

Memo For Record: Regarding how ITC 460 Leading Technical Projects supports the guidelines published by the Curriculum Council.

January 23, 2012

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Overview

The first and third Curriculum Council outcomes and assignments are implemented via Assignment 3 of the Capstone course, ITC 460. Both the second outcome and Curriculum Council assignment are implemented and assessed via the actual course project deliverable, the Project Document.

Of the entire course, 70 percent of the grade comes from the project deliverable. Assignment 3 counts for 100 points, or 10 percent of the semester grade. Most of the remaining 600 points of the actual project assess the students' ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality.

Outcomes provided by the Curriculum Council (and how they will be attained)

- A. Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study. (Assignment 3)
- B. Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study. (Final Project Deliverable: Project Document)
- C. Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline. (Assignment 3)

Required Assignments (how they will be attained)

- A. A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture. (Assignment 3)
- B. An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major. (Final Project Deliverable: Project Document)
- C. A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc. (Assignment 3)

ITC 460 Managing Technical Projects
Assignment 3 (10%): Consulting Team Application

As with the rest of the course, you are assuming the role of a technical professional employed by the consulting firm Byrd & Associates, LLC. In this scenario, you are applying for a position on a team that will be assigned to a major project lasting several months. Your placement on the team requires acceptance of both the team leader and the client organization.

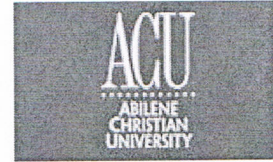
The application should characterize not only what expertise you have that makes you qualified for the position but also detail where you acquired it, including at least coursework, co-curricular activities such as club or service projects, faculty or supervisor mentoring, and personal research. In this reflective section of your application you should detail your scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

Since the client is a nonprofit organization you will need to describe your ability to incorporate spirituality into your technical expertise. Tell how your attainment of this position will impact the organization in a spiritual way and how your soft skills (communication, teamwork, ethics) will enhance your technical skills.

The application must be at least 2000 words long (about seven pages) and be supported by at least five external sources that are properly cited and referenced. For example, your expertise coming from a course may have come from the instructor, the textbook or outside research. Whichever the case, you should give proper credit to the source of expertise.

This individual assignment is worth 10 percent of your semester grade and must be included in the teams final Project package. This assignment is due two weeks from today.

ACU COLLEGE OF BUSINESS ADMINISTRATION
SCHOOL OF INFORMATION TECHNOLOGY & COMPUTING
COURSE SYLLABUS, FALL 2013
ITC 460 MANAGING TECHNICAL PROJECTS
FALL 2012, 3 CREDIT HOURS



Professor:	Dr. Rob Byrd, Associate Professor	Office:	Mabee Business Building Rm #252
Phone (office):	325-674-4914	Office Hrs:	MWF 10a –chapel, TR 9a –chapel
Cell (and text):	325-320-7076	ACU Box#:	28036
Email:	rob.byrd@acu.edu	Venue/Time:	MBB (COBA) 318 at 1:00 p.m.

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of ACU's School of Information Technology and Computing is to provide students with the highest quality education possible in the ever-changing high-tech arena, and to establish within them a foundation of faith from which they can lead and serve in world-changing ways.

Course Description: ITC 460 Managing Technical Projects (3-0-3), fall. Students apply knowledge in their major area and develop project management skills through oral and written analysis of cases and applied projects. Prerequisite: Last Year of Academic Program.

Contribution of Course to Overall Business Perspective: Project management skills are essential for every business professional even if it is not his/her primary duty. As students gain expertise in project management they will be able to apply it to daily processes, and not only assigned projects. It will improve their organization ability, attention to details of processes, understanding of how to communicate technical aspects of processes, and how to manage deadlines.

Contribution of Course to the Development of Communication Skills: This course will provide opportunities to develop communication skills through working on projects and making presentations as individuals and in teams.

Contribution of Course to Christian Service and Leadership: Many of the concepts and details of this course are difficult and require time and dedication to master. Yet without competency in them the computer professional will not be able to present an image of a qualified professional. Colossians 3:23,24 (NIV) *Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.* Generally, it is difficult to make the Good News about Jesus Christ seem desirable to unbelievers, unless those carrying that news are respected as authorities in other areas first. It doesn't always have to be in a professional area, but it does help when trying to show colleagues Christ.

Course Format/Activities (Synopsis): The course is primarily application-based with one large team project to be completed by each student. During the first couple weeks basic PM concepts will be discussed and teambuilding exercises will prepare students for selecting teams and choosing a semester project. The remainder of the course will be used to plan and execute the semester project.

During the first few weeks, students are expected to read the chapters assigned before coming to class. The PMI-BOK Guide will be used as a reference manual for the semester project. Planning, scheduling, executing, controlling and all deliverables will be based upon the PMI-BOK Guide.

Prerequisite: last year of academic program

Overall Outcome and Competencies:

Course Goal

The course will provide realistic exposure to the theories and techniques involved in managing technical projects by planning and implementing a team project whose management effort requires about 150 hours per team member.

	Competency	Measurement
1	Know and apply the fundamental theories and PMI body of knowledge	Written/Online Exams
2	As a member of a PM team, plan and execute a large project that demonstrates expertise in project management skills	Project deliverables
3	Acquire confidence to plan and execute large real-world projects by developing organizational skills, ability to manage deadlines, and work effectively as part of a technical team.	Peer feedback, Client Feedback, and Personal reflection
4	Demonstrate effective written communication skills	Writing Intensive [Project Deliverables]

Grading System: Final grades will be determined using the 1000 point system detailed below. Grades will be distributed as 900-1000 pts. = A, 800-899 pts. = B, 700-799 pts. = C, 600-699 pts. = D, 000-599 pts. = F.

Semester Exams (3)	150	Participation, peer-reviews, contract fulfillment	150
Project Deliverables	700	Total	1000

Course Policies:

Teaching Philosophy

My teaching philosophy is really a learning philosophy: my purpose is not to teach but to facilitate your learning and offer opportunities to do so. This course is designed to provide opportunities for students to practice management, written and oral communication, teambuilding, and independent learning.

Writing Intensive Course

This course is designated as a Writing Intensive Course. As such, one of the project deliverables – all of which are written documents, will be assessed specifically for appropriate grammar, style, and overall communication effectiveness. Specifically, the project Executive Summary will be assigned individually and be worth five percent of the course grade.

Course Materials, Communication, and course site

The primary means of communication will be classroom discourse and discussion followed closely by email and the learning management system found at: <http://classes.itc.acu.edu/itc/>
As far as possible all handouts, assignments, assignment submissions, grades and feedback will be accomplished via this site. Student email will be channeled through this site unless a message is student-initiated and sent directly to the professor's email account.

Homework, Projects, and Quizzes

Credit for homework and quizzes is given only when they are submitted on time whether the student has an excused absence or not. You may still submit late assignments for feedback even though the grade will be a zero. This will ensure you have the correct understanding for the exams and follow-on courses. Some of the assignments will not be graded but will be used as learning tools to prepare for the assessments.

Attendance and Tardiness

Students are expected to be present and on time for class. In the case of a school approved absences, exams or projects may be taken/submitted **only before** leaving on the school approved function. This means advance notification of the absence must be given to the professor at least one week before the day of absence. The above-stated Homework and Quizzes policy applies to

school approved absences only.

For those who like details: Tardy is defined as entering or not being prepared for class (finding a seat, pulling out books from backpacks, etc.) after the professor has started the formal class, or making the professor have to wait to start class because a student is not ready. A student more than 15 minutes tardy is considered absent. Three tardies amount to an absence, and after three weeks worth of absences a student will be dropped with a grade of WF. It will not take this many absences, however, to miss so much valuable learning that passing will be difficult anyway.

Disruptive and Disrespectful Behavior

Behavior that is disruptive or disrespectful behavior will not be tolerated. This includes sleeping, habitual leaving and re-entering the classroom once the session has started, playing games, writing email, messaging, use of cell phones (including texting) or pagers, inappropriate talking that is off-topic, or other similar activities. Those disrupting the class, will be asked to leave and will be counted absent. The only exception to this policy is when the professor explicitly initiates an electronic device activity.

Academic Dishonesty and Ethics

1. The teacher and students will adhere to the college and university policies in regards to cheating, copying, and misuse of computer resources. Students caught collaborating on individual work, may receive an F for the course. It is not the professor's burden to prove malicious cheating or copying. Student work may be checked using plagiarism detection software. Collaboration will be assumed when, in the perception of the professor, assignments look too similar or when visual or forensic evidence suggests unacceptable collaboration. Within-team collaboration is expected on team projects with the provision that all team members are equally contributing. Refer to these sites for copies of the formal policies:

www.acu.edu/campusoffices/campuslife/acad_integrity.html

www.acu.edu/academics/coba/cobahonorcode.html.

2. All are encouraged to follow the Golden Rule, "treat others as you would want to be treated."

3. It is to the student's benefit to put forth his/her best effort. The tasks that seem hard or impossible initially become the very milestones that give confidence and competence later. Full effort is always rewarded with better accomplishments in the end.

Special Accommodations

Abilene Christian University is committed to providing a learning atmosphere which reasonably accommodates qualified persons with disabilities. If you feel you have a disability which may impair your capacity to successfully complete this course, please contact the Director of Disability Services (674-2667) in Alpha Academic Services within the first two weeks of the course. Student Disability Services assists students with disabilities in obtaining appropriate academic accommodations.

Request For Feedback

This course is under continuous revision. The professor welcomes suggestions for improvement. The sooner in the semester suggestions are made, the sooner improvements can be implemented. Please don't wait until the last day of class or the end-of-course critiques to make comments.

Text and Supplements:

Required

Heagney, J. (2012). *Fundamentals of project management*, 4th Ed., New York: American Management Association.

Recommended

Project Management Institute (2008). *Project Management Body of Knowledge (PMI-BOK Guide)* /4e, PMI

Administrative Comments:

- 1) To drop a course, you must complete the required paperwork with your advisor. See the ACU calendar for important dates: www.acu.edu/campusoffices/registrar/calendar.html
- 2) You must earn a grade of C or better in this course in order for it to satisfy the prerequisite requirement for any course for which this course is a prerequisite.
- 3) To login to the course site point to: <http://classes.itc.acu.edu/itc/> with your browser (FireFox is recommended) use your ACU user name (usually of the format: fml08a) and your password. Your password is also your username. You will be required to change your password to something more secure when your first login. Once logged in you can go to your course. A course enrollment key *may* be required. If so, try typing : itc460byrd

Summary of Daily Assignments: A tentative course schedule is presented below, with the final course schedule to be posted and updated on the course site. Any significant changes to this schedule (such as exam dates and substantial content) will be communicated at least one week before the new event date.

ITC 460 Tentative Course Schedule

#	Date	Activity	#	Date	Activity
1	08-27	Course Orientation	25	10-22	Chapter 11, Earned Value Analysis
2	08-29	Chapter 1, PrjMgt	26	10-24	Project progress presentations
3	08-31	Chapter 2, Role of PrjMgr	--	10-26	Fall Break-- no Class
4	09-03	Project/Team options	27	10-29	Chapter 12, Managing the Project Team
5	09-05	Chapter 3, Project Planning	28	10-31	Chapter 13, Project Manager as Leader
6	09-07	Chapter 4, Mission, vision, goals, objs	29	11-02	Chapter 14, Applying PM in your org.
7	09-10	Planning exercise	30	11-05	Test 3, Chapter 9 – 14 and discussion
8	09-12	Final team and project decisions Due	31	11-07	Team meetings
9	09-14	Test 1, chapter 1 – 4 and discussions	32	11-09	Project progress presentations
10	09-17	Chapter 5, Risk Planning	33	11-12	Project documentation
11	09-19	Chapter 6, WBS	34	11-14	Team meetings
12	09-21	Chapter 7, Scheduling & Tools for PM	35	11-16	Team Type Indicator assessment
13	09-24	Project details	36	11-19	Project progress presentations
14	09-26	Guest Speaker from Industry	--	11-21	Thanksgiving Break-- no Class
15	09-28	Team Meetings	--	11-23	Thanksgiving Break-- no Class
16	10-01	Chapter 8, Scheduling deliverables	37	11-26	Team meetings, Exec. Summary Due (5%)
17	10-03	Schedule Drafts Due	38	11-28	Project mgt career opportunities
18	10-05	Test 2, Chapters 5 - 8	39	11-30	Project discussion
19	10-18	Project Execution	40	12-03	Team meetings
20	10-10	Chapter 9, Prj control & eval., PMBOK	41	12-05	How to improve from "Lessons Learned"
21	10-12	Chapter 10, Change Control	42	12-07	Final Presentation Preparation
22	10-15	Chapter 10, Managing the Project Team	43	12-??	Final Presentations
23	10-17	Team Meetings			
24	10-19	Data/Information Management			

MEMORANDUM

TO: University Undergraduate Academic Counsel

FROM: Laura Carroll, Director of Writing Across the Curriculum

DATE: September 24, 2012

RE: Writing Intensive Requirement Change

I have reviewed the requirements for ITC 460, and they meet the Writing Across the Curriculum guidelines. Therefore, I recommend this course be designated a Writing Intensive Course.

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Brod Crisp

Department Chair

12/11/12

Date

Monty L. Lynn

Dean of the College

12/11/12

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ITC 460

Course Title: Managing Technical Projects

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Monty L. Lyn 12/11/12
College Dean or Director Date

Approved ☒ Denied ☐ David Perkins 1-15-13
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils: