SYLLABUS

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COURSE OVERVIEW

This course is designed to prepare students for leadership roles in project management. It is built around the PMI (Project Management Institute) framework for successful project management. In the course we cover strategies, principles, and tools used across a variety of industries, project types, and project sizes.

COURSE GOALS

By the end of this course, you will be able to

- Demonstrate an understanding of the project life cycle, phases, and groups
- Understand the role, value, and impact of a project manager
- Operationalize best practices for successful project management

YOUR INSTRUCTOR

Instructor: Jason Casden - casden@email.unc.edu

REQUIRED MATERIALS

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TEXTBOOKS

There are no required textbooks for this course. All readings are embedded in the appropriate Lesson pages.

LIBRARY SERVICES AND COURSE RESERVES

Students enrolled in this course have access to the UNC Library System. Visit Distance Education Library Services to access a wide array of online services and resources including Course Reserves, online databases, online journals, online books, and live help with research and library access. **Most online resources require you to log in with your Onyen and password.** If you have any trouble finding the resource that you need or logging in to a resource, you can contact the library through the contact information at Distance Education Library Services. You can chat live about your problem or send an email to request assistance.

TECHNOLOGY

No special technology is required for this course. It is delivered through SAKAI which is an open source platform used at UNC Chapel Hill. Mozilla Firefox is the preferred browser for use with Sakai. Use of other browsers can result in the auto-downloading of some files.

If this is your first online course, you may find helpful information here.

Contact the UNC Helpdesk for technical assistance.

ASSIGNMENTS AND EXAMS

Each lesson includes reading assignments, discussion topics, and other associated materials such as videos and articles. Assignments are due throughout the semester as listed below, on the Schedule section in Sakai, and on each lesson page.

The following components of this course will contribute to your grade.

ASSIGNMENT 1: 7% PERCENT OF FINAL GRADE

Ethics in Project Management: 1-2 double spaced pages.

ASSIGNMENT 2: 7% PERCENT OF FINAL GRADE

Team Meeting: 5-7 minute recorded video presentation.

ASSIGNMENT 3: 7% PERCENT OF FINAL GRADE

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Work Breakdown Structure (WBS): Diagrams and 1-2 page project charter, including a short project scope statement.

ASSIGNMENT 4: 14% PERCENT OF FINAL GRADE

Project Manager Interview: Prepare, conduct, and document an interview of a real project manager who you have identified.

ASSIGNMENT 5: 7% PERCENT OF FINAL GRADE

Key Performance Indicator/Metrics Dashboard document.

ASSIGNMENT 6: 7% PERCENT OF FINAL GRADE

Project retrospective plan document: 1-2 pages.

CLASS PARTICIPATION: 30% PERCENT OF FINAL GRADE

Forum discussions. Each discussion is worth 10 points: 5 points for making a thoughtful post based on the guidelines for the discussion, and 5 points for reading at least 3 posts from your class colleagues and responding thoughtfully to at least 1 of them. There will be two discussions for each two to three week lesson (12 total). Posts should be completed in the first week of the lesson, and responses should be completed by the end of the second week of the lesson. All deadlines are listed on the Sakai calendar. At the end of the semester, my evaluation of any borderline grades will also be influenced by your record of supporting your course colleagues' learning through active participation.

FINAL EXAM: 21% PERCENT OF FINAL GRADE

Multiple choice exam.

% are rounded - these components are 100% of the grading rubric.

GRADING SCALE

Letter Grade	Percentage	Meaning
A	95–100%	Excellent: Far exceeds standard
A-	90–94%	
Letter Grade	Percentage	Meaning
B-	87–89%	Good: Exceeds standard

B+	87–89%	Good: Exceeds standard
B	83–86%	
B-	80–82%	
C+	77–79%	Fair: Meets standard
C	73–76%	
C-	70–72%	
D+	67–69%	Poor: Shows growth but falls below standard
D	60–66%	
F	0–59%	Failing: Deficient

COURSE POLICIES

COMMUNICATION

My preferred communication method is email. My address is casden@email.unc.edu. I will respond to requests within 24 hours. I am happy to arrange both individual and group video calls and will schedule several optional drop-in sessions.

FLEXIBILITY AND ACCOUNTABILITY

We all come to this course with a variety of experiences, responsibilities, needs, and feelings. This means we have much to learn from each other, but it also means that we may all learn differently and at different paces. I practice a "whole learner" approach to instruction. This means that all learners in our classroom (myself included) are not just students/instructors, but people with outside lives that will both inform and possibly sometimes interfere with this course. As such, the course policies below offer options for seeking extensions, making up missed activities, and taking an incomplete (IN grade) in the course. All of these policies offer flexibility, but also ask for accountability. Both are integral to creating a productive learning experience for our entire classroom community.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

CODE OF CONDUCT

We are a learning community and should treat each other with the respect we would expect of others. Constructive disagreement is encouraged, but please attempt to balance critiques with efforts to build and maintain a welcoming classroom community. I will try my best to do the same, but I welcome any suggestions for improvements or even general statements of discomfort.

Our classroom is dedicated to providing a harassment-free course experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, religion (or lack thereof), or technology choices. Harassment includes offensive verbal comments related to gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, religion, technology choices, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of talks or other events, inappropriate physical contact, and unwelcome sexual attention. We do not tolerate harassment of course participants in any form. Sexual language and imagery is not appropriate for any course setting or products.

If you are being harassed, notice that someone else is being harassed, or have any other concerns, please contact your instructor or another SILS faculty member immediately.

Adapted from http://confcodeofconduct.com/.

VALUING, RECOGNIZING, AND ENCOURAGING DIVERSITY

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Taken from the UNC Department of Health Policy and Management's HPM Diversity Syllabus Statement 2011**.**

CLASS PARTICIPATION

This is an asynchronous course, which means that we won't be meeting together at the same

This is an asynchronous course, which means that we won't be meeting together at the same time. As a result, participation in the discussion forums is especially important to cultivate the type of community of learning that will support your performance in this course. This performance is measured not just in grades, but in the ability to integrate the content of this course into your professional thinking and practice in ways that will have a lasting positive impact on your career.

There will be 12 discussion forum posts required during the semester. This means that there are two for each (two to three week long) module. I will use the Sakai calendar as a reminder, but the expectation is that you make one thoughtful post in each discussion forum during the first week of each module. Then, in the second week of the module, you will read at least three posts in each discussion forum and respond thoughtfully to at least one of them. The post and the response are each worth half of the points for the discussion. At the end of the semester, my evaluation of any borderline grades will also be influenced by your record of supporting your classmates' learning through active participation.

LATE SUBMISSIONS

I assign due dates for class assignments because they afford the course structure and become natural milestones for course progress. Assignments will be accepted up to four days late, with a 10% penalty for each day late. If you know something will be late, or are otherwise struggling, please let me know you need an extension at least 24 hours before it is due. It can be as simple as "Would it be possible to submit this assignment on Thursday instead of Wednesday?" I don't need proof that you "need" extra time, and chances are, I will give you the extension.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

INCOMPLETE (IN) GRADES

Wrapping up a course on time at the end of a semester is a satisfying feeling; it's also often necessary for graduation or other academic progress requirements. However, I realize that circumstances may make this on-time finish unrealistic. Therefore, I'm willing to give an incomplete grade (IN) for students who:

- Have completed at least 50% of the course assignments (by number, not weight).
- Submit an incomplete request as an email to me with a detailed work plan and timeline for completing all outstanding work. This work plan should accompany the incomplete request unless extenuating circumstances prevent it.
- Provide email documentation of communication with an academic advisor regarding the student's intention to take an IN and any potential academic eligibility impact thereof.

Adapted from https://keepteaching.unc.edu/flexibility-with-boundaries/

Academic Policies and Services

ACADEMIC POLICIES AND SERVICES

- Honor Code
- IT Acceptable Use Policy
- Data Security and Privacy
- Accessibility
- Student Support

HONOR CODE

Remember that as a student of UNC-Chapel Hill, you are bound by the University's Honor Code, which states that "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity." An especially serious Honor Code violation is plagiarism. You may wish to take a tutorial on plagiarism that was developed by librarians at UNC, Duke, NCSU, and NCCU. If you have questions, please consult your instructor. Please note that downloading or printing out the quizzes or exams in Sakai is prohibited; doing so is considered a violation of the Honor Code.

Plagiarism

Plagiarism is a serious violation of the Honor Code. To become more familiar with the issues surrounding plagiarism, and how to best avoid this academic issue, view this brief Plagiarism Tutorial created by the librarians of UNC-Chapel Hill, Duke University, NC State University, and NC Central University. If you have any questions about what constitutes plagiarism or how to properly cite a source, please contact your instructor.

IT ACCEPTABLE USE POLICY

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services.

You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website "Safe Computing at UNC" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

DATA SECURITY AND PRIVACY

University and LMS Privacy Policies

- UNC-Chapel Hill Privacy Statement
- Sakai's Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

UNC-Supported Vendor Privacy Policies

Add/Remove vendors as needed for the course, here and in the External Vendor section below.

- Microsoft
- Zoom
- VoiceThread
- Panopto
- LinkedIn
- Adobe Creative Cloud

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Office of Accessibility/Accommodations

If you are a student with a documented disability, you can receive services through Accessibility Resources & Service (ARS). You must self-identify through ARS to receive

Accessibility Resources & Service (ARS). You must self-identify through ARS to receive services or accommodation from either of these offices. ARS works closely with programs, offices, and departments throughout the University to help create an accessible environment.

The office is located in Suite 2126 of the Student Academic Services Building (SASB), 450 Ridge Road, Chapel Hill, NC, and is open from 8 am to 5 pm Monday through Friday. You can contact them by phone at 919-962-8300 or 711 (NC-RELAY), or by email at accessibility@unc.edu.

Accessibility Statements

Add/remove as needed for the course.

University and LMS Accessibility Statements

- UNC-Chapel Hill Accessibility Statement
- Sakai Voluntary Product Accessibility Statement

External Applications integrated into the LMS Accessibility Statements

- VoiceThread
- Panopto

Supporting Sites and Technologies Accessibility Statements

- Adobe Accessibility Statement
- LinkedIn Learning Accessibility
- Microsoft Office Accessibility Statement
- YouTube Accessibility Statement

STUDENT SUPPORT

Cancellation, Withdrawal, and Suspension

A registered student may terminate registration in three possible ways: cancellation, withdrawal, and suspension, depending on the circumstances. For definitions of these terms and the steps necessary to process each of them, see the University Policy Memorandum.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and

are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Reporting Harassment or Discrimination

If a student is experiencing harassment or discrimination, they can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office.

Any administrator or supervisor, including a department chair, associate dean or another administrator, who receives notice of a student's complaint of alleged prohibited harassment, including sexual misconduct, or discrimination must contact the Equal Opportunity/ADA Office as soon as possible upon receipt of the complaint at 137 E. Franklin St., Suite 404, 919-966-3576.

Faculty and staff who experience discrimination or harassment can file a complaint on the Equal Opportunity and Compliance Office web site (look for the "Make a report" link on that page).

Gender-Inclusive Language

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with that commitment, the gender-inclusive terms (chair; first-year student; upper-level student, etc.) should be used on University documents, websites and policies.

The UNC Writing Center has a handout on Gender-Inclusive Language.

Student Support Email and Phone Numbers

- To report acceptable use problems at UNC-Chapel Hill, call **919-962-HELP** or email: abuse@unc.edu.
- For issues involving copyrights or other policy concerns, call **919-445-9393** or email: copyright@unc.edu.
- For issues involving system security, call **919-962-HELP** email: security@unc.edu.
- For any other issues, please send email to abuse@unc.edu.