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

Professor of Record: Art Thomas is the Professor of Record for this course.

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

Class Meetings: Hinds Hall, Room 021; Class time: 5:00-7:50 pm Tuesdays

Course Code/Title: IST645 Managing Information Systems Projects
Class Section: M001  Registration Code: 24259  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.

Textbooks:
ISBN-13: 9781285847092 672 Pages Paperback (Please get only this REVISED SEVENTH edition – not the original Seventh Edition as that version has the wrong MS-Project commands)

ISBN 13: 978-935589-67-9 (Please get this FIFTH Edition only!)

Software: Microsoft Project version 2013 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.

Faculty Assistant: Varshini Sreetha (vsreetha@syr.edu)

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 example 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 Risk Management 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 former SU Collaboration Partner, J.P. Morgan Chase.
- 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, each consisting of individual parts that are related to the case problem. 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.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>SCHEDULED TOPICS, ASSIGNMENTS AND EXAMS</th>
<th>Assignment Due Date</th>
<th>READINGS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Session 1: Welcome, Review of Syllabus, Context of Course</td>
<td>No readings for today except syllabus. Others to be handed out in class.</td>
<td>(Session 1 = before the break; Session 2 = after the break)</td>
</tr>
<tr>
<td>26-Aug</td>
<td>Session 2: Components of Project Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FULL CLASS SESSION: PLEASE PREPARE TO BE IN CLASS THE FULL TIME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Session 1: Dimensions of Projects and Project Management Knowledge</td>
<td>Schwalbe Chapters 1 - 3</td>
<td></td>
</tr>
<tr>
<td>2-Sep</td>
<td>Session 2: Project Management Methodologies - Classic and Agile</td>
<td>PMBOK® Guide Sects. 1 - 3</td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Session 1: Project Integration Management</td>
<td>Schwalbe Chapters 4,11</td>
<td></td>
</tr>
<tr>
<td>9-Sep</td>
<td>Session 2: Project Risk Management</td>
<td>PMBOK® Guide Sects. 4,11</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Session 1: Defining Project Scope</td>
<td>Schwalbe Chapter 5</td>
<td></td>
</tr>
<tr>
<td>16-Sep</td>
<td>Session 2: The Definition of Deliverables and the WBS</td>
<td>PMBOK® Guide Sect. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 1 Case Problem distributed today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>Session 1: Managing Scope and Stakeholders – Changes, Issues, Expectations</td>
<td>Schwalbe Chapters 6,13</td>
<td></td>
</tr>
<tr>
<td>23-Sep</td>
<td>Session 2: Project Time: Effort, Estimations and Time Management Issues</td>
<td>PMBOK® Guide Sects. 6,13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 1A Charter/Scope Document Due next Sunday by midnight!</td>
<td>28-Sep</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td><strong>CAREER WEEK EVENTS - NO CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6:</td>
<td>Session 1: Project Cost and Procurement Management Concepts</td>
<td>Schwalbe Chapter 7,12</td>
<td></td>
</tr>
<tr>
<td>7-Oct</td>
<td>Session 2: Earned Value Analysis</td>
<td>PMBOK® Guide Sect. 7,12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 1B/IC WBS/WBS Dictionary Due next Sunday by midnight!</td>
<td>12-Oct</td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Session 1: Exam 1 – covering sessions 1-2 through 6-2; Chapters 1-7,11-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-Oct</td>
<td>No further class session after the exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 1A Charter/Scope Document grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>Session 1: Monitoring and Measuring Progress</td>
<td>Schwalbe Chapter 8</td>
<td></td>
</tr>
<tr>
<td>21-Oct</td>
<td>Session 2: Project Quality Management</td>
<td>PMBOK® Guide Sect. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 1 grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9:</td>
<td>Session 1: Project Human Resource Management</td>
<td>Schwalbe Chapter 9</td>
<td></td>
</tr>
<tr>
<td>28-Oct</td>
<td>Session 2: Project Team Issues and Management</td>
<td>PMBOK® Guide Sect. 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 1B/IC WBS/WBS Dictionary grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Assignment 1(ABC) Resubmissions Due next Monday by midnight!</td>
<td>3-Nov</td>
<td></td>
</tr>
<tr>
<td>Week 10:</td>
<td>Session 1: Planning and Managing Project Communications</td>
<td>Schwalbe Chapter 10</td>
<td></td>
</tr>
<tr>
<td>4-Nov</td>
<td>Session 2: Organizing and Managing Project Meetings</td>
<td>PMBOK® Guide Sect. 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 2 Case Problem distributed today</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 2A Risk Management Plan Due next Sunday by midnight!</td>
<td>9-Nov</td>
<td></td>
</tr>
<tr>
<td>Week 11:</td>
<td>Session 1: Using MS-Project Software for Assignment 2B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-Nov</td>
<td>Session 2: Practice in MS-Project Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment (ABC) Resubmission Grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12:</td>
<td>Session 1: Exam 2 – covering sessions 8-1 through 11-1; Chapters 8-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-Nov</td>
<td>No further class session after the exam.</td>
<td>Assignment 2A Risk Management Plan grades returned today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 2B Project Schedule Due next Sunday by midnight!</td>
<td>23-Nov</td>
<td></td>
</tr>
<tr>
<td>25-Nov</td>
<td><strong>THANKSGIVING BREAK - NO CLASS!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13:</td>
<td>Session 1: Professional Certifications for Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Dec</td>
<td>Session 2: Key Concept Review; Course wrap-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 2 grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment 2B Project Schedule grades returned today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14:</td>
<td>No Class - All Assignment 2(AB) Resubmissions and/or other remaining work due electronically by midnight tonight!</td>
<td>9-Dec</td>
<td></td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS:

Class Attendance: 15% (15 Points) See section on absence penalty below
This is a face-to-face, on-campus course. Therefore, class attendance is required at all classes for the entire time. 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. Absence from scheduled classes, or behavior in class that either violates a course or university policy, or that negatively affects the ability of other students to concentrate or participate, will involve deductions in points that are appropriate – see absence penalty section below. 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.

Faith-based Observances: Students who plan not to attend class due to a faith-based observance are asked to make prior arrangements through the University faith-based observance notification process during the first two weeks of the semester. If done so according to this policy, there will be no penalty for absence during these events. Please see details on this policy under UNIVERSITY ACADEMIC POLICIES later in this syllabus.

Absence Penalty:
The following do not qualify as valid reasons for missing class:
- Study and preparation for scheduled job interviews
- Employer information meetings held on campus for students during class time
- Student group meetings for organizations or other classes
- Special events on or off campus unless I have been notified by the sponsoring faculty member that you are required to attend the function.
- Personal travel of any kind that involves missing class, including to or from holidays or semester breaks.
- Preparation for assignments due in other courses.
- Forgetting to attend (Yes, this has really happened!)

The following are the point deductions that will result from these absences:
- Missing the first or final class: 3 points each class
- First absence other than the above: 1 point
- Second absence other than the above: 2 points
- Third and additional absences other than the above: 3 points each absence
- If more than 15 points are deducted due to absences: Your final grade will be automatically lowered one additional full letter grade from the grade you earn in the course.

Excused Absences: Point deductions will not be made for the following situations:
- Religious observances arranged according to official SU procedures as noted above.
- Serious illness reported to me by the Health Center or iSchool Advising
- Death in the family (with appropriate notice to iSchool Advising and me)
- Out-of-town travel for a professional interview appointment (with advance notice before class when you know you are required to travel)
- Travel required for business (with advance notice before class)
- Travel or conflicting schedule for an approved iSchool project – in this case the instructor sponsoring the event must email me that you cannot attend class.
Attendance sign-in sheets will be used often, but are not the only means of taking attendance for a given class. It is each student’s responsibility to ensure that they have signed the sheet by their name personally when the sheet is passed around. **Students who are absent and have others sign the sheet for them will be considered to have violated University academic integrity rules, and this will include the student who falsely signs for someone else.** Significant consequences may result from this practice.

**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.

**Format and Grading of Exams:**

Exams will consist only of multiple-choice items that each involve the need to recall and apply definitions of terms and concepts presented in class and that come from the readings. 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.

Project Assignments (2): 55% for the following assignments:

- **Assignment 1:** (25%) *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 1 will be submitted and graded in two modules (1A,1B/1C) with the WBS and WBS Dictionary submitted together. Assignment grade will be the final average of the two submissions.

- **Assignment 2:** (30%) *Risk Management Plan, Project Schedule* (Project Schedule will be produced by the MS-Project software.) The focus of this assignment is how the student structures information about stakeholder management, project resources, time constraints, costs and detailed scheduling, while still remaining within the objectives first defined in Assignment 1. Assignment 2 will be submitted and graded in two modules (2A,2B). Assignment grade will be the final average of the two submissions.

Both assignments 1 and 2 will reflect the same overall case situation, but each will focus on specific deliverables and different levels of detail. **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 email permission from the instructor, 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 Lab 1 and Lab 2, as these will be the only times when assistance involving the use of MS-Project will be provided in a computer lab setting. The focus of the sessions will be on completing the assignment modules 1B and 2B using the MS-Project software.

Format and Grading of Written Assignments:

Policy of Mastery Achievement through Assignment Resubmission:

- This course is designed to allow students to take advantage of feedback from the Instructor on their knowledge and skills in order to master 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.
  - The grade entered for the resubmitted assignment will be that earned from the revised submission, but with the following point deductions that depend upon the value of the original grade as follows:
    - If the original grade was 1 - 4 points lower than the maximum grade, then the resubmission may earn up to 1 point less than the maximum grade.
    - If the original grade was 5 - 7 points lower than the maximum grade, then the resubmission may earn up to 2 points less than the maximum grade.
    - If the original grade was 8 - 10 points lower than the maximum grade, then the resubmission may earn up to 3 points less than the maximum grade.
If the original grade was 11 - 15 points lower than the maximum grade, then the resubmission may earn up to 4 points less than the maximum grade.

If the original grade was more than 15 points below the maximum grade, then the resubmission may earn up to 5 points less than the maximum grade.

- Original point deductions for late assignment submissions will carry through to the re-submission as well, which means that these late penalty points cannot be made up through re-submission.
- Assignment revisions must be resubmitted on the due date specified in the class schedule.

**Format and Submission of Assignments:**

Document-format 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 electronically in .PDF format, which standardizes the form of an electronic image of the printed page. Some aspects of the assignments can only be produced by Adobe Acrobat Professional or compatible software, which is on the iSchool lab computers in Hinds Hall. Simply submitting a Word file for assignments is not acceptable for this course as this does not guarantee a stable document format. The Project Schedule assignment must be submitted in MS-Project 2013 file format.

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.

**Grading of Assignments:**

Students will receive the following documentation which describes the reason for any deductions and the total assignment points received:

<table>
<thead>
<tr>
<th>Area of Measure</th>
<th>Possible Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Management</strong></td>
<td>Deduction as per situation based on the following table:</td>
</tr>
<tr>
<td>Assignment turned in late:</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>No deduction - Assignment on time or late with permission.</td>
</tr>
<tr>
<td>-1</td>
<td>Assignment up to 1 day late</td>
</tr>
<tr>
<td>-2</td>
<td>Assignment 1-2 days late</td>
</tr>
<tr>
<td>-3</td>
<td>Assignment submitted 2-3 days late</td>
</tr>
<tr>
<td>-4</td>
<td>Assignment submitted 3-4 days late</td>
</tr>
<tr>
<td>-5</td>
<td>Assignment submitted more than 4 days late.</td>
</tr>
</tbody>
</table>

*Note: Points deducted for late submission will remain on re-submission of the same assignment. Late resubmissions may be subject to additional deductions.*
Area of Measure: Possible Scores:

Assignment Overall Quality (1 point for Assignment 1; 6 points for Assignment 2)

Points earned based on the following:

1  Appropriate analysis effort and correct file naming and submitted file format.
0  Appropriate analysis effort, but file format or naming does not follow requested criteria.
-1 Assignment does not clarify enough detail to serve as a client-ready document for this case.
-2 Use of templates or generic sections that are not adjusted enough to this case problem.
-3 Assignment does not reflect appropriate analysis or understanding of the case problem.
-4 Assignment is incomplete with several missing segments that decrease its overall value.

Other Graded Areas:

Concept/Skill Mastery Mastered Criteria Could be
Most Achieved greatly improved

(8 categories per assignment) (3 Points) (2 points) (1 point)

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

Assignment 1 Evaluated Skill Categories (8):

1. Has the student summarized the basic problem of the case study in sufficient detail, including what is to be done and who is to do it?
2. Are the roles and responsibilities of the stakeholders and team members in the case study correctly identified?
3. Are all major deliverables listed and defined correctly so that they are easily understood?
4. Does the scope document contain the needed sections and explain the project as far as possible with the initial case information?
5. Is there an appropriate section where it is described how the project will be structured in terms of relationships as well as general order of activities?
6. Is there a formal place where a few key stakeholders, the sponsor and the project manager can sign and date?
7. Is the WBS logical, numbered properly, follows the case problem, shows proper action words and is appropriate to the scale of this case problem (not just from a general template)?
8. Is the WBS dictionary formatted properly, contains several entries, and describes work, not just definition of terms?

Assignment 2 Evaluated Skill Categories:

1. Is the Gantt Chart properly formatted, with necessary data columns? Top level task? Auto scheduled? Work, Cost, Avg % Complete columns added?
2. WBS contains detail for the assignment as specified in the case problem? Logic allows for 2 weeks to receive equipment before installation? Looks reasonable for this project? Predecessors logical?
3. Reasonable costs for equipment and labor? All tasks have appropriate costs?
4. All tasks have resources assigned? Reasonable hours for tasks?
5. Risk Management Plan follows general contents as specified in class? Reasonable content and customized to be specific for this project?
6. Is a detailed Risk Register included that specifies the nature and priorities of each identified risk according to the approach covered in class?
7. Does the resource sheet contain resources specified in the assignment? Are rates and costs correct?
8. Does the budget total seem reasonable for this project? Is the project time and cost consistent with the case problem and at the correct scale?

Feedback will also include my written comments to clarify the above point values given.
Late Assignments:
Plan ahead! These assignments are difficult and you cannot wait until the last few days to complete them. Assignments must be turned in on the date due by the time specified.

Late assignments (except in the event of extenuating circumstances) will have credit subtracted. Students who cannot submit an assignment due to illness or death in the family must notify the instructor via email prior to the deadline for submission if possible, but no later than the day following the deadline, and may be asked to submit verification of the situation. The following do not qualify as extenuating circumstances to delay submission of assignments: Preparation for job interviews, job interviews, special events on or off campus, personal travel, problems with technology, or assignments or presentations due in other courses. Late professional assignments in on-the-job project management situations will always create some negative impression. 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 (!)

Resubmitted assignments that are turned in late beyond the re-submission deadline are not accepted.

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.
- **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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
<td>78-81</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>74-77</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>70-73</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
<td>&lt;=69</td>
</tr>
</tbody>
</table>

Getting an A, B+ or B is not considered to be a serious performance problem in this course. *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. Extra Credit is built into the exam and assignment grading as specified earlier. Above-expectation performance on assignments will be recognized with additional points. Resubmission of assignments is encouraged to increase the grade, and 10% bonus questions are provided on the exams to offset other items answered incorrectly. *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.*
COURSE-SPECIFIC POLICIES:
Student use of computers, tablets, other computing devices or cell/smartphones not permitted during class:

- **Students may not use computers, cell/smartphones, tablets or 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.** All slide images will be provided to assist note-taking in each class. Students can fill in specific ideas using minimal note taking without computers. All handouts will be made available in electronic form after the class to assist in electronic documentation of class sessions.

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.
- 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 material.
- It is nearly impossible to lead a class where students appear to be focused only on their computers and phones.
- Several studies measuring concentration by college students who attempt to do several things at once show conclusively that everything suffers as a result.

**So, please break free of the Internet for 90 minutes at a time, and do not use communication and computing devices of any kind except during class breaks. In return, I will do my best to make your concentration worthwhile.**

Ring tones, Calls and Texts:
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 or used in any way during exams.

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 have others sign in for them on attendance sheets, submit another author’s or student’s work as their own, who submit generic material available online without adjusting details to 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 as stated below.

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. You should provide your own devices for this purpose.
UNIVERSITY ACADEMIC POLICIES:

Academic Integrity:
Syracuse University’s Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see http://academicintegrity.syr.edu

Students with Disabilities:
Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University 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 the Office of Disability Services(ODS), 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.

Religious Observances:
Students who plan not to attend class due to a faith-based observance are asked to make prior arrangements through the University faith-based observance notification process during the first two weeks of the semester. SU’s religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework.

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 the course has been completed, should I use any student’s work in a subsequent class, I will render the work anonymous through the removal of all personal identification of the work’s creator/originator(s).

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.
Introduction to the Instructor:
Dr. Art Thomas, Ph.D., Professor of Practice, Syracuse University School of Information Studies
Director, Master’s Programs in Information Management (IM) and Telecommunications and Network Management (TNM)

Art Thomas first began his association with the iSchool in the Spring semester of 2001, and became a member of the full-time faculty in 2009. He specializes in Project Management, IT Management and Financial Systems courses. His regularly offered courses include:

- Managing Information Systems Projects (IST445/645)
- Complex Issues in IT Project Management (IST447/747)
- Global Financial Systems Architecture (GET302/602)
- IM Capstone course (IST755) - Executive-track IM only - Maymester
- IM Gateway course (IST621) - Summer Session.

As the Director of the Master’s Programs in Information Management (IM) and Telecommunications and Network Management (TNM), he manages the content and sequence of these degree and related certificate programs, including the Master’s Program in Information Management-Executive Track (ExIM), and Certificates of Advanced Study (CAS) in the areas of Information Security Management (CAS-ISM), E-Government Management and Leadership (CAS-eGov), and Information Systems and Technology Management (CAS-ISTM). He also collaborates with other iSchool administrators in the areas of admissions, advising and career services that are relevant to these specific degrees and certificates.

Between 2010-2013, Art was 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 was 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. In addition, Art’s career has 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.

With emphases in both Social Science and Computer Science, Art earned his Bachelor of Arts degree from the State University of New York College at Brockport. 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), the Association for Computing Machinery (ACM), the Association for Information Systems and Technology (ASIS&T) 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.