95-808
IT Project Management
Spring 2018 Syllabus – mini-3
Revised: January 2018

COURSE SYLLABUS

Some changes may occur to the syllabus during the semester depending upon time and situations arising.

Instructor: Summer Craze Fowler
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Office Tel: 412-268-9639
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Office Hours: Contact me by email or telephone to arrange.

Class Meetings: Mondays 6:00-8:50pm HBH 1006
Course Code/Title: 95-808 IT Project Management
Class Section: Spring Mini-3

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 typically 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 the I/T professional in understanding the components of complex projects, manage those project components, form and lead a project team. Project Management tools and techniques will be introduced and discussed.

Prerequisite: None


Required Coursepack – http://cb.hbsp.harvard.edu/cbmp/access/75004753

Software: Assignment documents are primarily in the form of text for this course and will be submitted in 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, regarding projects in information technology (IT):

- 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:
Discussion Participation: 10% of total grade (10 points)

Participation
- Participation is based on quality, not quantity. Inquiry via Canvas, discussion, questions – these are valid ways to participate in class. This percentage is to encourage you to be active in this course and to draw out thoughts, comments, opinions. I will be tracking participation closely.

Readings
Download the coursepack from the link above. I will start canvas discussions in these weeks (subject to change):

- 1/29/18: R&D Project Selection at NorthBancTec Inc. & DXSD Transforming Migrations
- 2/5/18: Chapter Eight: IT Priorities
- 2/12/18: eRecon Software Development at Hospital Corporation of America
- 2/19/18: Ca Va de Soi: A Phoenix rises from the Ashes of a Failed IT Project
- 2/26/18: Surviving SAP Implementation in a Hospital

Tests: 50% of total grade (15 points first test, 35 points second test)
- Two tests 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 no more than 4 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 or within the company of one team member. Examples include: Migrating to another Learning Management System (other than Canvas), 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
  - 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.
- A detailed schedule of project deliverables will be posted on Canvas

**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:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-90</td>
<td>B+</td>
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<td>83-87</td>
<td>B</td>
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<td>80-83</td>
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<td>60-65</td>
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<td>0-59</td>
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- 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-expected 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
that are the same as those listed for missing class.

- 5 Assignment up to 1 day late
- -10 Assignment 1-2 days late
- -20 Assignment submitted 2-3 days late
- Student will fail the assignment with a grade no more than a 50% 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.

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/academic-integrity/ for any questions.

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](http://www.cmu.edu/canvas).