agile project accounting principles and regulatory compliance

Objective B: Describe the Stakeholder Engagement including establishing a shared vision, collaboration, communication, and interpersonal skills

- B-1. Describe the importance and purpose of working with the project stakeholders
- B-2. Formulate agile project charter and facilitation methods
- B-3. Assess and incorporate community and stakeholder values

Objective C: Explain highperforming teams, including how teams form and develop mastery, team empowerment, collaborativentespaces, and performance tracking

- C-1. Explain Tuckman, Dreyfus, and SMa-Ri models
- C-2. Describe the global, cultural, and team diversity
- C-3. Highlight the importance of team motivation, physical and virtudbcation, and

E-3. Conduct selfassessment tools and tectures

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 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 distractions to avoid these drichally always (the constitute) are to be a surface of the constitute inappropriate behavior. Students are described by the constitute of the con