95-808
IT Project Management
FALL 2021 Syllabus
Revised: June 2021

COURSE SYLLABUS

Some changes may occur to the syllabus during the semester depending on timing and other events that may arise.

Instructor: Brett Tucker
Technical Manager, CERT, Carnegie Mellon University

Office: CIC Building

Email: brettt@andrew.cmu.edu

Office Hours: Contact me by email or telephone to arrange any meetings. I will also gladly meet before or after class for individual discussions as requested.

Class Meetings: Mondays, 6:40-9:30PM EST

Course Code/Title: 95-808 IT Project Management

Class Section: Fall Mini – A1

Description: From the smallest to the largest organization, the electronic storage and flow of information is critical to the successful achievement of goals, objectives and the provision of products and services. To manage that delivery process, we now find the construct mechanism for the delivery of those products and services to be the "Project" rather than a series of non-integrated tasks. The increased dependence upon projects necessitates the need for both improved project management and oversight. **The purpose of this course is to assist professionals in understanding the components of complex projects, manage those project components, and to form and lead a project team.** Project Management tools and techniques will be introduced, discussed, and applied.

Prerequisite: None

Optional Textbook: Schwalbe, Kathy. Information Technology Project Management, 9th Edition. Hoboken, New Jersey: John Wiley & Sons, Inc., 2018.
ISBN-13: 978-1337101356 672pgs.

Course Pack – link to be provided throughout the class
Software: Assignment documents are primarily in the form of text for this course and will be submitted in either MSWORD or PDF form. Therefore, students will need to use the "Save

As PDF" function of Microsoft Word, or use some other print-image conversion software, such as Adobe Acrobat Pro or compatible PDF file type converter. Further information will be provided when assignments are submitted.

LEARNING OUTCOMES:
Students who complete this course successfully will be able to do the following:

- Build on a foundation of project management gained in previous study, describe complex issues that confront real-world IT project managers.

- Integrate previous learning with perspectives on real-world challenges for IT project managers in order to identify and describe major IT project management issues.

- Research and analyze what factors are important to the successful implementation of IT projects in the context of particular business strategies, and in a given business focus area, and how representative organizations within that business focus area seem to be taking advantage of various IT project management strategies and approaches over time and scale.

- Develop and justify practical strategies, tools and practices that can lead to an adaptive approach to IT project management in a variety of settings, scales and diverse industry applications.

- Describe resources available to the IT project manager to keep current with trends and best practices in the resolution of complex project management.

- Summarize the research, analysis and findings in a formal, in-class presentation, and evaluate others' presentations in the context of concepts learned during the course.

COURSE REQUIREMENTS:

Class Attendance & Participation: 10% of total grade (10 points)

Historically, I have placed great emphasis on class attendance. However, the world has shifted under our feet, and I do not feel that such an expectation is reasonable anymore. This class will be filmed, so there is an element of asynchronous attendance if time zones do not accommodate reasonable participation or otherwise. Please note that this is NOT an asynchronous course. Your participation in class is expected. I have simply made accommodation for asynchronous delivery if circumstances dictate that need. Your class participation is critical to the value of what you get from this course.

Participation is based on quality over quantity. Attending class can constitute participation, but this can come in many other forms as well. Inquiry via Canvas, discussion topics, comments in class are all valid ways to participate in class inside and outside of the classroom. Please feel free to start discussion threads with your classmates. This grade percentage is to encourage you to be active in this course and to draw out thoughts, comments, and opinions. I will be tracking

participation closely not only to see that you are engaged, but also to use as a personal learning opportunity for myself—that said, I greatly value the experience and ideas you bring to class and relish learning from you.
For COVID considerations related to in-class participation, please follow the directions provided by the https://www.cmu.edu/coronavirus/students/tartans-responsibility.html website. If we are compelled to go completely remote for this class, we will continue the class as scheduled with remote delivery via Zoom. That same type of transition was executed in Spring of 2019 for this same course with seamless impact. Any additional considerations necessary for that transition will be communicated through Canvas.

Readings

- To be updated and provided for each module of the class

Quizzes: 40% of total grade (20 points **each** test)

- Two quizzes will be given during the session

Group Project & Assignments: 40% of total grade (40 points)

"It must be remembered that project management is first and foremost a philosophy of management, not an elaborate set of tools and techniques. It will only be as effective as the people who use it." - Bryce's Law

- Groups may consist of approximately 2-3 students unless special permission is granted by me – groups will be assigned
    - Assignments only need to be submitted by one group member
- The project will consist of many milestones within this mini-session that build on each other
- Overview:
    - Your team will identify a problem/challenge/issue or a potential improvement that could be made to Information Technology at Carnegie Mellon University. Examples include: Migrating to another Learning Management System (other than Blackboard), issuing iPads to all students. http://www.educause.edu/ has listed the following as the Top 10 IT issues facing universities:
        - § Hiring and retaining qualified staff, and updating the knowledge and skills of existing technology staff
        - § Optimizing the use of technology in teaching and learning in collaboration with academic leadership, including understanding the appropriate level of technology to use
        - § Developing IT funding models that sustain core service, support innovation, and facilitate growth
        - § Improving student outcomes through an institutional approach that strategically leverages technology
        - § Demonstrating the business value of information technology and how technology and the IT organization can help the institution achieve its goals

§ Increasing the IT organization's capacity for managing change, despite differing community needs, priorities, and abilities
§ Providing user support in the new normal—mobile, online education, cloud, and BYOD environments
§ Developing mobile, cloud, and digital security policies that work for most of the institutional community
§ Developing an enterprise IT architecture that can respond to changing conditions and new opportunities
§ Balancing agility, openness, and security

o Your project topic needs to be specific enough that you can create a brief proposal explaining the need, identify and address the stakeholders, create a proposed budget, create a project schedule (with milestones and resources), and show that you can track progress using Earned Value Management for monitoring and controlling of the project. **I do recognize that many of you come from diverse backgrounds where you have had other jobs and projects. You may in fact be working on a project at your current place of employment right now. If that is the case, I am open to considering a project scope that does not pertain to CMU. Please be sure to share your idea with me prior to committing any work to the project to make sure that it can accommodate the rubric for the assignment.**
o A detailed schedule of project deliverables will be posted on Canvas.

Writing Assignment: 10% of total grade (10 points)

• Typically, I like to give a writing assignment first thing in the class. I do this, so that you can learn about my expectations and grading style. This may include:
o 1 brief paper

FINAL GRADING APPROACHES:

• Each student's final grade will be computed as the sum of all points earned in the course minus any points deducted according to the grading policies. Grades are based on a total possible score of 100 points for the semester.
• ***Final Letter grades will be assigned into letter grade categories reflecting the performance of the class as a whole, and I reserve the right to adjust a specific student's final letter grade depending upon their individual situation.***
• I will likely use the following grading criteria to assign a final letter grade, but ranges may be adjusted on the basis of class performance levels overall

93-100 A	77-<79 C+
90-<92 A-	73-<76 C
87-<89 B+	70-<72 C-
83-<86 B	
80-<82 B-	

• I foresee no incompletes to be given due to the nature and timing of the assignments. If there is a problem, please make arrangements with me for discussion about it prior to assignment due dates.

• ***Getting an A- , B+ or B is not considered to be a serious performance problem in this course as these grades are all representative of above-average work. I will help students if they are experiencing serious learning issues, but it is not appropriate to expect only to achieve an A.*** Those who attend class, work hard and seriously attempt to do well, will earn good grades appropriate for their effort. Above-expectation performance on assignments will be recognized with additional points. ***Students who have serious concerns about their ability to perform well should discuss this with me to determine options. Other than the approaches mentioned here, there will be no extra-credit assignments.***
• ***Note to Graduate Students:*** The final grades of "C" or below represents inability to master numerous concepts or poor quality work. Graduate students may not earn a passing grade lower than "C-", which represents a serious situation, so it is advised that we work together to do all that is possible to improve your performance.
• ***Please note that I receive emails at the end of every course begging for "more points" or a better grade.*** Unless I make an actual error in grading, I am not going to change grades based on a last-minute plea. Consider this as you start the semester – the time to put in the hard work is NOW.

Penalty for Late Assignments of any type:

Point deduction as per situation based on the following:

- 0 – No deduction - Assignment on time, or late due to extenuating circumstances.
- -20% – Assignment up to 1 day late
- -30% – Assignment 1-2 days late
- -50% – Assignment submitted 2-3 days late
- Student will fail the assignment with a score of zero if more than 3 days late

POLICIES:

Communications:

This is a graduate level class in a top US university. You are expected to communicate both orally and written in a manner and style that is reflective of your acceptance to a graduate program at Carnegie Mellon University. Grammar, punctuation, and template used should be professional and appropriate for a course that is designed to prepare you for project management in the information technology field. For assistance with the written or oral communication assignments in this class, visit the Global Communication Center (GCC). GCC tutors can provide instruction on a range of communication topics and can help you improve your papers and presentations. The GCC is a free service, open to all students, and located in Hunt library. You can make tutoring appointments directly on the GCC website: http://www.cmu.edu/gcc. You may also visit the GCC website to find out about communication workshops offered throughout the academic year.

We must treat every individual with respect:

We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values. Each of us is responsible for creating a safer, more inclusive environment both inside and outside of this class.

Students with Disabilities:

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. CMU and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability. If you believe that you need accommodations for a disability, please contact me ASAP, and we will work together to ensure that you have the correct access to resources on campus to assist you through your coursework and time at CMU.

Academic Integrity:

Carnegie Mellon University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation "Violation of the Academic Integrity Policy." The standard sanction for a first offense by graduate students is suspension or expulsion. Please see http://www.cmu.edu/academicintegrity/ for any questions.

Cell Phones, Smartphones and other handheld wireless devices:

Other than during class breaks, please silence ring tones and refrain from engaging in calls, messaging or other use during class time. All devices must not be visible in any way during quizzes.

Policy Regarding Students Using English as a Foreign Language:

Assignments in this course are graded with reference to evidence of the acquisition of concepts, presentation format, and accuracy of information. Having done business in countries that use languages other than English, I understand that the use of an unfamiliar language can result in unusual word choices or grammatical errors that are not critical to the overall understanding of

the information. Therefore, I will take into account your need to function in a language that may be unfamiliar to you. The group projects in this course will help on the assignments by providing opportunities for the group overall to edit final text. I will provide feedback as appropriate if I feel that language or grammar you have used in assignments would be best if it were configured in a different way.

Use of Canvas System for this course:
The Heinz School uses Carnegie Mellon University's Canvas system to facilitate distance learning as well as to enhance main campus courses. In this course, I will use the Canvas system generally to post lecture notes and related documents and to receive assignments electronically from students. To access Canvas go to www.cmu.edu/canvas.

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus, and an important part of the college experience is learning how and when to ask for help. Asking for support sooner rather than later is often helpful.

If you, or anyone you know, experiences any academic stress, difficult life events, or feel anxiety or depression, then we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is available to help. Please call 412-268-2922 or visit the website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty, or family member that you trust for help in getting connected to support that can help.