

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

MGT6505.E1 Agile Project Management
FALL 2026

PROFESSOR INFORMATION:

Professor: Dr. Blair Stephenson, Ph.D., PMP, CSM
Amberton Extension: 972-279-6511 ext. #158
Amberton Email: BStephenson@Amberton.edu

COURSE INFORMATION:

MGT6505.E1 Agile Project Management
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026
Student access available to the Student Portal: Saturday, September 12, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Project Manager's Guide to Mastering Agile: Principles & Practices for an Adaptive Approach
Author: Charles G. Cobb
Publisher: John Wiley & Sons, Inc.
Year Published: 2023
Edition: 2nd Edition
ISBN: 10: 1118973127 or 13: 978-1119931355
Price: Available at <http://amberton.ecampus.com>

Title: Agile Practice Guide
Author: Project Management Institute, Inc
Publisher: Project Management Institute, Inc
Year Published: 2017
Edition: 1st Edition
ISBN: 10: or 13: 978-1628251999

Project Management Institute (PMI) – Student Membership

Note: This book and all PMI publications are available in PDF format with a PMI Student membership. See the PMI Student Membership webpage at <https://www.pmi.org/membership/student> for more information and to purchase your membership.

Price: Available at <http://amberton.ecampus.com>

Title: SimAgile (Simulation Exercise)
Author: Simulation Powered Learning
Publisher: Simulation Powered Learning
Year Published: 2021

Edition: 1st Edition
ISBN: 10: or 13: N/A
Price: \$30.00 Available at: <https://agile.simproject.com> (Additional access instructions will be provided in Moodle: Instructor is Blair Stephenson and Classroom is MGT6505.E1 FALL 2026.)

Note: This book and all PMI publications are available in PDF format with a PMI Student membership. See the PMI Student Membership webpage at <https://www.pmi.org/membership/student> for more information.

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

This course focuses on the values, principles, frameworks, and methods that comprise the agile project management body of knowledge. Topics include agile project development's origins, philosophy, and practice, including value-driven product delivery systems, stakeholder and team performance, adaptive planning, problem detection and resolution, guided continuous improvement, and ethical leadership in the agile project context. Students in this course evaluate influential agile project research and appraise the project management tools, techniques, knowledge, and skills necessary for successful value delivery.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating and appraising influential research from the agile project domain.
2. Discussing the history, origins, and benefits of Agile and agile project management.
3. Comparing the advantages and disadvantages of Adaptive, Predictive, and Hybrid approaches to project value delivery.
4. Defending the value proposition of principle-based project delivery systems.
5. Differentiating among agile project management lifecycles, frameworks, and methods.
6. Selecting the components of value-driven delivery in the agile project management context.
7. Evaluating components of the Stakeholder Performance Domain in the agile project management context.
8. Evaluating the Team Performance Domain components in the agile project context.
9. Planning a proactive and adaptive development approach for creating project deliverables.
10. Explaining risk, ambiguity, and complexity associated with problem detection and resolution in adaptive/agile projects.
11. Evaluating the components of guided continuous improvement in the agile project context.
12. Adapting ethics and moral leadership in the agile project development approach.
13. Integrating artificial intelligence (AI) driven tools to enhance adaptive planning, risk detection, and continuous improvement in agile project management.

ACQUIRED SKILLS:

1. Critical Thinking
2. Management of Project Delivery Systems
3. Project Planning
4. Guided Continuous Improvement

COURSE POLICIES:

1. Read and complete all assignments, papers, and exercises by the scheduled due date. Assignments are due **no later than midnight**, Central Time (time in Dallas, TX) on the published due date.
2. Late Assignments: An assignment submitted after the due date will be assessed a penalty of **5%** for each day or partial day that it is late. Work submitted more than five (5) days after the scheduled due date will **NOT** be accepted without written permission from Dr. Stephenson. There are **no options for extra credit or make-up work** in this course.
3. Assignments must be submitted through the Moodle Learning Management System and Dr. Stephenson must be able to open each assignment in order for it to be considered on time.

4. Assignments will typically be available at one (1) minute after midnight on the first day the assignment is open on Moodle; and will close at one (1) minute (23:59) until midnight on the last day the assignment is open on Moodle.
5. When submitting an assignment as an attachment to an email or an attachment to a Moodle assignment, please include your name, MGT6505.E1, and the assignment number in the subject line of the email as well as on the first page or title page of the assignment. If required, file attachments may be submitted in **Word 2010 or later versions of Word** for this course. **Do NOT submit files in pdf format.**
6. **Plagiarism is strictly forbidden in this class. All written assignments will be submitted to an online review service (Turnitin and/or Grammarly) to evaluate your grammar and to check for plagiarized material. NO more than 15% of your paper can be directly quoted from outside sources. I run a plagiarism check on each paper. Any assignment exceeding the 15% limit will be given a zero score. Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA 7th ed. standards.**
7. **The last day to submit ALL assignments is Tuesday, November 17, 2026.**

STUDENT'S RESPONSIBILITIES

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

ATTENDANCE POLICY:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

PLAGIARISM POLICY

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Moodle Message Contact: Send a message via Moodle to Dr. Stephenson by September 20th to verify your ability to send and receive messages via the Moodle MGT6505.E1 course's messaging function. Your message should confirm that you have read and understand the course syllabus, course expectations, and Moodle Communications Guide. *To send a message through Moodle, log onto this course in Moodle; click on "Participants" in the left navigation bar; select my name; click on "Send a Message;" type your confirmation message in the box provided; and click "Send Message."*

The course will be divided into sections covering the history of Agile project management, Agile value proposition, Agile stakeholders/product owners, science of adaptation, Agile teams, scaling Agile, continuous improvement, and variations of Agile models. Five discussion forums (5% each), a simulation exercise (35%), a literature review topic selection plus annotated bibliography (10%), and a final executive research presentation (30%) will be included. Each discussion forum will require that a student posts a well-developed answer to the question(s) posed by Dr. Stephenson for that specific forum – AND a well thought out response to **at least two** other student's postings.

- See **Moodle Course Calendar** for Weekly Assignment Due Dates.
- See **Moodle Weekly Assignments** for the Content of Specific Assignments and Readings.

Week	Topic	Assignment	Competencies Covered	Due Date
Week #1: September 12 – 18	<u>Topics:</u> • Welcome to Class • History & Origins of Agile Project Management • The Paradigm Shift from Plan-Driven Methods	<u>Readings:</u> 1.) Cobb (2023) Chap. 1 & 2 2.) PMI (2017), Chapter 2 3.) Week #1 - Articles/Videos (See Moodle page) <u>Assignment:</u> Expectations Acknowledgement and	1, 2,	September 20

	Agile Manifesto Values & Principles	Introductory Discussion Forum Graded 1 Point		
Week #2: September 19 - 25	Topics: - Advantages and Disadvantages of Traditional and Agile Approaches to Project Management - Value Proposition for Agile Projects - Agile Product Management - Incremental Value-Driven Product Delivery - Continuous Innovation	Readings: - Cobb (2023) Chap. 8 & 11 - The Manifesto for Agile Software Development - Week #2 - Articles/Videos (See Moodle page) - Log onto & Set up Account for SimAgile Project Simulation. Assignment: Week #2 – Discussion Forum #1: 5 Points	2, 3, 4, 6 Acquired Skill = #2	September 27
Week #3: September 26 – October 02	Topics: - Stakeholder Engagement in Agile Project Management. - Product Owners in an Agile Environment - Value Driven Delivery in Agile Project Management.	Readings: - Cobb (2023) Chap. 3 & 16 - Week #3 - Articles/Videos (See Moodle page) - Read Introduction & Instructions for SimAgile - Read Instructions for Final Executive Presentation Assignment: Week #3 – Discussion Forum #2: 5 Points <u>Begin Practice Runs for SimAgile Simulation</u> <u>Topic Selection for Executive Presentation Due October 11th.</u> <i>[Your topic November address any subject suggested by Dr. Stephenson; OR a topic of special interest to you that is directly related to Agile Project Management. See Table Below]</i>	4, 6, 13 Acquired Skill = #1	October 04
Week #4: October 03 – October 09	Topics: - Agile Project Management Frameworks and Methods. - Process Tailoring to Formulate an Agile Project Management Approach for an Organization - Responding to Change - Adapting over Conforming	Readings: - Cobb (2023) Chap. 4 & 5 - PMI (2017), Chapter 3, Appendix X2 - Week #4 - Articles/Videos (See Moodle page) - Read Introduction & Instructions for SimAgile Assignment: Week #4 – Discussion Forum 3: 5 Points <u>Continue Practice Runs for SimAgile Simulation</u> <u>Presentation Topic Selection (Graded 1 Point) Due by 10/11/26</u>	1, 3, 5, 13 Acquired Skill = #1, 2	October 11

Week #5: October 10 - 16	Topics: • Project Management Simulation Project	Readings: N/A Assignment: SimAgile Project Management Simulation: Graded 35 Points	1 – 13 Acquired Skill = #1, 2, 3	October 18
Week #6: October 17 - 23	Topics: • Adaptive Planning in the Agile Project Context • The Science of Adaptation • Stakeholder engagement in the agile project management context. • Universal ethical principles anchored in an agile project management perspective	Readings: 1.) Cobb (2023) Chap. 14 & 16 2.) PMI (2017), Chapter 6 3.) Week #6 - Articles/Videos (See Moodle page) 4.) Instructions for Final Executive Presentation Assignment: Literature Review: Annotated Bibliography (Graded 9 Points – Due 10/25/26): [Prepare an annotated bibliography that is APA style and format compliant, listing at least five (5) sources that you have evaluated and verified for your Final Executive Presentation assignment (PowerPoint with Audio in MP-4 format)]	1, 3, 7, 9, 12 Acquired Skill = #3, 4	October 25
Week #7: October 24 – 30	Topics: • Team Performance in Agile Project Management	Readings: 1.) Cobb (2023) Chap. 9 & 13 2.) PMI (2017), Chapters 4, 5 3.) Week #7 - Articles/Videos (See Moodle page) Assignment: Discussion Forum #4: 5 points	8, Acquired Skill = #3, 4	November 01
Week #8: October 31 - November 06	Topics: • Agile Project Management Models • Problem Detection and Resolution in the Agile Projects • Continuous Improvement in Agile Project Management	Readings: 1.) Cobb (2023) Chap. 7 & 15 2.) Week #8 - Articles/Videos (See Moodle page) Assignment: Discussion Forum #5: 5 points	5, 10, 11 Acquired Skill = #3, 4	November 08
Week #9: November 07 - 13	Topics: • Future Trends in Agile Project Management • Scaling Agile Projects • Agile Portfolio Management • Distributed Project Management in Agile	Readings: 1.) Cobb (2023) Chap. 12 & 17 2.) PMI (2017), Chapter 5 4.) Review various videos RE: Preparing PowerPoint Video with Audio and Converting to MP-4 format. Assignment: Prepare Final Executive Presentation	1, 2, 13 Acquired Skill = #1, 2, 3	None
Week #10: November 14 - 19	Topics: Final Research Paper	Readings: Research for Final Presentation and Instructions for Final Executive Presentation	1 – 13 Acquired Skill = #1, 2, 3, 4	November 17

		Assignment: Prepare and Submit Executive Presentation (PowerPoint with Audio in MP4 Format): 30 Points – Due 11/17/26		
		<u>Potential Research Topics:</u> 1. Challenges and Benefits of Implementing and Enhancing Stakeholder Engagement 2. Challenges and Benefits in Overcoming Cultural Resistance in Implementing Agile Project Management. 3. Challenges in Scaling Agile to Accommodate Large Projects 4. Applying the Tailoring Process to Selecting & Implementing a Project Management Approach. 5. Future Trends & Challenges in Agile Project Management 6. Obstacles and Benefits in Building Self-Organizing Agile Teams 7. Importance & Impact of Incremental Delivery of Value in Agile versus Waterfall. 8. Impact of the Myth of “Knowable” Project Requirements in Waterfall vs. Agile 9. Pros & Cons of Shifting to a “Disciplined Agile” Approach 10. Challenges and Benefits in Managing “Scope Creep” in Agile versus Waterfall		

GRADING CRITERIA:

Since the assignments in this course contain written assessments, Dr. Stephenson expects each student to present his/her material with well-written, coherent, properly structured English appropriate for a high level, graduate course with reference citations included correctly. The thoughts and material presented should be original, well-developed, and relevant to the specific topic(s) of the assignment. An assignment that is too brief or sparse will typically **NOT** provide an adequate basis for assessing a student’s knowledge and research effort on that particular assignment topic. English grammar, spelling, word choice, and usage (APA 7th edition compliant) are a part of your grade. **All written assignments will be submitted to an online assessment tool (Turnitin and/or Grammarly) to evaluate both your grammar score and a plagiarism score. NO more than 15% of your paper can be directly quoted from outside sources. I run a plagiarism check on each paper. Any assignment exceeding the 15% limit will be given a zero score.** Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA standards.

Grading for this course will be as follows:

Simulation Exercise	35%
Discussion Forums (5)	25%
Topic & Literature Review	10%
Final Executive Presentation	30%

Zoom Chat Sessions

During the semester, **Dr. Stephenson will be available for online Zoom sessions each Thursday evening from 7:45 to 8:15 p.m. Central Time.** These online Zoom sessions will be an opportunity for students to exchange ideas and ask questions. This time is provided as a resource to students in this course.

Participation is optional; but Dr. Stephenson does encourage each student to take advantage of this option for personal interaction with other classmates and the instructor. These Zoom sessions offer an opportunity to gain insight and clarification regarding Dr. Stephenson's expectations – and occasionally, hints that might improve a student's grade. Just sayin'!

Moodle Discussion Forums

Courses offered on Moodle are also provided with a Discussion Forum area. During this semester, Dr. Stephenson will post a weekly discussion topic question on the Moodle Discussion Forum. During the following week, students are expected to post their **thoughts and responses** regarding the posted topics. These postings will be graded **(25 points during the semester)**; and they do provide an excellent tool for interaction and discussion regarding business-related topics of interest. Each discussion forum will require that a student posts a well-developed answer to the question(s) posed by Dr. Stephenson for that specific forum – **AND** a well thought out response to **at least two** other student's postings.

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.