

## ITLS 6560 Project and Organizational Management Syllabus

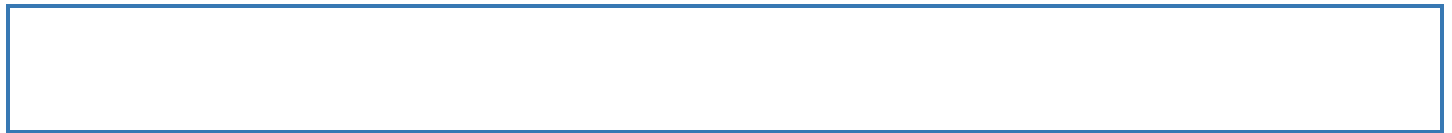
### Course Description

This course is designed to introduce students to project and organizational management aims and processes. Students are exposed to multiple perspectives and apply a perspective while managing an instructional design project.

### Course Objectives

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

1. Identify different types of project management processes and know how and when to use each process.
2. Set up a project and communication plan that will be beneficial in helping to organize a project.
3. Gain skills in managing people within a project.



### Course Resources

- pm4id.pdf (<https://usu.instructure.com/courses/802536/files/97795036?verifier=GhXOD921VFqDk9yL4OBWJWJ8ZLILWAqo470ca3dF&wrap=1>)

### Use of AI in this class

My policy for the use of AI in this class is that I will always encourage you to use it in any way you can ***without jeopardizing your learning***. While that is a gray line, I expect you to decide where that line is. This is your education and you will get out of it what you put into it. It is my opinion that the world is changing and if we don't know how to use AI then we will be left behind. For full disclosure, I will be using AI occasionally to help make this course better. That said, I will always curate anything that I include in the course and make sure the information is accurate. That is what I expect of you. If you use AI, you have to own the content and be responsible for its accuracy and alignment with your own thoughts.

### Class Format

This is an online class and includes synchronous (such as meeting for team projects and Thinking Group discussions) and asynchronous (such as online discussions and lectures) components. You will need to use Canvas extensively in this course and will be expected to stay connected and up-to-date with that system. All due dates will

be kept current in Canvas. Communication outside of class will primarily happen through Canvas announcements, so make sure that your technology is set up in such a way that you receive these announcements. Please check out the Canvas tutorial videos at this link: <https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos> (<https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos>)

**NOTE: Canvas announcements are the main way with which I will be communicating with you. Set your notifications accordingly. You will miss critical and helpful information if you don't regularly check the announcements.**

## Course Engagement Expectations

Although we will use various teaching/learning techniques, we will rely heavily on small group discussions of thinking materials, class presentations, sharing of project plans, and reflective writing. The purpose of the learning activities in this class is to build students' capacity as problem solvers across a variety of contexts through reading, listening to others' ideas, discussing with peers, and developing practical skills. Each assignment and form of engagement mirrors tasks and responsibilities you will encounter in professional contexts. One of the core practices necessary to be successful in this class aligns with how to be a successful problem solver: active, empathetic, and generous listening. Through our work together, we will practice generous listening, thoughtful contributing, and cultivating an open community that welcomes diverse opinions. Through the development of a safe environment, requests for elaboration, clarification, or evidence will come to be seen as encouraging thoughtfulness rather than as personal attacks or "silencing." We all have roles to play in creating our learning community.

## Rhythm of the Course

We're going to follow a weekly rhythm in this class throughout the semester. Each week we will focus on a single issue or idea. Each week's module will open on Monday morning and most of your assignments will be due the following Sunday night at 11:59 pm.

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%

<b>Grade</b>	<b>Range</b>
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## **Course Schedule/Outline**

### **Week 1: Introduction to Project Management**

- Overview of project management
- Project management methodologies: Waterfall and Agile
- Advantages and disadvantages of each methodology
- Thinking and Project group introductions

### **Week 2: Waterfall Project Management**

- Phases of Waterfall Project Management
- Advantages and disadvantages of Waterfall project management
- Case studies of successful Waterfall projects
- Thinking group reflection #1

### **Week 3: Agile Project Management**

- Principles of Agile project management
- Scrum and Kanban frameworks
- Advantages and disadvantages of Agile project management
- Case studies of successful Agile projects
- Thinking group reflection #2

### **Week 4: Building a Team**

- Understanding team dynamics
- Building a strong team
- Strategies for effective communication
- Conflict resolution techniques
- Thinking group Team Building assignment

### **Week 5: Communication & Conflict Management**

- Strategies for effective communication
- Conflict resolution techniques
- Thinking group case study assignment

### **Week 6: Technology for Project Management**

- Overview of technology for project management
- Tools for project planning and tracking
- Collaboration tools for project management
- Advantages and disadvantages of technology for project management

- Group tools presentation assignment

### **Week 7: AI in Project Management**

- Overview of AI in project management
- AI tools for project management
- Advantages and disadvantages of AI in project management
- Case studies of successful AI projects
- Thinking group assignment

### **Week 8: Project Charters**

- Understanding the value of a project charter and how they are used.
- Creating a basic project charter for a real-world project.

### **Week 9: Work Breakdown Structures**

- Understanding work breakdown structures
- Developing a work breakdown structure within your group for your real-world project

### **Week 10 & 11: Project Scheduling and Monitoring**

- Measuring project performance
- Tracking project progress
- Controlling project changes
- Develop a schedule and monitoring plan

### **Week 12: Project Communication and Risk Management**

- Importance of project communication
- Developing a project communication plan
- Communicating with stakeholders
- Managing project conflicts
- Managing project risks
- Group project communication plan

### **Week 13: Project Closure and Evaluation**

- Closing out a project
- Conducting a project review
- Documenting project lessons learned
- Celebrating project success

### **Week 14: Review and Reflection**

- Reflection on the course and future directions
- Discussion of the Best People Management Books

## **Library Services**

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/statewide](http://libguides.usu.edu/statewide). (<http://libguides.usu.edu/statewide>)

# Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

## University Policies & Procedures

### Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources (<https://www.usu.edu/policies/550/>) and the accompanying Terms of use for USU IT ([https://usu.service-now.com/aggies?id=kb\\_article\\_view&sysparm\\_article=KB0015388](https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388)) resources, as well as Article V-3.B.25.c (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

### Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://www.usu.edu/student-conduct/student-code/article5>) for more information.

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution;
- and
- Is a welcomed and valued member of Utah State University.

## Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)

## Discrimination and Sexual Misconduct

### General Overview

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu) (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

### Required Reporting of Sexual Misconduct and Threats of Harm

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented reporting policies and practices (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "reporting employee (<https://www.usu.edu/civilrights-titleix/reporting/reporting-employees>)." This means that if you share information with me about incidents of sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, , I *will report* that information to the USU Title IX Coordinator (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures.php>), and how you can file a report (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the mental health and wellness resources (<https://www.usu.edu/aggiwellness/caps/>) available to you.

## **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

## **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu) (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## **Students Who are Pregnant or Have a Pregnancy-Related Condition**

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

*Office of Equity:* Distance Education, Room 400, Logan Campus, 435-797-1266, Office of Equity: Pregnancy and Pregnancy Related Conditions (<https://www.usu.edu/equity/pregnancy-accommodations>).

## **Inclusive Excellence**

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the Student Affairs Office (<https://www.usu.edu/student-affairs/>).

## **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Academic Grievances section of the Course Catalog (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

### **Full details for USU Academic Policies and Procedures**

- Acceptable Use of University Computing Resources (<https://www.usu.edu/policies/550/>)
- Academic Policies and Practices (USU Catalog) (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/4002/>)

### **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See USU Emergency Management (<https://www.usu.edu/dps/emergency/>) for more information.

### **General Health Protocols**

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

### **Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the “SafeUT App” (<https://safeut.org/>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.