

MIS 746 Online IS Project Management Summer II 2020

***This online course is conducted
on UNLV WebCampus***

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I. Instructor Contact Information

Office Hours: By appointment only. If you need to schedule an appointment with me, feel free to do so.

II. Prerequisites

Admission to a graduate program in MIS or consent of the Director of MIS Graduate Programs.

III. Course Textbooks

Required:

Project Management Institute (2017). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*. 6th Edition. Newtown Square, PA: Project Management Institute, Inc.

IV. Course Description

*****IF YOU ARE TAKING THIS CLASS, PLEASE DO SO AT A TIME WHEN YOU CAN MAKE YOURSELF AVAILABLE AT THE DATES AND TIMES OF PRESENTATIONS, EXAMS, ETC., JUST AS YOU WOULD IN A LIVE, CLASSROOM-BASED COURSE. IF YOU KNOW YOU HAVE CONFLICTS WITH ANYTHING IN THE SCHEDULE, PLEASE PLAN TO TAKE THIS CLASS ANOTHER TIME.*****

This course focuses on the management of projects. The content deals with organizing, initiating, planning, executing, and controlling projects. The course includes major topics of project selection, requirements analysis, estimation, scheduling, behavioral issues, project governance, project implementation, project control and assessment, and more. Primary class emphasis is on management and behavioral issues rather than technical issues.

It is the perspective of this professor that online classes offer unique advantages and come with some disadvantages compared to in-person classes. For example, online classes offer a convenience that in-person classes cannot provide; however, by nature, the learning environment of an online class does not offer the same level of engagement, interaction, and direct, instructor-led guidance and reinforcement as an in-person class. In spite of this, I have structured this online class so that students still benefit from a team element as well as from live presentations (via online tools) and associated forms of engagement. It is important to me that your experience and the value you get out of this online class is commensurate with that of its in-person counterpart.

V. Student Learning Objectives

Students will be able to:

- Describe key concepts, techniques, and decision tools available to project managers.
- Identify, initiate, describe, and prioritize projects.
- Demonstrate the importance of managing, motivating, and leading project teams.
- Utilize methods to effectively communicate project goals, status, and progress.
- Describe key concepts, tools, and techniques available to project managers.
- Assess project risk and prepare contingency plans.
- Monitor project progress and measure project success.
- Recognize the importance of organizational culture and its impact on project management approach.
- Identify different types of organizational structures and the success project managers have had using them.
- Evaluate the potential for resource conflicts in a project and identify potential resulting impacts to meeting project cost and schedule objectives.
- Demonstrate the importance of governance and strategy in prioritizing projects to provide an organizational guideline for the sequence of project execution in a portfolio.
- Develop a holistic view of projects and their role in the organization, with a sensitivity to the behavioral issues all project managers must deal with in practice.
- Make a unique contribution to knowledge about IT project management by exploring a problem or issue of special interest.
- Prepare and update a project schedule in Microsoft Project.

VI. Conduct of the Course

In the professional world, you are expected to participate in meetings, projects, and many other settings – and your performance is evaluated in part based on your participation. Similarly, in the academic world, you are also expected to participate and contribute.

This course presents materials that focus on the text, real-world illustrations of course topics, cases, and other related items. In the online setting of the course, it is as important as ever that students seek to participate and bring their own experiences to the class as the lens through which to interpret class topics and issues. Your active engagement in this course is essential to your growth as a manager/project manager/member of future project teams. Your level of participation will be reflected in your grade.

There will be instances when you will need to gather with your team, such as to give team presentations to the class online. For such instances, all students are required to be electronically present to view all presentations (via video conferencing tools available for the class, for example) in addition to presenting. If you miss any live (videoconference) meeting scheduled during this class, your participation grade will be affected.

VII. Software

We will use Microsoft Project software, available from Microsoft free of charge for students of this class for installation on your personal computer (it is not compatible with Macs). About one week after the start of class, you should receive an email with instructions on how to obtain Microsoft Project through the Microsoft Azure Dev Tools for Teaching site, so look out for that email. If you don't receive it, you can use the following link and instructions instead (note that these are subject to change):

<https://azureforeducation.microsoft.com/devtools>

After going to the link, create a Microsoft Account using your RebelMail address. When you sign in using your Microsoft credentials (from the account you've just created), you can search the Software area for "Project" to find it. If more than one version of Project is available (such as 2016 or 2019), they are very similar, so any version is fine. Note that you will need to copy the product license because you will need to enter it when you set up the software. If you have any issues with this process, contact the UNLV Office of Information Technology (OIT). They can help you.

I recommend you take care of this early in the course to ensure you have the software when you need it. Note that Microsoft Project is also installed and available in select campus computer labs (this seems to change periodically, so call a lab before going there to identify if they have Project available). Project is not compatible with Mac, so students who only have Macs will need to utilize Microsoft Project in a computer lab.

VIII. Harvard Case Key Project Concepts

For the Harvard Business School Cases assigned to the teams in this class, you will write and submit a brief Harvard Case Key Project Concepts document. It will discuss key project concepts and considerations from each case and will include a position statement with your thoughts about the topics and issues raised. Again, you will submit one of these documents for each case (but you do not need to submit one for your own team's case). These can be as short as a paragraph and as long as a page. While these are not assignments per se, doing them will help you identify important considerations in projects that can collectively mean the difference between success and failure. There is no special format for these documents except that they should have your name and the date of submission on them. They won't be qualitatively evaluated, and you generally won't receive feedback on them. They are for your use to support your development in this course and to prepare you to engage in Team Harvard Business School Case presentations given by classmates. You will submit them with associated class modules as part of your participation grade. Note that as you progress in the course, you will be able to identify and discuss an increasing number of project concepts.

IX. Harvard Business School Case Presentations

The Harvard Business School Cases listed below will be the basis of team presentations. In the beginning of the first week of class, students will be assigned to teams (4-5 people per team, depending on class size). Each team's assigned Harvard Business Case (HBC) will be the basis of a 20-minute presentation to the class. Team presentations (with PowerPoint slide deck) will include detailed case background and analysis focusing on, for example, the business and project management approach, performance, results, prevailing issues and risks, what went right, what went wrong, and other noteworthy elements based on the case and your analysis of it. In your presentation, it is important that you relate elements of your business case to those project management concepts you are exposed to in the course up through the date of the presentations. Conducting research outside the case to supplement your presentation is required (as available).

Team presentations should be designed to do three things: inform, entertain, and engage the class. All class members will be familiar with the cases because everyone will turn in Harvard Case Key Project Concept submissions (discussed earlier in this syllabus). Utilizing videoconferencing tools available in the class site, teams will present to class viewers. Everyone will be prepared to engage with presenting teams to ask and answer questions, make comments, etc., via the videoconferencing tools. Each team member will evaluate the individual contributions of the other members of their team (peer evaluation). Peer evaluation results will be included in the factoring of final, individual grades for all team members. The sequence of teams for the night of HBC presentations is in the Course Schedule section of this syllabus.


The Harvard Business Cases listed below are available for purchase at the Harvard Business Publishing site via Coursepack here: <https://hbsp.harvard.edu/import/726661>. When you first visit this Coursepack link, you must complete a short registration process (name, email address, user name, and password). Note: Each case may have multiple components (such as (A), Spreadsheet Supplements, (B) & Case Flash Forward). Be sure to include in your team's case analysis everything in the Coursepack related to your team's Harvard Business Case. Also note that the Coursepack includes all cases assigned to all teams in this class, and you will need all of them. The HBC titles in bold below indicate the components that comprise each case.

1) **“Airbus A3XX: Developing the World’s Largest Commercial Jet (A) + Spreadsheet Supplement, (B) & Case Flash Forward.” Case #s: 9-201-028, 9-201-126 & 8562; Product #s: 201028-PDF-ENG, XLS038-XLS-ENG, 201126-PDF-ENG & 8562-PDF-ENG**


■ **Description:** In July 2000, Airbus Industries’ supervisory board is on the verge of approving a \$13 billion investment for the development of a new super jumbo jet known as the A3XX that would seat from 550 to 1,000 passengers. Having secured approximately 20 orders for the new jet, the board must decide whether there is sufficient long-term demand for the A3XX to justify the investment. At the time, Airbus was predicting that the market for very large aircraft (VLA), those seating more than 500 passengers, would exceed 1,500 aircraft over the next 20 years and would generate sales in excess of \$350 billion. According to Airbus, it needed to sell 250 aircraft to break

even and could sell as many as 750 aircraft over the next 20 years. This case explores the two sets of forecasts and asks students whether they would proceed with the launch given the size of the investment and the uncertainty in long-term demand.


2) **“BAE Automated Systems (A) & (B): Denver International Airport Baggage-Handling System.” Case #s: 9-396-311 & 9-396-312. Product #s: 396311-PDF-ENG & 396312-PDF-ENG**

 **Description:** Describes events related to the construction of the BAE baggage-handling system at the Denver International Airport. It looks specifically at project management, including decisions regarding budget, scheduling, and the overall management structure. Also examines the airport's attempt to work with a great number of outside contractors, including BAE, and coordinate them into a productive whole, while under considerable political pressures. Approaches the project from the point of view of BAE's management, which struggles to fulfill its contract, work well with project management and other contractors, and deal with supply, scheduling, and engineering difficulties.


3) **“Diamond Framework: A New Model for Project Management.” Harvard Business Press, ISBN-13: 978-1-4221-2834-3 2834BC. Product #: 2834BC-PDF-ENG**

 **Description:** This chapter introduces the diamond model for managing projects in detail, showing how a diamond analysis can serve as an upfront assessment of benefits and risks and as a disciplined planning tool.


4) **“Elephant Walk Thru.” Case #: 904M52. Product #: 904M52-PDF-ENG**

 **Description:** The Sri Lanka Wildlife Conservation Society's management team knew that they had conceived a very unique project, Elephant Walk Thru. The success of this innovative ecotourism project hinges on their ability to balance the needs of a diverse group of stakeholders as well as various economic and political-legal forces facing the organization. Their primary task is to identify salient external opportunities and threats posed by stakeholder groups. Equally important is to evaluate the continually changing political-legal and economic environments prior to constructing the facilities.


5) **“Foremostco, Inc. (A) & (B).” Case #s: 9-604-017 & 9-605-032. Product #s: 604017-PDF-ENG & 605032-PDF-ENG**

 **Description:** Describes the rocky transition from an outdated, nonintegrated information system to a new customized system built by programmers in a small, IT-dependent foliage company that distributes plant material. The old system has increasingly become a "burning platform," but the project to build the new system is plagued by delays, the idiosyncrasies of the business, and lack of IT knowledge on the part of senior managers. The transition threatens to put the company out of business, and the crisis forces the COO to take charge of the project personally. After the new system goes live, however, it proves to be buggy and unreliable. The company comes even closer to collapse, and COO Penny Roberts must rally the team around an unpopular project whose success no one can guarantee. Teaching points include IT systems transition, IT management in small companies, and how to deal with an IT-based, business-interrupting disaster.

6) **“Hewlett-Packard: The Flight of the Kittyhawk (A) + Spreadsheet Supplement & (B).”**
Case #s: 9-606-088 & 9-606-089. Product #s: 606088-PDF-ENG, XLS278-XLS-ENG & 606089-PDF-ENG

 **Description:** Hewlett-Packard decided that, to grow more rapidly, it needed to design a revolutionary disk drive product that would create an entirely new market or application for magnetic recording technology. The company followed most of the "rules" good managers follow in such situations: heavyweight project team, lots of senior management support, etc. But it still failed.

7) **“Strike in Space.” Case #: 9-481-008. Product #: 481008-PDF-ENG**

 **Description:** A three-man Skylab crew, after repeatedly unsuccessful attempts to influence Houston Mission Control to slow down the work pace, turns off radio communication and refuses to talk. Questions for the class: What leads up to this break? How does one repair it?

X. Team Term Project

As important as it is to survey a whole range of concepts in brief, it is also very important to focus on one specific issue in depth, to understand it well and to make a unique contribution to knowledge. To that end, every team will undertake a term project. The term project is composed of two parts: a term paper and a presentation. Each team in the course will select a topic related to anything in Project Management that we've covered in this class (so dozens of topics are available to you). At the graduate level, I consider students to be professionals and I treat them as such. I therefore do not provide a minimum or maximum page count for this team term project. I expect that teams will produce a treatment of their term paper topic that is thoughtful and thorough. To help provide such an outcome, however, I do require a minimum of five sources. Each interview can count as a source, the text can count, course slides also count, other articles, etc. Papers will be formatted using APA style (discussed more below). Suggested types of term projects include:

1. A case study or story about how managers in an organization (such as your employer) dealt/is dealing with a problem in managing an IS project, e.g., a better way to assess and manage risk, performance to cost and schedule estimates, a proposal for a governance process for project prioritization, an approach to dealing with difficult stakeholders, etc.
2. An implementation of a new methodology or improvements to an existing methodology for managing aspects of IS projects, such as planning, requirements determination, product evaluation, risk assessment, sourcing, quality management, etc.
3. An organizational project management audit. This is a good option if your organization is actively engaged in multiple projects concurrently and you have access to information about the management of these projects. It would include a comparison of how different projects are managed within the same organization and/or between organizations, industries, or sectors.

4. A comparison of your organization's project management activities with the activities suggested in this course (from the slides, the PMBOK, and/or any other material presented as part of this class). The questions below might be helpful in getting you started on the paper. Assess:
 - i. How does your organization ensure that projects support organizational strategy?
 - ii. How does your organization select and prioritize projects?
 - iii. How does your organization assign scarce human resources to projects?
 - iv. What policies, processes and procedures are in place for project management?
 - v. What tools does your organization use to manage projects, such as for schedules?
 - vi. How does the current organizational structure support management of projects?
 - vii. How do you identify and manage project scope?
 - viii. What is your approach to quality in projects?
 - ix. How do you identify and manage project risk?
 - x. How are project managers managed and rewarded?
 - xi. When projects are complete, what processes are in place to ensure they have met and continue to meet identified success metrics?
 - xii. What processes are in place to ensure organizational learning takes place?
 - xiii. To what extent do "drop in projects" – projects that circumvent established processes to go active immediately – derail your organization's ability to deliver projects overall?
5. A focused survey of the project management literature in a narrow area of research. The specific topics covered in the text can serve as the source for ideas on a topic. Note that a purely research-based term project (one that does not include interviews) should be considered a last resort because the value it provides students at your level is significantly limited compared to term projects based on interviews with real people in real organizations in the real world.

The above list isn't exhaustive. I would encourage you to consider alternative types of projects. It is vastly preferred for teams to base their term project on interviews with professionals who may not necessarily be project managers by job title, but who sometimes play or have played the role of project managers in their jobs. Usually on every team there is at least one person who has access to someone like this in their current or former organization or within their network of relationships (such as a current or former boss or peer, parent or other relative). Once your team has identified the term project approach to pursue, that's often a good time to brainstorm who you can interview as the basis for telling a good story for your team term project.

You will want to ensure that your teams' story incorporates project management concepts and topics covered in this course. It should make comparisons/correlations between what you find in your interviews and research and what we discuss in this class as established project management best practice (things to consider when managing projects). Also, feel free to reference any related, historical projects (these can be easily found through web search, for example) in the discussion of your topic to help support your assertions and/or highlight key project managed-related concepts.

I consider it a cardinal sin to simply regurgitate research materials to me, so be sure not to do this.

Instead, your team term paper and presentation will address your team's idea or topic – which I strongly urge be based on an interview(s) and established practices in the organization of the individual(s) you are interviewing – and include an analysis of what you find. The sample list of interview questions above can

help get you started and will facilitate your analysis, which will include components such as topic statement, setting, method, analysis, implications, findings, conclusions, considerations, recommendations, results, etc. I trust students to be creative in their ideas and approaches, so feel free to have fun with this. Ultimately, your team term projects can include a variety of approaches – they can be comparative in nature as you tell me a story based on your interviewees and their organization (interweaving project concepts from the class as you go), can lead your team to recommend a custom project management methodology that you create, can result in a gap analysis that produces recommendations to your interviewees/organization about considerations for possible improvement in their management of projects, etc. There is no limit to the possibilities.

It is important to me and to you that your team term project for this class contributes to your value as a manager or executive and that it interests you. It is also important that this project be your own contribution and one that you produce especially for this class, i.e., not something you've already done for a previous class/organization. It is essential that we start discussing term project ideas early in the course.

Towards the end of the term, each team will give a formal, managerial oriented presentation driven by PowerPoint, using visual media as appropriate in the telling of your story, based the team term paper. It will be 30-35 minutes total, including Q&A. It will bring your paper alive and include things like topic statement, setting, method, analysis, implications, findings, conclusions, considerations, recommendations, results, etc.

As with the Harvard Business School Case presentations, your team presentation should be designed to do three things: inform, entertain, and engage the class. Utilizing videoconferencing tools available in the class site, teams will present to class viewers. Everyone will be prepared to engage with presenting teams to ask and answer questions, make comments, etc., via the videoconferencing tools. The sequence of team presentations is noted in the Course Schedule later in this syllabus. Each team member will evaluate the individual contributions of the other members of their team (peer evaluation). Peer evaluation results will be included in the factoring of final, individual grades for all team members.

To further illustrate, below is list of sample team term projects (note that I have used general/fictitious organization names for the sake of this illustration) that may help get your own ideas started. Mind you, I celebrate originality and creativity, but one of these approaches may help provide a spark:

- **A Corporate Project Management Case Study** – examining an Enterprise Resource Planning (finance/HR information system) implementation project at XYZ corporation, providing background on it and analyzing it with a structured approach right out of the PMBOK (Project Scope Management, Project Time Management, Project Cost Management, etc.).

- **An Analysis of Portfolio Management Performance at ABC Company's IT Department** – an analysis of how technology portfolio management is done at the ABC company, documenting the existing state and process and providing recommendations for improvement.
- **Helping Hands Non-Profit Organization's Project Management Process & Procedures** – providing analysis and ultimately recommendations for a project management methodology (a documented, step-by-step approach to managing projects) to an organization with little-to-no formal project management practices.
- **University of Greenwood's IT Project Management Process** – shadowing an IT Project Manager from the IT department at the University of Greenwood and examining their project management process to look for strengths and weaknesses, offering recommendations for improvement based on project concepts learned in class as well as outside research.
- **Factors Affecting Project Stakeholder Motivation and Acceptance in Project Management** – an analysis of resistance to change and how change requires commitment and positivity from those involved and impacted by projects (presenting two historical projects from an organization – one that had highly engaged stakeholders, one that did not – and comparing/contrasting, with a focus on impacts related to poor stakeholder engagement).
- **ABC Project Methodology vs. PMBOK** – a compare-and-contrast analysis of the ABC Project Methodology and the PMBOK based on interviews with practitioners of the ABC Project Methodology, providing perceived strengths and weaknesses of each, ultimately detailing a “best of both” approach.

XI. Term Project Deliverables

Note: See Course Schedule Below for Term Project Deliverables Due Dates

1) **Project Ideas**

Early in the term, we'll have a project ideation workshop in which we brainstorm ideas for projects. Each team will prepare and submit a single PowerPoint slide with two project ideas to share with the class. This will help to give us a jump start on developing project ideas quickly. Seeing others' ideas for projects may inspire you with a new idea for your team. Your “second best” idea may inspire someone else.

Feedback to you: discussion about your team's ideas*

2) **Project Feasibility Document**

Once each team has established their final project idea, each team will write a project feasibility document in the form of a PowerPoint slide deck (up to five slides). It will include these parts: title, description of the topic, issue, problem, etc., that you're addressing, the setting in which you'll work, what your approach will be, the nature of the outcomes you expect, sources you will use (e.g., interviewees, articles, the PMBOK/class slide decks, or whatever kind of data is relevant for your project). The purpose is to demonstrate the feasibility of your team's term project idea, i.e., that the project can, in fact, be done. Each team will submit their feasibility slide deck for my review and for class reference.

I suggest you think of this slide deck as the start of your eventual paper on which you will build the resulting final paper. Once teams have proven the feasibility of their projects, the project topics are set. Topic changes would not normally be expected moving forward and could adversely affect a team's term project grade.

Feedback to you: none unless it looks like there is a problem.

3) Presentations

- 1) Progress report presentation: around the midpoint of the term, each team will prepare a PowerPoint slide deck (5-10 slides) detailing their progress on their term project and share it with the class.
- 2) Final presentation: a formal, managerial oriented presentation driven by PowerPoint, using media as appropriate, based the team term paper. It will be 30-35 minutes total, including Q&A. Teams will submit a copy of their slide deck to me no later than the time of their presentation. At the conclusion of each team's presentation, I will provide each team a critique.

4) Final Written Team Term Paper

The final team term paper submitted to me no later than the day and time assigned for each team's own term project presentation. The paper will conform to APA style guidelines. The Purdue OWL is a great reference for how to format a paper in APA style:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwizo5LSrL_OAhUKHGMKHScVCeAQFggeMAA&url=https%3A%2F%2Fowl.english.purdue.edu%2Fowl%2Fresource%2F560%2F01%2F&usg=AFQjCNEI_mN65PfhzESpwXbuU4BJ-V0JJg

The Purdue OWL's YouTube Channel:

<https://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D>

5) Completed Team Peer Evaluation Form

By the time of project presentation and final written term paper submission, each team member will evaluate the individual contributions of all members of their team (including themselves). This will be done using a Peer Evaluation form that I will provide on the class site. Students will use this form to evaluate performance regarding the team term project, the Harvard Business School Case presentation, and any other team-related performance. Peer evaluation results will be included in the factoring of final, individual participation grades for all team members.

XII. Policies & Grading

Policies (Note: the online nature of this class may impact some of these standard policies)	<p><u>Grading</u> – Your final grade is based on a CUMULATIVE, WEIGHTED-POINT TOTAL (see distribution of points below).</p> <p style="text-align: center;">A (93% and higher); A- (90-92.99%); B+ (87-89.99%); B (83-86.99%); B- (80-82.99%); C+ (77-79.99%); C (73-76.99%); C- (70-72.99%); D+ (67-69.99%); D (63-66.99%); D- (60-62.99%); F (less than 60%)</p> <p><u>Missed Exams/Late Assignments</u> – Except for documented emergencies or religious holidays (see “Religious Holidays” Policy below), no late or makeup exams or assignments will be given.</p> <p><u>Attendance</u> – Attendance will be taken as applicable and will count towards your participation. Notify the instructor (within the first two weeks) of anticipated absences due to religious holidays. Unexcused absences will impact the student’s participation grade.</p> <p><u>Audio/Visual Recording</u> – Electronic recording of lectures is prohibited unless receiving prior approval from the instructor. Approval will be granted only for self-study purposes.</p> <p><u>Drop</u> – The rules stated by the University and the College of Business will be followed. After the student drop deadline, students will be dropped with a grade of "F". Students are responsible for filling out all the forms.</p> <p><u>University Policies</u> –</p> <p><u>Public Health Directives</u> Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. <u>UNLV public health directives</u> are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the <u>UNLV Code of</u></p>
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Student Conduct,

https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of

the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’](#)

Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and

	<p>announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.</p> <p>Tutoring and Coaching The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).</p> <p>UNLV Writing Center One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.</p> <p>Diversity Statement As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.</p> <p>A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.</p>				
Grading	<p>Student performance in this course is evaluated by:</p> <table border="1"> <tr> <td>Exams – Mid-Term (20%) & Final (20%)</td><td>40%</td></tr> <tr> <td>Class Participation (discussion thread posts, in-module exercises, HBC key concepts documents, electronically attending live meetings, team peer evaluations)</td><td>10%</td></tr> </table>	Exams – Mid-Term (20%) & Final (20%)	40%	Class Participation (discussion thread posts, in-module exercises, HBC key concepts documents, electronically attending live meetings, team peer evaluations)	10%
Exams – Mid-Term (20%) & Final (20%)	40%				
Class Participation (discussion thread posts, in-module exercises, HBC key concepts documents, electronically attending live meetings, team peer evaluations)	10%				

	Assignments	5%
	Harvard Case Analysis Presentation	15%
	Term Project: Paper (15%) & Presentation (15%)	30%
	Total	100%

XIII. Course Schedule with Modules & Deliverables Due Dates

WEEK & MODULE	MODULE TOPIC	DELIVERABLES
Week #1 – Module #1 (Week of June 8, 2020)	Introductions and Syllabus Review, Team Formation, Team Harvard Business Case Assignment	Complete Module
Week #1 – Module #2 (Week of June 8, 2020)	PM Concepts: Intro to Project Management	BAE Harvard Case Key Project Concepts document due by noon on 6/15/2020; Complete Module
Week #1 – Module #3 (Week of June 8, 2020)	PM Concepts: Portfolio Management and Project Governance; Project Initiation Part I	HP Harvard Case Key Project Concepts document due by noon on 6/15/2020; Team Term Project Idea Slide due 6/11/2020; Complete Module Join WebEx Test at 7:00 PM on 6/12/2020
Week #2 – Module #4 (Week of June 15, 2020)	PM Concepts: Project Initiation Part II; Assignment 1 (provided)	Airbus Harvard Case Key Project Concepts document

		due by noon on 6/22/2020; Complete Module
Week #2 – Module #5 (Week of June 15, 2020)	PM Concepts: Resource Planning; Project Scope Management (Business Analysis)	Strike in Space Harvard Case Key Project Concepts document due by noon on 6/22/2020; Team Term Project Feasibility Slide Decks due 6/16/2020; Complete Module
Week #2 – Module #6 (Week of June 15, 2020)	PM Concepts: Project Scope, Work Breakdown Structures and Project Schedules; Assignment 2 (provided) ; Mid-Term Review now available in Module #7	Elephant Walk Harvard Case Key Project Concepts document due by noon on 6/22/2020; Complete Module
Week #2 – Module #7 (Friday, June 19, 2020 from 6:30-7:15 PM)	MID-TERM EXAM (45-minute time limit)	Foremost Co. Harvard Case Key Project Concepts document due by noon on 6/22/2020; Complete Module
Week #3 – Module #8 (Monday, June 22, 2020 starting at 6:30 PM)	Mid-term results review; Team Harvard Business Case Presentations: Team #1: BAE Automated Systems: Denver International Airport Baggage System Team #2: HP: The Flight of the Kittyhawk Team #3: Airbus A3XX: Developing the World's Largest Commercial Jet Team #4: Strike in Space Team #5: Elephant Walk Thru Team #6: Foremost Co., Inc. Team #7: Diamond Framework: A New Model for Project Management (Presentations will be given in that order)	Diamond Framework Harvard Case Key Project Concepts document due by noon on 6/22/2020; One person per team will submit their team's Harvard Case slide deck due 6/22/2020 at 6:30 PM; Complete Module

Week #3 – Module #9 (Week of June 22, 2020)	PM Concepts: Project Schedule and Cost Management; Project Estimation	Assignment #1 due 6/22/2020; Complete Module
Week #3 – Module #10 (Week of June 22, 2020)	PM Concepts: Project Cost Management and Project Procurement	Team Term Project Progress Report Slide Decks due 6/23/2020; Complete Module
Week #3 – Module #11 (Week of June 22, 2020)	PM Concepts: Project Budget Tracking and Quality Management	Complete Module
Week #4 – Module #12 (Week of June 29, 2020)	PM Concepts: Project Risk Management; Final Exam Review	Assignment #2 due 6/29/2020; Complete Module
Week #4 – Module #13 (Thursday, July 2, 2020 starting at 6:30 PM)	Term Project Presentations, Final Paper Submission & Team Peer Evaluation – <u>Session I: Teams 1, 2 & 3 (in that order)</u>	Term Papers & Peer Evaluations are due the night your team presents (one person per team will submit their team's paper & slide deck); Complete Module
Week #5 – Module #14 (Monday, July 6, 2020 starting at 6:30 PM)	Term Project Presentations, Final Paper Submission & Team Peer Evaluation – <u>Session II: Teams 4, 5, 6 & 7 (in that order)</u>	Term Papers & Peer Evaluations are due the night your team presents (one person per team will submit their team's paper & slide deck); Complete Module
Week #5 – Module #15 (Thursday, July 9, 2020 from 6:30-7:50 PM)	FINAL EXAM (80-minute time limit)	Complete Module

COLOR LEGEND: **Items in RED** are Term Project deliverables
Items in BLUE are Harvard Business School Case deliverables
Items in GREEN are Assignment deliverables
Items in ORANGE are Exam Reviews & Examinations