IST645 COURSE SYLLABUS

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

Instructor: Dr. Art Thomas, Ph.D.
Professor of Practice, School of Information Studies
Office 338 Hinds Hall
Office Tel: 315-443-3840
Alt. Tel: 315-263-6134
Email: apthomas@syr.edu

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

Class Meetings: Hall of Languages, Room 102; Class time: 5:15-8:05 pm Mondays

Course Code/Title: IST645 Managing Information Systems Projects
Class Section: M001 Registration Code: 15964 Prerequisites: None

Description: Project management as a professional discipline in information and communication technology. Introduction to the roles, activities, methods, and tools. Critical review and application of principles. This course has been approved by the Project Management Institute to satisfy the formal project management course requirement necessary for application for certification.

Faculty Assistant: Celestine Sin csin@syr.edu

Textbooks:
ISBN-13: 978-1111221751 (This is an updated edition.)

ISBN 13: 978-1933890517 (This is not the same as earlier editions. Get the FOURTH Edition only!)

Software: Microsoft Project version 2010 will be used by students as the project management software for assignments. Students will need to have access to this software to complete work for the course. MS-Project is available to download for free by all students at the link: http://msdnaa.ischool.syr.edu/ and is on the computers in the iSchool labs in Hinds Hall.

Print-image conversion software, such as Adobe Acrobat or compatible .PDF file type converter, will be used for producing all assignment submissions. Adobe Acrobat Pro is on the computers in the iSchool labs in Hinds Hall. Further information will be provided when assignments are submitted.

PMI® and PMBOK® are marks of Project Management Institute, Inc.
LEARNING OUTCOMES:

Students who complete this course successfully will be able to do the following, as they relate to projects in information and communications technology (ICT):

- Define the knowledge areas within the Project Management Body of Knowledge, as articulated by the Project Management Institute (www.pmi.org).
- Explain how project managers are credentialed by professional organizations, and how project management careers develop in small and large organizations.
- Describe the roles of project participants, including roles in large-scale, global projects.
- Articulate the sequence of activities in a typical ICT project, and distinguish the approaches of both Classic and Agile project methodologies regarding the deliverables suited to each method.
- Describe the deliverables that are typical outcomes of project management activities, and recall differences between those of small vs. large-scale, global projects.
- Describe typical stages in the life-cycle of an ICT product or service, from conception to maturity.
- Identify typical approaches used for management of Project Constraints, such as Time, Cost and Scope, in small projects as well as large-scale, global projects.
- Use project management methods and tools based on actual examples from organizations of varying sizes to deliver written work on project case problems assigned for the course.
- Apply the methods and concepts of project management in class to situations and case studies based on actual projects of small, large and global size.
- Explain how application of the methods and concepts of project management may vary, depending on contextual factors such as clients’ organizational culture, needs, risk tolerance and project size.
- Recall specific challenges of managing projects in large-scale, global environments across time zones, cultures and languages, specifically in the areas of communications, team management and motivation, meetings, cross-functional teams, matrixed management and virtual team environments.

Project Management Topic Areas Explored to Achieve Learning Outcomes:

- Overview of Projects and Project Management Theory and Concepts
- The Project Management Institute’s Project Management Knowledge Areas
- Project Management Approaches, Tools and Deliverables based upon examples from Small as well as Large-scale, Global Organizations
- The Nature of Real-world Project Management in Small as well as Large-scale, Global Organizations
- Project Management as a Career: Credentials, Growth and On-the-Job Challenges
Course Context:
The course will focus on the standard body of knowledge required by the Project Management Institute (PMI), which is the world’s leading certification organization for professionals in all disciplines of Project Management. While PMI® certification is not provided through the course, it serves as a map of the comprehensive set of knowledge and skills that project managers must generally have in order to be productive in a variety of contexts. This course has been approved by the Project Management Institute to satisfy the formal project management course requirement necessary for application to take the CAPM or PMP certification exams.

The course will also serve to expand knowledge and skills in enterprise-systems IT project management, and will engage students in opportunities to learn how practices and procedures used in large-scale organizations compare with, or differ from, traditional PMI®-required project management knowledge and skills. Particular focus will be on the constraints placed upon large-scale project managers in terms of staff capacity, complex system release timelines, cost, effort estimation approaches and quality, how these constraints relate to PMI® concepts, and how they are best managed in the execution of projects of varying scales. Included is an exploration of typical project life cycles that are from real-world large-scale situations, and how these compare and contrast with more theoretical concepts of IT life-cycle management and PMI® best practices. Deliverables expected from students will include formats based upon real-world project management deliverable examples. In this graduate version of the course, students will produce a Communication Plan deliverable in addition to other project management deliverables. Case problems at both the simple and the large-scale enterprise level will ensure that students understand how PMI® concepts are either applied directly, or how they are adjusted to fit the scale and context of the project situation.

Approaches to Achieve Learning Outcomes:
- Readings and supplemental examples will form the foundation for class lectures, discussions and student work submissions.
- Lectures, Discussions and Case Studies will explain important theoretical concepts using practical examples and real-world situations drawn from organizations of varying sizes, including SU Collaboration Partner, J.P. Morgan Chase.
- Guest Speakers will be arranged as schedules permit to assist students in their appreciation of the context of real-world project management in small as well as large-scale, global organizational environments.
- Assignments will demonstrate the student’s understanding of the concepts and the student’s ability to construct or present the typical work products expected of real-world project managers. There will be two (2) assignments submitted during the semester. Assignments are submitted by students individually to ensure that students acquire the skills needed to perform individually as a competent project manager. Case studies used for the assignments will provide students opportunities to critically assess the complexities of real-world issues in project time, cost, scope and resource management.
- Two (2) examinations will evaluate the student’s grasp of terminology and concepts that form the foundation for sound project management approaches as presented in class and/or in the required readings.
# READINGS, LECTURE TOPICS AND ASSIGNMENT SCHEDULE

Revisions may occur to this schedule throughout the semester. Latest one is posted on Blackboard.

<table>
<thead>
<tr>
<th>DATE</th>
<th>SCHEDULED TOPICS, ASSIGNMENTS AND EXAMS</th>
<th>READINGS: (Complete before class!)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Session 1: Welcome, Review of Syllabus, Introductions</td>
<td>No readings for today.</td>
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<tr>
<td><strong>Aug 29</strong></td>
<td>Session 2: Components of Project Success</td>
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<td></td>
<td><strong>FULL CLASS SESSION: PLEASE PREPARE TO BE IN CLASS THE FULL TIME</strong></td>
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<tr>
<td><strong>Sep 5:</strong></td>
<td>Labor Day Holiday – NO CLASS!</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Session 1: Dimensions of Projects and Project Management Knowledge</td>
<td>Schwalbe Chapters 1 thru 3 PMBOK® Guide Sects. 1 thru 3</td>
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<tr>
<td><strong>Sep 12</strong></td>
<td>Session 2: Classic Project Management Methodology</td>
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<tr>
<td><strong>Week 3:</strong></td>
<td>Session 1: Agile Project Management Methodology</td>
<td>Schwalbe Chapter 4 PMBOK® Guide Sect. 4</td>
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<tr>
<td><strong>Sep 19</strong></td>
<td>Session 2: Project Integration Management Project Charter/Scope/WBS Assignment 1 distributed today.</td>
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<tr>
<td><strong>Week 4:</strong></td>
<td>Session 1: Defining Project Scope</td>
<td>Schwalbe Chapter 5 PMBOK® Guide Sect. 5</td>
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<tr>
<td><strong>Sep 26</strong></td>
<td>Session 2: The Definition of Deliverables and the WBS</td>
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<tr>
<td><strong>Week 5:</strong></td>
<td>Session 1: Managing Project Scope – Changes, Issues and Expectations</td>
<td>Schwalbe Chapter 6 PMBOK® Guide Sect. 6</td>
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<tr>
<td><strong>Oct 3</strong></td>
<td>Session 2: Project Time: Effort, Estimations and Time Management Issues</td>
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<tr>
<td><strong>Week 6:</strong></td>
<td>Session 1: Project Cost Management Concepts</td>
<td>Schwalbe Chapter 7 PMBOK® Guide Sect. 7</td>
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<tr>
<td><strong>Oct 10</strong></td>
<td>Session 2: Earned Value Analysis; MS-Project Software Setup</td>
<td>Schwalbe Appendix A</td>
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<td><strong>Assignment 1 due today!</strong></td>
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<tr>
<td><strong>Week 7:</strong></td>
<td>Session 1: Exam 1 – covering sessions 1-2 through 6-2; Chapters 1-7</td>
<td>Schwalbe Chapter 8 PMBOK® Guide Sect. 8</td>
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<tr>
<td><strong>Oct 17</strong></td>
<td>Session 2: Monitoring and Measuring Progress</td>
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<td><strong>Assignment 2 distributed today</strong></td>
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<td><strong>Week 8:</strong></td>
<td>Session 1: Guest Speaker – A Day in the Life of a Project Manager</td>
<td>Schwalbe Chapter 9 PMBOK® Guide Sect. 9</td>
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<td><strong>Oct 24</strong></td>
<td>Session 2: Project Quality Management</td>
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<td><strong>Exam 1 grades returned today</strong></td>
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<tr>
<td><strong>Week 9:</strong></td>
<td>Session 1: Project Human Resource Management; Software Use</td>
<td>Schwalbe Chapter 10 PMBOK® Guide Sect. 10</td>
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<td><strong>Oct 31</strong></td>
<td>Session 2: Project Team Issues and Management</td>
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<td><strong>Assignment 1 grades returned today</strong></td>
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<td><strong>Week 10:</strong></td>
<td>Session 1: Planning and Managing Project Communications</td>
<td>Schwalbe Chapters 11,12 PMBOK® Guide Sects. 11,12</td>
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<td><strong>Nov 7</strong></td>
<td>Session 2: Organizing and Managing Project Meetings</td>
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<td><strong>Assignment 1 Resubmissions Due today!</strong></td>
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<tr>
<td><strong>Week 11:</strong></td>
<td>Session 1: Project Risk Management</td>
<td>Schwalbe Appendix B</td>
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<td><strong>Nov 14</strong></td>
<td>Session 2: Project Procurement Management</td>
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<td></td>
<td><strong>Assignment 2 Due today!</strong></td>
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<tr>
<td><strong>Nov 21:</strong></td>
<td>Thanksgiving Break – NO CLASS!</td>
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<tr>
<td><strong>Week 12:</strong></td>
<td>Session 1: Professional Certifications for Project Management; Concept review for Exam 2;</td>
<td>Schwalbe Appendix B</td>
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<tr>
<td><strong>Nov 28</strong></td>
<td>Session 2: Exam 2 – covering sessions 7-2 through 11-2; Chapters 8-12</td>
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<tr>
<td><strong>Week 13:</strong></td>
<td><strong>Exam 2 grades returned today</strong></td>
<td>Session 1: Articles will be handed out in class for</td>
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<tr>
<td><strong>Dec 5</strong></td>
<td><strong>Assignment 2 grades returned today</strong></td>
<td>discussion</td>
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<td><strong>Week 14:</strong></td>
<td><strong>Exam 2 grades returned today</strong></td>
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<tr>
<td><strong>Dec 12</strong></td>
<td><strong>Assignment 2 grades returned today</strong></td>
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<td><strong>Session 1: Contemporary Issues in Project Management Course Evaluation</strong></td>
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<td><strong>Session 2: Key Concept Review; Course Summary</strong></td>
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<td><strong>No Class - All Assignment 2 Resubmissions and/or other remaining work due electronically by midnight tonight!</strong></td>
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COURSE REQUIREMENTS:

**Class Attendance:** 10% (10 Points)

Class attendance is required. Real-world project managers are expected to attend and participate in all meetings that are concerned with the management of their project and to conduct themselves professionally at those meetings. Students in this course are considered to be professionals who are learning the art and science of project management. Attendance will be taken regularly, and absences, or behavior in class that negatively affects the ability of other students to concentrate or participate, will carry a point deduction that is appropriate for the situation. Students who cannot attend class due to a professional interview appointment, illness or death in the family must notify the instructor via email prior to the class if possible, but no later than the day following class, and may be asked to submit verification of the situation causing the absence. **The following do not qualify as extenuating circumstances:** Special events on or off campus, personal travel, forgetting to attend, or requirements in other courses. **Attendance will be a factor in whether or not students who are on a final grade range boundary are considered for upgrade to the next higher final letter grade.**

Students who plan not to attend class due to a religious observance are asked to make prior arrangements through the University religious observance notification process during the first two weeks of the semester. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework.

**Readings**
Course textbooks have been selected to guide the student according to the professional certification body of the Project Management Institute (PMI®). This organization sets the standards for Project Management education in the United States and in many other parts of the world. The required Schwalbe text covers specific information required by PMI®, and provides numerous case studies, practical examples and shows how information technology project managers generally do their jobs out there. I will bring my own experience and stories of project management to the class, and the combination of the Schwalbe text and my experience will provide many ways to grasp the concepts of the course in a practical way. This addresses the key learning objectives of the course, and therefore students are urged to consider the readings seriously in order to best understand how these processes really work. Performance on exams and assignments will definitely be enhanced by attention to the readings.

The recommended book from PMI® known as PMBOK® is the official standard for general project management, and is the basis from which the professional certification exams are developed. While the book is in the recommended category, any student considering professional project management certification in the future should study this book as well.

**Examinations (2):** 30% (15 Points Each)
Two examinations will be given on concepts, terms and definitions covered in the specific listed classes and as explained further in assigned readings for those days. Notes I hand out, and additional notes taken by students in class, will form the basis for all exams. Exams are multiple-choice and are not cumulative through the semester. They are focused on the topics covered in the specific classes to which they apply. In each exam bonus point questions will be included as well as a few items on key concepts from the required readings for those same classes that may not have been covered in lectures.
Project Assignments (2): 60% (30 Points Each) for the following assignments:

- **Assignment 1:** Project Charter and Preliminary Scope Statement, WBS, WBS Dictionary (the WBS deliverable will be produced by the MS-Project software.) Focus is on how the student organizes the information about the case problem and creates the typical project management documents that explain to stakeholders how the project will be designed.

- **Assignment 2:** Communication Plan, Project Schedule, Resource Utilization and Cash Flow Reports (all except the Communication Plan will be produced by the MS-Project software.) The focus of this assignment is how the student structures information about resources, time constraints, costs and detailed scheduling, while still remaining within the objectives first defined in Assignment 1.

Both assignments will reflect the same overall case situation, but each will focus on specific deliverables. Assignments are completed individually by each student, and grades will be given to each student on the basis of work submitted. These assignments are adapted from real-world projects led by the instructor, or with written permission, the student may use their own real project in which they are presently participating, or have previously participated, for either assignment.

Lab Sessions for MS-Project and Assignment Guidance:
A schedule for special workshops in MS-Project and for guidance on assignment completion will be distributed after the start of the semester. Multiple sessions will be facilitated in an iSchool computer lab by the Faculty Assistant for the course. While attendance at these sessions is not required, students are encouraged to attend one each of Part 1 and Part 2, as these will be the only times when MS-Project course topics will be presented in a computer lab setting. The focus of the sessions will be on completing the two assignments using the MS-Project software.

Format and Grading of Exams:
Exams will consist only of multiple-choice items that each involve the need to recall definitions of terms and concepts presented in class that come from the readings and the experience of the instructor. The exams are structured and graded as follows:

- Each of the two exams will count as 15% toward the final grade (15 points each) for a total contribution of 30% (30 points). Each exam will include up to 4 items that involve key concepts that are in the required readings. These concepts may not have been covered specifically in class, but will be related to the general content of the class as presented. Each exam will contain 34 items in total, and each item will count as .5 point. If students answer any 30 of the items correctly, they will earn the full 15 points for the exam. For each correct answer above 30, students will earn an additional .5 point per correct answer, allowing students to earn up to 2 bonus points above the total value of each exam.

- Students will receive a report for each exam that details their results and the total points earned. Exam items will be reviewed in class as specified in the schedule.

- Exam items are statistically analyzed by the instructor after each exam to determine if there are items that were confusing due to wording or improper choices. If such an item is found, it will be discarded, and all students will earn the value of the discarded item.
Format and Grading of Written Assignments:

Policy of Mastery Achievement:

- This course is designed to allow students to take advantage of feedback from the Instructor on their knowledge and skills in order to become masters of the subject matter. **Students may revise an assignment one time and re-submit it** to show that the quality has improved based on the feedback received originally. **Assignment revisions must be resubmitted on the due date specified in the class schedule.**

- The grade entered for the resubmitted assignment will be that earned from the revised submission, **but with the following point deductions:**
  - Re-submitted assignments will earn a **maximum of 29 points** in fairness to those who submitted the assignment correctly on the original submission.
  - Point deductions for late assignments will carry through to the re-submission as well.
  - Re-submitted assignments that are turned in late beyond the re-submission deadline may incur additional point penalties.

Late Assignments:

Assignments must be turned in at class on the date due. Late assignments (except in the event of extenuating circumstances beyond the student’s control as documented above in Attendance) may have credit subtracted from the overall grade in proportion to the amount of time submitted beyond the due date. This is a policy that reflects the way that late professional assignments in on-the-job project management situations will always carry some negative aspect. **If you cannot complete work on time due to some need for help, then I expect to hear from you along the way as you discover your difficulty, rather than just when it is due (!).**

Format and Delivery of Assignments:

One aim of this course is to provide students with experience in producing formal documentation for projects appropriate for delivery to an executive-level project sponsor. This is because in a real-world professional project management situation, you will need to know how to produce either a physical document, or a document image, that is traditional for business in size so that recipients can view it exactly as intended, or can print it if they wish without further formatting. Assignments, like the professional documents they simulate, must be organized clearly so that it is easy for the intended readers to examine and understand. Assignments will be submitted by students electronically through the SU Blackboard LMS system using a required naming method and format. Detailed instructions for how to name and submit the assignments will be given when each of the assignments are distributed.

**Assignments in this course must be formatted in standard page size (US Standard 8.5”x11” Letter Size or International Standard A4) and must be submitted in .PDF format, which standardizes the form of an electronic image of the printed page. The assignments can be produced by Adobe Acrobat Professional or compatible software. Therefore, simply submitting a Word or MS-Project file for assignments is not acceptable for this course as this does not show how it would actually look when printed.** Guidance for producing .PDF print image files from various sources will be included in the special instructional lab sessions provided for the assignments.
Students will receive the following documentation which describes the reason for any deductions and the total assignment points received out of a possible value of 30:

**Area of Measure:** Assignment Management

**Possible Scores:**

**Evident of superior effort and attention to detail:** 2 Points Bonus

Note: Adding sections not required or working ahead (delivering a schedule, for example, when a schedule is not a required deliverable for the assignment) is not considered superior effort. Rather, superior effort should be evident in the level of detail in the deliverable, and in the considerations of the project management process documented by the student. **Using commercial templates for deliverables does not guarantee a bonus grade.**

Assignment turned in on time, in correct format, and professionally prepared with relevant content: 6 Points

Insufficient depth, quality, effort, or turned in late: Deduction as per situation

**Note:** Points deducted for late submission will also be deducted on re-submission of the same assignment.

**Concept/Skill Mastery**

(8 categories are evaluated per assignment) (3 Points) (2 points) (0-1 point)

Bonus points may be earned with exceptional work on any given skill category.

**Other comments:** (my written comments to clarify the above point values given)

**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 policies stated above. Grades are based on a total possible score of 100 points for the semester with bonus points available as stated.
- In the past, there have been students who have achieved a total of 100 points or more.
- 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 and exam dates. I must obtain department permission to submit an incomplete grade and must notify the department in advance if the situation warrants.
- Please discuss serious grading concerns with me as the semester progresses. If you do your part, I will help you to achieve success in this course.
- **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.** Generally, I use the following grading criteria to assign a final letter grade:
  - The final grade of “A+” may not be given at Syracuse University. I do not assign the “plus” grades of the other letter grades either.
  - The final grade of “A” represents a professional mastery of all concepts, with assignments containing elements that exceed requirements and work products packaged professionally for the executive recipient.
  - The final grade of “A-“ represents effort levels typical of the graduate student who meets expectations, but does not necessarily go above the requirements.
  - The final grade of “B” represents effort somewhat below expectations of the graduate student, or trouble with certain concepts.
• The final grade of “B-“ represents minimal graduate student effort, where the student attempts the work, but has had trouble with quality, content or meeting expectations in several situations.
• The final grade of “C” represents generally unacceptable effort for graduate students, including inability to master numerous concepts or poor quality work.
• While a grade of “C-“ is possible, this represents a serious situation, and is the lowest grade that can be given to graduate students. I consider this to be a failing grade.
• Point values have been as follows in the past, but may be adjusted to reflect the achievement of the class as a whole this semester:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92+</td>
<td>A</td>
</tr>
<tr>
<td>84-91</td>
<td>A-</td>
</tr>
<tr>
<td>76-83</td>
<td>B</td>
</tr>
</tbody>
</table>

No Extra Credit:
Extra Credit is built into the exam and assignment grading as specified earlier. Above-exception performance on assignments will be recognized with additional points. Resubmission of assignments is encouraged to increase the grade to near maximum, and 10% bonus questions are provided on the exams to offset other items answered incorrectly. **Students who have concerns about passing the course should discuss this with me to determine options. Other than the approaches mentioned here, there will be no extra-credit assignments or exams.**

ACADEMIC POLICIES:

Students with Disabilities:
If you feel that you are a student who may need academic accommodations for a disability, please contact the Office of Disability Services (ODS), [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu) located in room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. You are also welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations.

Academic Integrity:
The academic community of Syracuse University and the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. For more information and the complete policy, see the Syracuse University Academic Integrity website at: [http://academicintegrity.syr.edu](http://academicintegrity.syr.edu). The Academic Integrity Policy governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities.

A Note on Academic Integrity in IST645:
This course is designed to generate professional skills and knowledge on the part of individual students who complete the work and study on their own. Therefore, students enrolled in this course who submit another author’s or student’s work as their own, who submit templates or generic material available online without adjusting details to the specifications and requirements of the assignment, or who collaborate on examinations or use other means to derive answers from materials or other students during examinations, will be penalized heavily when graded, and may also be reported as in violation of the University’s academic integrity policy.

Future Use of Student Work:
This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured.

Email Communication:
All email communication with students for this class will be sent to their University-provided email address @syr.edu as per University computing and electronic communication policy. I will not provide assignment, exam or final grades via any other email account in accordance with policy.

COURSE-SPECIFIC POLICIES:

Student use of computing devices or Smartphones not permitted during class:
Students may not use computers, Smartphones, tablets and other computing or communication devices during class sessions – only during class breaks. Exceptions will be made for an individual student if such a device is a part of an official accommodation of individual needs related to the learning process. The reasons for this policy are as follows:

- A live, face-to-face campus class is a premium opportunity to focus on the material as an interactive physical group, and the course has been designed specifically for this medium.
- The instructors will provide most of the notes – students can fill in specific ideas using minimal note taking without computers.
- Previous students have commented that they are distracted by other students’ use of computers in class, interfering with their own ability to concentrate on the class.
- It is nearly impossible to lead a class where students appear to be focused only on their computers and phones.
- Recent studies measuring concentration in college students who attempt to do several things at once show conclusively that everything suffers as a result.

So, for the short period once a week that we are all together, please break free of the Internet for 75 minutes at a time, and limit the use of computing devices of all kinds to the class breaks. In return, I will do my best to make your concentration worthwhile.
**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 exams.

**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. I would ask you to **do your best to originate the ideas yourself, to construct the text and explanations yourself in your own way and in your own words.** This will carry a greater value than use of content written by someone else in order to avoid language mistakes.

**Recording of Lectures:**
Lectures may be recorded by students as desired.
Introduction to the Instructor:

Dr. Art Thomas, Ph.D.
Professor of Practice
Syracuse University School of Information Studies
Director, Upstate Health Research Network

Art Thomas first began his association with the iSchool in the Spring semester of 2001, specializing in Project Management, IT Management and Financial Systems courses. His most regularly offered courses include "Managing Information Systems Projects (IST445/645) and "Global Financial Systems Architecture" (IST302). He was the developer of this course.

Art is the Director of the Upstate Health Research Network (UHRN), a consortium of universities and expert researchers coordinated through Syracuse University. The mission of the UHRN is to analyze health care claims charges nationwide and recommend to Fair Health, Inc. appropriate methods for setting reference benchmarks for out-of-network health care claims reimbursements.

Art has also served on the J.P. Morgan Chase Partnership Curriculum Project Team, where he has contributed to the development and enhancement of several courses with emphasis on large-scale, multi-tiered information systems.

As a practitioner, Art is Co-founder, Chairman and CEO of Counterpoint Holdings, L.L.C., an IT consultancy formed in 1992. In this role, Art has managed many IT projects for corporations, and assisted more than 20 area school districts in IT projects involving long-range planning, procurement, implementation and support. Previously, Art’s career included IT positions ranging from Programmer to CIO, and he has held positions in Corporate Training ranging from Training Specialist to Chief Learning Officer. He has served organizations in Manufacturing, Banking, Insurance, Education and Government, and his work has taken him from North America to Europe and the Middle East, where he led two projects for the Ministry of Education in the Sultanate of Oman.

Art earned his Bachelor of Arts degree from the State University of New York College at Brockport with emphases in both Social Science and Computer Science. His Master of Education (Ed.M.) degree in Curriculum Development and Instructional Media is from the State University of New York at Buffalo, and his Ph.D. in Research and Evaluation/Instructional Systems Design and Management is also from SUNY Buffalo. He has developed and taught numerous seminars, workshops and presentations, including semester courses at the American Institute of Banking, Niagara University and SUNY Buffalo. He is certified by 3M Corporation in fiber-optic network systems design and installation, and co-founded LightYear Institute, Inc. in 2005 to develop and offer beginner-level 3M-endorsed certification classes in fiber-optic data network technology.

Art is a member of the Project Management Institute (PMI), the International Society for Performance Improvement (ISPI) and the American Society for Training and Development (ASTD). He is also Co-founder and Chairman of the National Board of Directors of Gliding Stars, a charity operating across five states that provides disabled people of all ages recreational opportunities through lessons in adaptive ice skating.