UNIVERSITY OF CENTRAL ARKANSAS
COLLEGE OF BUSINESS
VISION, MISSION, AND CORE VALUES STATEMENT

COB Vision

Our vision is to be a recognized leader in developing business talent and ideas that create growth and opportunity in Arkansas and globally.

COB Statement of Mission and Core Values

We educate a diverse population of current and future business professionals to successfully and ethically meet the challenges of the global business environment. Through active engagement with the local, regional, national, and global communities, our faculty strive to deliver a high-quality business education via experiential education, a relevant curriculum, and scholarly contributions. We pursue continuous improvement opportunities to add value for our College and its stakeholders.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

1. **Intellectual Excellence.**
   1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
   1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
   1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
   1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.
2. **Community.**
   2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
   2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.
3. **Diversity.**
   3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.
    4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
    4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

Learning Goals

Our graduates shall possess:
    1. Critical Thinking & Analytical Thinking Skills;
    2. Awareness of the Global Business Environment;
    3. Ethical Reasoning Abilities;
    4. Effective Communication Abilities;
    5. Effective Collaborative Skills;
    6. Understanding of a Broad Range of Business Disciplines.

Course Syllabus

Course Information

Course Number:	MIS 4355
Course Name:	Project Management
CRN:	28164
Semester:	Fall 2018
Location:	COB 307
Class Hours:	Tu/Th 10:50 AM – 12:05 PM

Instructor Information

Name:	Kaye McKinzie, Ph.D.	
Office Location:	COB 305C	
Work Email:	**kmckinzie@uca.edu**	
Phone:	501.450.5328	Fax: 501.852.2473
Office Hours:	Mondays 5 AM – 3 PM ONLINE by appointment. Tuesday & Thursday 8 – 9 & 1 – 3. Wednesday 8 – 3. Online students by arrangement.	

Prerequisites: (MIS 3321, MIS 3365 and MGMT 3340) or (MIS 3321 and CSCI 3360) or MATH 3311.

Textbook and Instructional Materials Required: are available in the UCA Bookstore: https://www.theucabookstore.com/textbooks
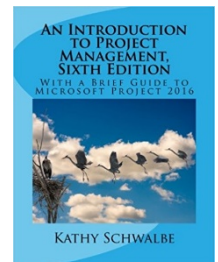
Schwalbe, Kathy. *Revised An Introduction to Project Manage*m*ent, Sixth Edition* September 2017.   ISBN-13: 978-1544701899

- Available on Kindle.

- There is also a Guide to the Project Management Body of Knowledge, *Fifth Edition,* (PMBOK Guide) available at that site for those desiring to study for the CAPM exam. ISBN-13: 978-1935589679

Course Description:

This course is both a concept and computer-application course relying heavily on applying the understanding of the concepts with computer software. The course will employ lectures, case review, team projects, and class discussion. Students work individually and in teams. Lectures emphasize not only the managerial aspects, but the software aspects to solve problems and manage projects. An emphasis is placed on the nine knowledge areas: project integration, scope, time, cost, quality, human resources, communication, risk and procurement management. Upon completion of the course, you will be able to apply Project Management techniques and use Microsoft Project to develop timelines, network diagrams, and critical path analysis. During the semester, students will have the opportunity to work on a project of their own where they will demonstrate understanding of the course objectives.

Course Objectives:

- Define project, program, and portfolio management and its processes.
- Discuss ways of effectively communicating throughout the Project Lifecycle.
- Determine stakeholders and how they affect the project.
- Describe the Project Management Lifecycle and develop a basic project plan.
- Form an effective project team.
- Recognize one's own work behavior style and quickly read other people's styles.
- Identify how to mesh divergent styles together to achieve project success.

Course Delivery Method:

- This course is being taught in a hybrid mode. There are some students taking the course fully online and most taking it in a traditional format (Tuesdays).
- Guest lecturers (Thursdays) from PM professionals in a variety of business fields. Students have the option of attending the speakers I coordinate or finding their own.
- Group discussion on projects, research and home-works.
- Lectures, slides, tutorials, etc. given by the course instructor.
- Hands on training with PM software and tools.

Grading: Grades will be assigned per the following scale:

Table 1. Letter Grade Scale
A. ≥ 90
B. ≥ 80 and < 90
C. ≥ 70 and < 80
D. ≥ 60 and < 70
F. < 60

You may have realized already that there are many alternative assignment opportunities in this course. Yes, I have designed this course for everyone to earn an A. But, you do have to put in the work. It will be very rewarding. That said, because of all the alternative assignments, Blackboard may not calculate the denominator correctly in calculating your grade. To make it easier on you, I have made the total available points at the end of the semester to equal 100. So, at any point when you have earned 90 points, you have that A and can focus on your other classes.

The various components of your grade are weighted as follows:

Table 2. Grading Rubric

	Topic	Each	Quantity	Points
Individual Work	**Team +**	1	5	5
	Discussions [D]	1	11	11
	Chapter Questions [MC]	1	10	10
	Homework 1,2,4,5,6 (7) [HW]	3	4	12
	Homework 3 [HW]	6	2	12
	Professional Correspondence [PC]	1	5	5
	Exams	7	2	14
Team	**Team Project [Tm]**	31	1	31

Description of Major Deliverables/Course Requirements:

Assignments are due on **Friday** by midnight (exams are the exception). Assignments may be turned in early. No assignment will be accepted late. If submitted at least 48 hours in advance of their due date, I will attempt to provide (ONCE) constructive feedback so you have time to re-submit (except exam part 2s). This is not guaranteed. This enables students to adjust the product and improve their understanding of the material and their grade on the assignment.

- Exams are in two parts. Part 1 must be turned in prior to you starting Part 2.
- Exam 2 is due on **Tuesday** by 1 PM as that is the scheduled exam period for the in-person class session.
- When working on your discussions, do not wait until the last day to do them. Your initial discussion posts are due on Monday. The increases the probability that some of you will actually read the material prior to class Tuesday and we can really have a productive class.

Professional Networking.

I have arranged for at least five speakers to come to class on Thursdays (see Blackboard class calendar) during the semester. Online students may find alternate speakers to interview. Your interviewee must have similar professional credentials to the one I have coordinated. As these speakers are project managers, their own projects may cause us to have to shift their speaking dates. Stay tuned.

I might be able to lock in more than five speakers (in fact, I already have at least one bonus speaker). If you attend and submit the appropriate requirements, you could earn bonus. Even if you don't submit your assignments, you will find these interactions some of the best aspects of the course.

If online students want to attend these presentations in person, you are welcome to. If you want me to broadcast the presentation, just let me know at least two days prior and I will set up the appear.in site for you to log in to.

Interview questions – Online students only

If you attend the presentations I have coordinated, you do not need to submit your questions for prior approval. Make sure you ask the speaker at least one professional question (e.g. not do you have pets.).

If you choose to interview a different speaker, submit at least 10 interview questions to me for prior approval. You will need follow up questions to these based on their answer. Expect your interview to last at least one hour.

Professional correspondence: Individual Professional Thank You Letters to Each Speaker.

Five course points are assigned for you to write and submit in *blackboard* a professionally written and formatted letter thanking each speaker. The thank you letter MUST include something addressing the question **you** asked of the speaker before, during, or immediately after the speaker's presentation. **Thus, if you were not present for their presentation or did interact with the speaker, you cannot do this assignment.** You may, but are not required to, mail this thank you to the speaker. If you choose to mail this letter, it is recommended to wait until I have graded the letter and provided written feedback. **This is a wonderful networking opportunity!**

If you have forgotten your MGMT 2301 Business Communications class content on how to write a professional thank you letter, I suggest using Purdue Owl or any other site to find out how to address, format, and write the letter. I will take off for improper addressing/formatting; for not having an introduction, body, and conclusion; for grammar and punctuation; and for letter format errors.

Discussions (1 point each) - Monday/Friday.

There are weekly discussions that complement the understanding of this material and substitute for the Thursday classes that I have made available for you to work on your projects. You must have at least one (minimum of 5-sentence long) post by **Monday** and at least **two** other (minimum of three-sentence long) posts by the end of the week. These two response posts should be on a thread OTHER than your original post. To receive credit, the post must be of substance and not a simple acknowledgement or definition.

Chapter Multiple Choice Questions (1 point each).

In Blackboard there are multiple choice questions for each chapter. You have 2 attempts to complete this quiz. Your highest grade is recorded. After each attempt, your correct answers are provided. These are timed so you have 90 minutes to answer 40 questions.

There is also a SHORT quiz to ensure you have watched the introduction video and read this syllabus. The course content will not open until you pass this quiz with a 100%.

Homework.

Homework grades may be adjusted based on student class participation and understanding of the material. Homework assignments are to be done individually, not as groups (except HW 3).

There are six homework assignments - not equally weighted. There is one alternative homework assignment (HW 7).

HW1: Summary of Project Management Web Sites and Articles.

The purpose of this assignment is to help familiarize you with the world of project management. Write a two-page single-spaced manuscript (Executive Summary). Details are in the Blackboard Assignment.

- Deductions for short, {less than 1.5 pages} or long {more than 2.5 pages} papers.
- Ensure you have an introduction, at least one paragraph per paper/website and a conclusion.
- Put a blank line between paragraphs.
- Don't add useless information. I know who you are, I know the class, I know the assignment – you are submitting it in Blackboard. I will deduct points. Executive Summaries are your opportunity to impress your boss' boss. They don't have time for useless information. Make it concise and useful! Assume they don't know about Project Management. Tell them something useful that you just learned and they could benefit from!
- Be sure to cite references for the articles using APA 6 reference style. Hint, Google Purdue Owl for how to cite using APA.

HW2: MBTI.

Prior to the class discussing Myers Briggs Type Indicator, take the MBTI test and research information on this tool, especially as it applies to team-building and individual work styles. (Discussion post required. We'll discuss it more in Chapter 6.) There are several web sites that have different versions of the test and information on it, such as humanmetrics.com (the one I'd suggest taking the test on), personalitytype.com, myersbriggs.com, and keirsey.com. Facebook also has a decent MBTI test, but they don't show you how strong your preferences are like the human metrics site.

In the discussion room and during class you will reveal your MBTI and we will discuss the impact of each of our individual MBTI's.

After class, you will write an Executive Summary describing your MBTI type and what you think about this test as a team-building tool. Include footnotes or endnotes, and **use at least three references from different sources** (dictionaries and wiki type sites do not count as a reference).

Bonus of 1 point for taking the DISC and discussing it. Another bonus of 1 point if you find another (free and widely used in the business world) personality or management style assessment instrument. (Careful, many students find a personality test and think it is different, but it is just another version of the MBTI.) For the bonus you must not only take the assessment, but share your results and include in your Executive Summary comparing and contrasting this assessment result with your MBTI result.

HW3: Appendix A: MS Project 2016.

Many students mention in their course feedback that they wished this assignment was earlier. I don't prevent you from doing it early. I just don't require it.

MS Project 2016 is loaded on each of the lab computers. You can also download a free trial of MS Project 2016 from www.microsoft.com. If you want access to MS Project through our University access system, submit your name and preferred email address to me (see announcements) **by the third week of class**. Read and follow the hands-on instructions from the Brief Guide to Using Project 2016, found in Appendix A of the text.

You may work on this assignment as a team. In fact sharing the same WBS can be helpful. Or you may choose to do this individually. (Hint: there is something in the assignment that will let me know if you submitted your work or some other member of the teams' work.) There is a paper associated with the MS Project work. Each person must write their own unique paper. EVERY PERSON must submit their own work in the assignment if you want credit.

HW4: Critical Path Analysis (CPA).

This HW, like HW 3, is a bit larger and worth more than the other HWs. It has two deliverables: proposal and final report (includes diagram and chart in a manuscript).

Table 3. HW 4, CPA, Rubric

Product	Points
Topic Proposal	1
Report (max 3 pages)	3
Network Diagram	1
MS Project *.mpp file	1

Proposal.

Everyone will present in the DISCUSSION ROOM their topic ideas. You must also engage 2 other students with helpful input to their topic ideas. We will discuss these in class. Your topic must have tasks in *__both__* parallel and serial. If it does not, you can NOT complete the HW and will receive a 0 on the HW. Make sure you describe the topic thoroughly in the list of tasks.

- Serial task is a task done one right after the other, e.g. put on sock, put on shoe, tie shoe. These can't be done at the same time.
- Parallel task is a task that can be done at the same time (regardless of the number of people required), e.g.
  - Cooking – a 1 person project: Toasting bread, boiling potatoes, grating cheese.
  - Car maintenance – a multi person project: Draining oil, changing wiper blades, cleaning tires, vacuuming inside.

Critical Path Analysis Report.

Start by identifying all your tasks. Then put them in sequence and identify the predecessors in a table of three columns (taks, predecessor, successor). Then draw (MS Visio, MS PowerPoint or by hand – analysis solely in MS Project is not acceptable) a network **diagram**. Identify the critical path on the diagram. Using your diagram, perform a critical path analysis.

Use MS Project to develop a WBS and Gantt chart (in MS Project) outlining a process or project you are familiar with. Any topic is valid. If all your tasks are not connected to each other, this chart will be incomplete and you will not be able to find your critical path.

Topic examples include: academic curriculum to achieve graduation from UCA, business aspects of a current or past job, management of an internship project, planning and executing a wedding/trip/party, or the student's thesis or project required for graduation.

HW 5: Any online PM Software Program.

You can use ANY online software other than MS Project that helps you manage projects to do this HW. To grade your assignment, I need to be able to access this software. No, I will not create an account just to grade your assignment. So, find a free online software program. You might try the list on page 379 on your text. For this homework **compare and contrast** the online software you choose to MS Project.

HW6: Lessons Learned/Self-Assessment.

This Homework has two parts (Executive Summaries):
- (50%) Prepare your own lessons learned report (1-2-pages, single-spaced) based on personal reflections of what you learned <u>from this class</u>, Project Management profession, and/or guest speaker presentations. A personal reflection is something that impacted YOU to make YOU a better person.
- (50%) White a 1-2 page self-assessment based on the <u>team project</u>. Consider the impact of the Meyers Briggs personality Type Indicator (MBTI) for each group member. This is NOT a project success assessment. Consider answering at LEAST the questions in the assignment in a MS Word manuscript. You can answer more than the ones in the assignment. It is not a question and answer list, but a well thought out flowing paper with an introduction, body and conclusion.

HW 7: Alternative Homework.

Summarize an article that describes a recently completed large project done **in another country** or the **results** of a recent study related to project management. Write an Executive Summary for the project or study. Include reference(s) and a **copy of the reference(s).** Be sure the references have an author and a date. Hand in this assignment by the last day of class.

As this is only an Executive Summary, but could earn up to the value of a HW assignment, the quality of the work is important. You have one submission attempt (all bonus is limited to one submission attempt). Make sure it is quality work.

Team project.

There is one team project per team. The project concludes with a formal oral presentation. The purpose of the team project is to use a structured approach to project management in a team setting (3-4 students/team). Inherent in this project the team members will encounter issues with schedule deconfliction, working in a distributed environment, and conflict resolution. As these occur, the team and individuals are encouraged to address the issues in class in a constructive manner. Critical thinking and professional conflict resolution are key learning aspects of this course.

Although teams may self-select, the instructor may re-align groups as needed. **Individual students may receive different grades from the group based on effort provided on the project. Failure to attend every group's final presentation or failure to complete the self &**

peer evaluations will result in the student receiving 0 points on the entire group project. (Online students exempt from attending the live presentations.)

- You will develop a comprehensive project plan using a project of the teams' choice. The project scope must plan to end **no later than 20 days prior to the end of the course**. Project time over-runs are possible. If this occurs, the team must report an uncompleted project close out. Students will work on real projects and must receive written approval/closeout from the project sponsor. Some examples include:
  - o Organizing and running a UCA affiliated fundraising (or other non-profit sponsored) event.
  - o Creating products for fundraising for UCA affiliated non-profit organizations.
  - o Researching graduate programs or future employment.
  - o Assisting any UCA organization in managing a specific operation or event.
  - o Assisting any UCA college, department, school, or organization with a redesign of their mission, organization, relocation, and/or upgrade.

Table 4. Team Project Rubric

Team Project	
Product	**Points**
Individual Proposals	1
Updates (4)	8
Video Updates (3)	6
Project Report 1	2
Project Report 2	3
Project Report 3	4
Final Presentation	2
Final Report (Notebook)	5

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Team project managers (PM) will earn a small amount of extra credit for successfully leading their project teams. PMs will copy me (kmckinzie@uca.edu) on important emails/ communications with (to and from) your sponsor. Your sponsor should also receive your progress reports and provide feedback on your work. There are *thirteen* deliverables as part of this project. All written reports use APA 6 format styles unless otherwise noted.

1. **Team +**

This semester I am introducing a new tool to helps teams develop and manage themselves. You are graded **individually** based on your actions in this application (app). Under the Syllabus link in Blackboard there is a description of this app and the link to register. Do not register until I have approved your team and assigned you a team number. You will join this app under that team number.

There are five individual course points assigned to items in this app. You will do all of these activities during the first half of the semester (Module 1) as they help you form a productive

team. One of these (rules) will require you to follow up in a Blackboard discussion room to further explore this topic.

Each team member will also conduct a mid-semester and end of semester evaluation of the team members. The mid-semester evaluation will not impact your overall team points unless you fail to adjust to the provided constructed feedback. I will use the end of semester feedback and compare that with the mid-semester feedback along with my own evaluations during the semester to decide if you deserve more or less points than the points the team (as a whole) earned. If you are an active team player, this should not be of concern.

2. Team Project Proposal Ideas.

Each student will present in the DISCUSSION ROOM their **team** project ideas. We will discuss these in class. Students should review these and discuss each one with other students. Based on these discussions, students will form project teams for the duration of the semester (no more than 4 per team, some teams will have 3 members). If students do not self-select, they will be assigned teams.

Yes, I will enter the discussion to assess if these ideas will meet the course requirements. I want to ensure your project is not too much of a load to take on. I also want to ensure you will be able to meet the course objectives. Finally, I will caution you if the project idea has been attempted with limited success in the past.

Do NOT finalize your project until you receive verbal approval from your sponsor and/or champion. But, do start the discussion room dialog **before** you seek sponsor approval. These are just proposed ideas and we will have about 40 ideas, yet run only about each semester. Don't get your sponsor's hopes up until I approve teams.

3. Team Progress Updates [U].

There are four small progress updates required. Prior to submitting, teams will have meetings to review how things are going.

- The updates will normally be either to the sponsor or champion. Whatever documents you use for the update will also be attached to the Blackboard update.
    - As part of this review, teams will prepare a post mortem (after action report / lessons learned) and attach that to the update.
    - You will need to update them using a dashboard (see templates).
    - For some updates, I will also specify specific documents I expect you to show your sponsor and to attach to the update. These documents are ones you should be using as part of managing your project. See Blackboard for specifics.

These are graded, but this should NOT limit you on how often you use one or more of these methods to update your team, sponsor, and/or champion. If you are NOT updating your sponsor AT LEAST every other week, you are falling behind. But, you need to learn how THEY prefer to receive updates.

- Update 1: This is a stand up. The Project Manager will give an update to the **team** while everyone is "standing up" in a huddle fashion. You should get into the habit of doing this BEFORE every class.
- Update 2 is a drive-by. These types of updates given as if you were at your desk and you saw an unscheduled opportunity to give your sponsor or PM an update. You just swing

by without an appointment and see if the sponsor/champion is available to receive an update. The Program Manager has many projects they are responsible for, so be clear and quick. Dashboards and/or Gantt charts may be critically helpful. This is unscheduled with your project sponsor (or champion). The briefing documents and post mortem will be submitted for grade.

- Update 3 is a desk side. This is **scheduled** with your **sponsor**. You will update them on the project using your dashboard and/or Gantt chart. The briefing documents and post mortem will be submitted for grade. [Did you schedule this enough in advance?]
- Update 4 is a drive-by. This is **unscheduled** with your project **sponsor or champion**. The briefing documents and post mortem will be submitted for grade.

For every one of these updates, you must cover all seven of these. For the stand up, you (the project manager) are reminding/updating the team, you are not updating your sponsor.

1. Remind the sponsor of your project and scope.
2. Update the sponsor on any scope changes.
3. Update the sponsor on any schedule deviations.
4. Update the sponsor on recent WBS tasks completed.
5. Update the sponsor on upcoming tasks.
6. Remind the sponsor of any meetings or events taking place.
7. Ask for help if you need it.

4. Team Video Updates [V].

In addition to the updates noted above, there are three video updates the team will do. These are designed as updates to a team member not present, the class, or stakeholder.

1. These are done along with your Project Report.
2. Record a short (5 to 15 minute) YouTube video providing a complete overview of your project. I recommend using Screen-Cast-O-Matic as it is free and will automatically upload to your uca linked YouTube account. Imagine your sponsor has been promoted/reassigned/etc. or a key stakeholder is asking for information. What do you need to tell them to bring them completely up to speed on the project? Post this video in the discussion room and then watch at least two other teams' videos providing constructive feedback.
3. These updates help you stay up to date with what other teams are doing and allows you to help the other teams in case they have overlooked a critical aspect of their project. You can also ask for them to share something about their project that you think can help you on yours. Sharing is caring.
4. Your update is due Friday. But if you submit it Friday, 1) you won't have time to update it if feedback and my grading notes that you left things out and 2) if everyone waits, then you will be rushing to provide feedback and well, what good will be feedback be?

5. Progress Reports [PR].

Along with each video update, you will provide your Project Report. This is a written update of the project. These written documents will form your final notebook. Keep all of your documentation during this course. You will turn in all documents you work on during each interval in these Project Reports. Then all of them will form your final notebook.

a. Project Report 1

Your project is just getting underway and you are in the Initiating and Planning phases. To help you define your project there are several tools and documents your team should be working on. Here are the documents that you should submit in this report: methodology flow chart, scope statement, communications summary template, progress report (one page), basic dashboard, and your *.mpp file showing your draft schedule.

> b. Project Report 2

The project should be well under way. This is a formal written report with multiple attachments (see the template folder provided in Blackboard). The team should be keeping a copy of all documentation to include (all versions used in any update need to be kept and submitted at the end of the course) in the final project requirement. These reports will build on each other helping you be successful in packaging your final report. At a minimum this report should include: Progress report, dashboard, communications summary template, charter, and *.mpp file w/ milestones.

> c. Project Report 3

The project should be at least half complete. Preferably, you should be looking at the final tasks and closing out the project. Since you are getting ready to package up your entire set of documents, you need to start organizing it. At a minimum this report should include: cover page, table of contents, progress report, enhanced dashboard, communications summary template,

6. **Final Project Report [N].**

The final report is simply an update of everything you have done. The new items you will have are related to closing out the project (final sign off and acceptance) as well as updates to the previous documents. Remember all versions of all documents should be included.

The final notebook may be submitted in hard copy or digitally. If digitally, the table of contents must be linked to different sections.

7. **Final Presentation [P].**

The out brief to the project sponsor must be completed prior to your final presentation. Your project sponsor must sign off that your project is complete. Depending on your project you will use one or more of the templates in Blackboard.

The presentation will be live in class focusing on lessons learned. This is also called a post-mortem. Imagine someone came up to you 6+ months after the project was over and said that they were doing a similar project to yours and wanted to know what advice you would give them. Use your lessons learned to help them out. You will need to make a new dashboard to overview the project for them to start out with.

Exams.

There are two exams, both have a software portion that is not timed and an application portion that is timed (and monitored). **No makeup exams** are allowed.

The software portion must be complete prior to beginning the timed portion. There is no formal class during this week allowing you to take the timed portion during Tuesday's or Thursday's class (Exam 1). The last exam can be taken in class during the final exam slot. You have the option to take either of these exams outside of class using the Tegrity monitoring software. The time length and due date remain the same.

Capstone Questionnaire

This course is a capstone in the UCA Upper Core curriculum. As such, a final questionnaire concerning your understanding of material covered during your UCA courses is required. Failure to take this questionnaire will result in you failing this course.

Article Review Alternative Assignment.

Students may receive **up to a maximum of 5 course bonus points**, one point for each article. Articles must be pertaining to the project management topic being discussed **in class that week**. Only ONE article per student for each subject/week. {e.g. Only one article for Chapter 2 since this is only presented on one class day. Since Chapter 3, 5 and 8 are discussed over two weeks, you can have two articles on different topics for it.} These cannot be turned in late. This is not an opportunity for students to turn in 5 articles during the last week of the semester – there are no new topics that week, so none can be done after we discuss Chapter 10.

Certified Associate in Project Management (CAPM).

There is a discount on taking your CAPM as you are in a PM class. It also gives you a one-year PMI membership and access to some PMBOK training materials. http://www.pmismartstart.org/

After 23 hours of class instruction, you are eligible to sit for the CAPM exam. This course is equivalent of 35 total hours of instruction. Students who are doing well in the course will be prepared to pass the CAPM upon completion of this course. Those students who register for the CAPM before the end of the semester grades are due (they do not have to take the exam by the end of the semester, just register for it) **will earn 5 course bonus points**. Submit a digital copy of your **registration** in the *blackboard* assignment.

Speakers:

We will have many speakers this semester. When asking a question of the speaker, announce **who you are (name) and your major**. If you are a Project Manager in this class, state that as well. This helps the speaker tailor their answer for you. It also helps you network as this helps the speaker remember your name and face. Do not be rude to the speaker by doing anything other than paying attention to what they are saying. If I have to correct your behavior, you vacate the professional correspondence points for this event.

They are volunteering their time to give you the opportunity to hear and ask questions about the work environment from the perspective of Project Management. Inherent in this field is dealing with conflict. We will discuss this throughout the course. This is a great opportunity to learn how to manage these situations. Take advantage of the experience of our speakers and ask them about dealing with specific conflicts in the workplace. Be candid, they will also. Try not to take offense to any issues and real world experiences. Some of the issues deal with superior/subordinate and

peer relations. Some with racial, ethnic, cultural, gender, age, etc. Most importantly in this field we need to know how to motivate others to help you/the project when they are not mandated to.

Here is a list of potential speakers, however, these may change.

ACXIOM, Becky Haynes, CPA, CGMA, BS Acct., MBA, MS Ind./Org. Psych., Black Belt Six Sigma. 301 Dave Ward Dr, Conway, AR 72032 becky.haynes@acxiom.com

Arkansas Blue Cross, Hannah Brashear, MPHA, CAPM. 601 S. Gaines, PO Box 2181, Little Rock , AR 7220. hljohnson@arkbluecross.com

Arkansas State Parks, Kelly Farrell, CPM, CIT, CIP. 1 Capitol Mall, Little Rock, AR 72201. Kelly.Farrell@arkansas.gov

Cognasante, Tyler Gilliom, Sr Associate – Health Consulting Services, 3110 Fairview Park Drive, Suite 800, Falls Church, VA 22042 Tyler.Gilliom@cognosante.com

Deloitte, Rachel Henderson, PMP, CPA. 605 Great Plain Ave; Needham, MA 02492. Rachel.Henderson@gmx.com

FIS Global, Lacy Rodriguez, CAPM and Pete Alexander, PMP. 4001 Rodney Parham, Little Rock, AR 72212. lacy.rodriguez@fisglobal.com & pete.alexander@fisglobal.com

Tyson, Hannah Osborne Cross, PMP. 516 E. Emma Ave, Rogers, AR 72762

US Army Corps of Engineers, Karyn Adams, P.E., PMP. 700 W Capitol Ave # 7340, Little Rock, AR 72201 karyn.c.adams@usace.army.mil

Class Schedule:

	Friday			What is covered:	D	MC	HW	PC	Team+	MBA	Exam
Jan	11	Week 0	M0	Course introduction	1						
	18	Week 1		Chapter 1	2	1	1 Research	1			
	25	Week 2		Ch. 2: Project, program, and portfolio selection, Team +	3	2	2 Personality			L1	
February	1	Week 3	Module 1	Ch. 3: Initiating projects	4	3			PP, TS, TI		
	8	Week 4		Documenting & Updating			3 MS Project	2	Rules	C1	
	15	Week 5		Ch. 4: Planning: Integration and Scope Management	5	4	4a		Roles	L2	
	22	Week 6		Ch. 5: Time and Cost Management	6	5	4 CPA		Bb Rules D		
March	1	Week 7		Project Report				3	KSS	C2	
	8	Week 8		**Exam 1**					TDF	L3	1
	15	Week 9		Ch. 6: Planning - Part II	7	6	5 Online SW				
	18-22	**Spring Break**		**Spring Break**							
	29	Week 10	Module 2	Ch. 7 Executing	8	7		4		L4	
April	5	Week 11		Ch. 8: Monitoring and controlling	9	8		5			
	12	Week 12		Ch. 9: Closing	10	9		6			
	19	Week 13		Ch. 10: Best practices in PM	11	10	6 LL	7		L5	
	26	Week 14		Outbriefs			7 Bonus		TE	C3	
May	3	Week 15		**Exam 2 Tuesday 11-1**							2

Evaluations (Fall & Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the

thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

Policies and Procedures:

Attendance and Drop policies:
Attendance is highly encouraged. Exams reflect material in the text as well as material presented during class. Missing four (4) or more classes (including review sessions, presentation days, and exam days) will result in the student being dropped from the course with the appropriate grade. Missing class is defined as not being present for at least 1 hour of class time.

All students are responsible for material presented in class. Those who miss class are responsible for obtaining this material either from other students or the instructor. The instructor will only relay this information in person during office hours, not electronically.

Assignment Submission:
The syllabus indicates which chapters will be discussed in class on the given dates. This is subject to unforeseen changes. Should a change be necessary, the instructor will post a new syllabus in *blackboard* online. Students should have read the chapter **prior** to coming to class and plan on **discussing** the concepts during class. Some chapters will be covered in more detail than others and the key concepts will be addressed in class. Students should focus on these concepts.

Makeup Exams:
No makeup exams are allowed. Make-ahead exams may be possible by coordinating with the professor at least one week in advance of the make-ahead date.

Classroom Policies:
This class is held in a computer lab. The computers are intended to help students, not distract them. You are only allowed to use the following software during class. If use of the computers interferes with learning, the instructor may lock down the computers.

1. Blackboard, this class only. No access to quizzes during exams.

2. MS PowerPoint

3. MS Word

4. MS Project during the tutorial and project periods only.

Out of respect to the professor and your fellow students, please adhere to the following guidelines. **Failure to adhere to these guidelines will result in class interruptions and you being asked to leave that class session.** If you are asked to leave the class, please do so immediately as class will not continue until you depart. Do not return to class during that

session. The following is a list of disturbances that will initiate the professor in asking you to **leave the class session**:

1. Using your lap top/cell phone in class for any purpose using the air waves, e.g. phone calls, searching the internet, chatting, texting, etc.

2. Leaving your cell phone on and it ringing/vibrating during class. If you have a specific emergency requiring you to have it on, inform the instructor prior to class.

3. Talking to other students about subjects not directly related to the ongoing lecture.

4. Talking loudly or interrupting the lecture.

5. Foul or abusive language or conduct.

6. Causing any disturbance during class.

In general, treat others with respect and courtesy. This includes turning your cell phone OFF (not on silent/vibrate) during class as a courtesy to those around you and limit class disruptions.

Academic Integrity Statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Please refer to the Student Handbook for a detailed explanation of academic misconduct and repercussions. All incidents of academic misconduct (cheating) will result in the student receiving a 0 for the project/quiz/exam in question and being dropped from the course with the appropriate grade. Appeals are handled according to the Student Handbook. Some specific pitfalls to avoid during this course are:

1. Copying or sharing information on exams or quizzes before ALL students have completed the exam/quiz.

2. Helping others or allowing others to view or copy your quizzes or exam results/answers before ALL students have completed the exam/quiz.

3. Receiving assistance from others or copying others' work on your quizzes or exams before ALL students have completed the exam/quiz.

4. Submitting others' work as your own on homeworks, quizzes or exams.

5. Failing to be completely honest when dealing with the instructor.

Disabilities Act Statement:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

Sexual Harassment and Academic Policies:

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

Title IX:

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: http://uca.edu/titleix.

Emergency Procedures Summary (EPS):

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Other Required Materials/Competencies/Resources: N/A

Accreditation & Assurance of Learning

Learning Goal(s) Assessed in this Class
|__| There is no formal assessment activity scheduled in this class.

|_X__| There is formal assessment activity scheduled in this class.

Learning Goals:

Our graduates shall possess quantitative analysis skills. Students will be able to accurately apply the appropriate quantitative analysis skills to solve specific problems in managing IS resources.

Learning Objective:

- Apply SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to a project.

- Use a mind-mapping technique to perform a SWOT analysis.
- Calculate the expected net monetary gain or loss from a project using the net present value (NPV) method.
- Calculate the return on investment (ROI) of a project.
- Determine the amount of time it will take to recoup the total dollars invested in a project using a payback analysis.
- Use a weighted scoring model to conduct a systematic process for selecting projects.
- Analyze the risk associated with a project and determine risk mitigating methods.
- Perform a critical path analysis (CPA) on a program evaluation review technique (PERT) network.

Measure: Students will complete an assignment involving quantitative analysis—analyzing relevant information, appropriate quantitative solutions, and communicating results.

- Information: Justifies solution in terms of relevant information needed to solve a problem.
- Methods: Solves a variety of problems using appropriate methods with consistent accuracy without verbal or supporting cues.
- Communication: Articulates a variety of complex concepts in a logical and comprehensible manner.

Benchmark: Students at the upper division will earn 80% of rubric points on average.