



# INFO I402 Informatics Project Management

## Course Syllabus

<b>Instructor:</b>	David Francis	<b>Phone Contact:</b>	317-255-4255	<b>Credit Hours:</b>	3 Hours
<b>E-mail Address:</b>	<a href="mailto:dafranci@iupui.edu">dafranci@iupui.edu</a> and CANVAS	<b>Office Hours:</b>	By appointment	<b>Contact Hours:</b>	N/A
<b>Pre-requisites &amp; Co-requisites:</b>	None	<b>Term:</b>	Fall 2021	<b>Instruction Mode</b>	Online

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### Course Description:

This course will focus on project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

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### Instructional Topics:

- Project Management Fundamentals
- Project Management and the Information Technology Context
- Project Management Process Groups
- IT and Informatics Project Integration Management
- Triple constraint and the 10 Project Management Areas

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### Learning Objectives:

- CLO1\_Quizine project management, the area of information technology (IT) projects, and explain the role of project managers and the project management profession, including its history, the role of professional organizations like the Project Management Institute (PMI), the importance of certification and ethics, and the advancement of project management software.
- CLO2\_Determine the importance of taking a holistic system view when selecting and working on projects, evaluating organizations and stakeholders, distinguishing between project and product development.

- CLO3\_Discuss recent trends affecting IT project management, including globalization, outsourcing, virtual teams, and agile project management.
  - CLO4\_Assess the five project management process groups and how they relate to the ten project management knowledge areas, the typical level of activity for each, and the interactions among them.
  - CLO5\_ Explain project integration management and evaluate strategic planning and project selection and how it fit into the big picture of an organization with the focus on meeting business needs.
  - CLO6\_Model the triple constraint in terms of the overall project plan integration while developing the project scope and using important techniques and tools such as work and risk breakdown structures, network diagrams and Gantt charts, critical chain scheduling, Six Sigma, and PERT.
  - CLO7\_Apply the processes and principles of each of the 10 project management knowledge areas to develop and create deliverables making use of the various tools and techniques, including in quality; communication; risk; procurement; resources; stakeholders; and in relationship to the triple constraint and project integration.
  - CLO8\_Analyze case studies of organizations applying the project management process groups to manage an IT project and identify the factors in a project success or failure.
  - CLO9\_Analyze the business, organization, and technology settings to gather project requirements, including user requirements, technology, environments, and resources to ensure a successful project plan development and implementation.
  - CLO10\_Formulate a Final Course Project and present a project management plan for each of the 10 PMI project management knowledge areas using the tools and techniques discussed in this course and the types of software available to assist with the project plans and deliverables.
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## **Course Outcomes:**

The curriculum of the School of Informatics is designed along two axes. One is the technical dimension, running from the logical and mathematical foundations of information technology to issues of distributed information and knowledge systems. The other axis represents the human dimension, from the individual working with a computer and the area of human computer interaction to groups interacting via computer with each other and the areas of social and organizational informatics.

This course belongs to the second axis and its theoretical and philosophical perspectives will be part of a university education which goes beyond a trade school approach to help students critically evaluate new trends in their chosen field and become professionals who can adapt successfully to this field's rapid rate of change.

This course provides up-to-date information on how good project management and effective use of software can help you manage projects, especially information technology projects.

Course Learning Outcome (CLO)	Program Learning Outcome (PLO)	RBT*	Level**	PLUS‡	Assessment
CLO1_ Quizine project management, the area of information technology (IT) projects, and explain the role of project managers and the project management profession, including its history, the role of professional organizations like the Project Management Institute (PMI), the importance of certification and ethics, and the advancement of project management software.	C4_ Communicate insights derived from data.	RBT 4	R	P1.4 <b>Communicator</b> – Conveys ideas effectively	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Quizzes</li> </ul>
CLO2_ Determine the importance of taking a holistic system view when selecting and working on projects, evaluating organizations and stakeholders, distinguishing between project and product development.	E1_ Analyze the social, cultural, and organizational settings in which IT solutions will be deployed to achieve successful implementations.	RBT 5	M	P4.1 <b>Community Contributor</b> – Builds community P4.2 <b>Community Contributor</b> – Respectfully Engages Own and Other Cultures*	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Quizzes</li> </ul>
CLO3_ Discuss recent trends affecting IT project management, including globalization, outsourcing, virtual teams, and agile project management.	C4_ Communicate insights derived from data.	RBT 6	R	P1.4 <b>Communicator</b> – Conveys ideas effectively	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Quizzes</li> <li>• Case Analysis</li> </ul>
CLO4_ Assess the five project management process groups and how they relate to the ten project management knowledge areas, the typical level of activity for each, and the interactions among them.	E1_ Analyze the social, cultural, and organizational settings in which IT solutions will be deployed to achieve successful implementations.	RBT 5	M	P4.1 <b>Community Contributor</b> – Builds community P4.2 <b>Community Contributor</b> – Respectfully Engages Own and Other Cultures*	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• On-line Learning Acts</li> </ul>
CLO5_ Explain project integration management and evaluate strategic planning and project selection and how it fit into the big picture of an organization with the focus on meeting business needs.	E4_ Articulate the business considerations of technical knowledge.	RBT 5	R	P1.4 <b>Communicator</b> – Conveys ideas effectively	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Quizzes</li> </ul>
CLO6_ Model the triple constraint in terms of the overall project plan integration while developing the project scope and using important techniques and tools such as work and risk breakdown structures, network diagrams and Gantt charts, critical chain scheduling, Six Sigma, and PERT.	B1_ Use problem-solving techniques to design program algorithms, including pseudocode and flowcharts.	RBT 3	R	P2.3 <b>Problem Solver</b> – Analyzes, synthesizes, and evaluates P3.2 <b>Innovator</b> – Creates/designs*	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• On-line Learning Acts</li> </ul>

CLO7_ Apply the processes and principles of each of the 10 project management knowledge areas to develop and create deliverables making use of the various tools and techniques, including in quality; communication; risk; procurement; resources; stakeholders; and in relationship to the triple constraint and project integration.	F6_Work collaboratively as part of a team, including global teams. F3_ Interpret constructive feedback.	RBT 3	M	P2.2 <b>Problem Solver</b> – Collaborates P4.2 <b>Community Contributor</b> – Respectfully Engages Own and Other Cultures* P1.4 <b>Communicator</b> – Evaluates information P1.2 <b>Communicator</b> – Listens actively*	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• On-line Learning Acts</li> <li>• Final Course Project Part 1-10</li> </ul>
CLO8_ Analyze case studies of organizations applying the project management process groups to manage an IT project and identify the factors in a project success or failure.	C4_ Communicate insights derived from data.	RBT 4	R	P1.4 <b>Communicator</b> – Conveys ideas effectively	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• On-line Learning Acts</li> <li>• Case Analysis</li> </ul>
CLO9_ Analyze the business, organization, and technology settings to gather project requirements, including user requirements, technology, environments, and resources to ensure a successful project plan development and implementation.	E1_ Analyze the social, cultural, and organizational settings in which IT solutions will be deployed to achieve successful implementations. D2_ Develop user requirements.	RBT 4	M	P1.1 <b>Communicator</b> – Evaluates information P1.2 <b>Communicator</b> – Listens actively* P4.1 <b>Community Contributor</b> – Builds community P4.2 <b>Community Contributor</b> – Respectfully Engages Own and Other Cultures*	<ul style="list-style-type: none"> <li>• Discussion Questions</li> <li>• Case Analysis</li> <li>• Final Course Project Report</li> </ul>
CLO10_ Formulate a Final Course Project and present a project management plan for each of the 10 PMI project management knowledge areas using the tools and techniques discussed in this course and the types of software available to assist with the project plans and deliverables.	A5_ Select appropriate software to manage information technology projects. F5_ Communicate IT concepts orally and in writing to nontechnical audiences.	RBT 6	M	P2.1 <b>Problem Solver</b> – Thinks critically P3.4 <b>Innovator</b> – Makes decisions* P1.4 <b>Communicator</b> – Conveys ideas effectively	<ul style="list-style-type: none"> <li>• Final Quiz</li> <li>• Final Course Project Report</li> </ul>

\* Revised Bloom's taxonomy (RBT): 1. Remembering; 2. Understanding; 3. Applying; 4. Analyzing; 5. Evaluating; 6. Creating.

\*\* Indicators of level of knowledge (Level): I – Introduce; R – Reinforce; M – Master

#### † IUPUI Profiles of Learning for Undergraduate Success (PLUS)

This course is designed to demonstrate IUPUI's [Profiles of Learning for Undergraduate Success](#) (PLUS) aligned with the Instructional Learning Objectives, Assessment, and Outcomes.

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## Course Resources:

### Required Textbook:

**Title:** *Information Technology Project Management* (9<sup>th</sup> Edition)

**Author:** Kathy Schwalbe (2019)

**Publisher:** Course Technology, Cengage Learning

**Print ISBN:** 13: 978-1-337-10135-6

**Other Resources:** This text is available in e-book format

You will need a Popplet account for this class. Please create a free account at <http://popplet.com/>

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### Statement of Values:

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community; both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

### Course Evaluation and Grading:

Students will be evaluated on knowledge of textbook content, writing and presentation skills, analysis, and application of thinking skills.

Grade Categories	Weight
Quizzes	60%
Class Deliverables	14%
Canvas Discussions	12%
Team Contributions and Involvement	7%
Canvas Utilization	7%
<b>Total:</b>	<b>100%</b>

Grading Scale		
Letter Grade	Minimum Percentile	Interpretation
A+	>=101	Professional level work, showing highest level of achievement. This grade is rare.
A	94% to 100%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A-	90% to 93%	Excellent and thorough knowledge of the subject matter
B+	87% to 89%	Above average understanding of material and quality of work
B	83% to 86%	Mastery and fulfillment of all course requirements; good, acceptable work
B-	80% to 82%	Satisfactory quality of work
C+	77% to 79%	Minimally acceptable performance and quality of work
C	73% to 76%	Minimally acceptable work; does not demonstrate mastery
C-	70% to 72%	Minimally acceptable work; minimum course grade allowable
D+	67% to 69%	Poor work
D	63% to 66%	Very poor work
D-	60% to 62%	Unacceptable work
F	< 60%	Failure

## Expectations/Guidelines/Policies:

### Course Communications

Communication for this course will be administered through Canvas email. Please email me in Canvas and make sure to add the course title in your subject line. Other students from different courses will be contacting me via this medium so a properly formatted subject line will aid our communication. All announcements, assignments, grades, tests, quizzes etc. will take place in Canvas.

### Deadlines

To ensure the student's success in this course you must read all assigned readings to include book chapters and online articles. The power point slides contain lecture notes that are intended to add more in-depth understanding of chapter content. In the power point slides, there are hyperlinks to provide a more information regarding the subject matter. Students are encouraged to use the hyperlinks as additional reading/research sources.

All class projects must be submitted according to their related due dates. It is important that students adhere to the class project due dates. Late discussions are not accepted. Any project deliverable submitted late will result in a 5 points deduction each day it is late. Plagiarism will not be tolerated. When submitting written work, resources must be cited to give credit to the resource. Please be aware there are deadlines for completion of the required projects, assignments, and Quizzes. The student may proceed through the course faster than the prescribed calendar, but you CANNOT fall behind. Students who proceed through the course at an accelerated rate must wait until the next unit/Quiz is open to proceed. No unit will be opened until the date posted.

### Testing

Quizzes may be taken at any time during their availability. Only **one attempt** to take each Quiz is allowed. **It is not permitted to start the Quiz, log off your computer, and then come back at another time to complete the Quiz. The Quiz MUST be completed at one sitting.** Note the dates of

the Quiz's availability. The Quiz grade will be available immediately after submitting the Quiz. There is no retaking of Quizzes once graded. After the deadline, Quizzes will not be available. The student will need to make special arrangements with the instructor to take the Quiz after the posted deadline. There will be a ten (10) point reduction for each day from the percentage scored on the Quiz if taken after the deadline. After one week, the Quiz **WILL NOT** be available.

### **Incomplete:**

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.


<http://registrar.iupui.edu/incomp.html>

### **Code of Conduct**

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting, or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors, apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

### **Academic Misconduct:**

1. **Cheating:**  Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
  - a. A student must not use external assistance on any "in-class" or "take-home" Quizzes unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
  - b. A student must not use another person as a substitute in the taking of an Quizination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
  - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
  - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal Quizinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

- h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned Quiz or assignment for credit.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:<sup>SEP</sup>
1. Directly quoting another person's actual words, whether oral or written;
  2. Using another person's ideas, opinions, or theories;
  3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  4. Borrowing facts, statistics, or illustrative material; or
  5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
6. **Facilitating Academic Dishonesty:**<sup>SEP</sup> A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

### Other Policies

1. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)
2. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
4. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the



instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.

5. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

All students are responsible for reading the Code of Student Rights, Responsibilities and Conduct of IUPUI at <http://www.iupui.edu/code/>, in particular the:

- Policy on Academic Dishonesty /Integrity
- Policy regarding late work and make-up Quizzes
- Innovative class procedures and structures, such as cooperative learning exercises, panel presentations, case study materials, class journals.
- All students are responsible for reading the Code of Student Rights, Responsibilities and Conduct of IUPUI.
- Policy on Plagiarism
- Policy regarding children attending

### **Mission Statement**

The Mission of IUPUI is to provide for its constituents with excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

**Hardware and software needed:** You will need a reliable laptop with an Internet connection. You will use Canvas CL and Microsoft Office software; you may also wish to create graphics with a graphics package.

You will need some kind of storage medium to back up any files you produce for the class. Remember to back up your files frequently. If you lose your only copy of a file, I will sympathize with you, but you will still be responsible for assignments.

### **Student Responsibilities**

**The Main Deliverables for this course Include:**

Generate a portfolio piece showcasing your knowledge of formal project management processes  
Create a Project Management Plan for your capstone experience (or another small project).

**Assignments:** All assignments are posted under the Assignment Tab in Canvas CL; your assignment files should be sent back to me using that Tab's functionality. Even if you are submitting a late assignment, you can upload it under the Assignments tab. As a last resort, and only if you are having trouble with the Assignments tab, you may send me an assignment through Canvas e- mail.

**Discussion Assignments and Posts:** Discussion Questions (DQs) are used in this course as an Instructional strategy to add more interest in the topics covered and engage students to actively participate more in their learning experience and engage in active conversation regarding theory and experiences with one another along with providing students/teacher feedback. All Discussion Questions are composed as an open-ended question in many cases supported by a practical scenario video clip, a quote, or an article to highlight contradictions and counter Quizples.

Based on the instructional objectives covered in each lesson, students are asked probing and reflective in nature Discussion Questions and challenged to apply their learning, read other perspectives, and engage in active conversation regarding theory and experiences. Students must post their response to each discussion question and also weighing in providing their own perspective to respond to other learners and have a **minimum of two responses** to peers. There is no limit to the number of times the student must respond to a question but there must be a minimum of one response for on ground and two for online to each discussion board posting by other learners.

**Quizzes:** There will be six non-cumulative Quizzes and one cumulative final Quiz during the course of the semester. The Quizzes will consist of multiple choice and true/false questions. Questions may be drawn from your book, PowerPoints, and additional assigned readings. All Quizzes will be given online, they will be "open book" and you will have access to all of your materials. However, you will have a limited time window in which to take a Quiz and the ability to submit it one time, so it is best to be very familiar with the material if you want to quickly find/check an answer.

#### **Final Course Project (FCP)/Capstone (Mile Marker):**

The end deliverable for the class will be a complete project management plan. The FCP/Capstone project plan deliverables will consist of partial project plans that feed into the final project plan as building blocks and corresponding to each knowledge area in Project Management. You will not execute the plan (meaning, you will not do any of the activities in the scope statement to complete the project.) Sample ideas for projects include:

1. A capstone (a project centered around your area of specialization)
2. A project being done or/and can be done at your internship or current job
3. The class project **iKIDS** option-I (Data Engineering, Integration, & Transformation) as a group project:
  - Research an area, industry, or discipline and select a problem or opportunity to solve using the collection, integration, and transformation of all social & professional media.
  - Complete a project management plan for an Informatics system or an application using the collection, integration, and transformation of all social & professional media data to solve the problem or explore the opportunity selected.
4. The class project **iKIDS** option-II: "Personal Branding and Digital Citizenry" a software Application as a group project:
  - Complete a project management plan for a software web application that enables students as aspiring career professionals to do the following:
    - a. Express and manage a multi-dimensional, drill down-able, presentation of their academic and non-academic achievements, experiences, skills, interests, aptitudes, and career highlights in one's own unique style.
    - b. Build and manage their personal brand, web presence, and digital footprint both social and professional using a built-in customizable Digital Footprint Analyzer and Databots.

- c. Securely share exactly what they want to share -on a mass or highly customized basis- all or parts of their Digital Passport, including Capstone with prospective employers, colleagues, or contacts within their networks.

**Changes**

Any changes in the Course Syllabus or Schedule will be posted on the Announcement page of Canvas. Any emergent notifications will be addressed via email. Students are encouraged to communicate with the instructor as needed throughout this course.

## I402 Informatics Project Management - Course Outline:

Week #	Learning Topics & Objectives	Learning Activities	Assessments & Deliverables
Week 1	<p><b>Introduction to Project Management</b></p> <ul style="list-style-type: none"> <li>Describe the growing need for better project management, especially for information technology (IT) projects</li> <li>Explain what a project is, provide Quizples of IT projects, list various attributes of projects, and describe the triple constraint of project management</li> <li>Describe project management and discuss key elements of the project management framework, including project stakeholders, the project management knowledge areas, common tools and techniques, and project success</li> <li>Discuss the relationship between project, program, and portfolio management and the contributions each makes to enterprise success</li> <li>Explain the role of project managers by describing what they do, what skills they need, and career opportunities for IT project managers</li> <li>Describe the project management profession, including its history, the role of professional organizations like the Project Management Institute (PMI), the importance of certification and ethics, and the advancement of project management software</li> </ul>	<p><b>Reading Assignments – Chapter 1</b></p> <ul style="list-style-type: none"> <li>Lesson Presentation</li> <li>Review course syllabus</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>Week 1 Discussion Questions</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Questions – DQ1</li> <li>Due: Syllabus Popplet</li> </ul>
Week 2	<p><b>Project Management and Information Technology</b></p> <ul style="list-style-type: none"> <li>Describe the systems view of project management and how it applies to information technology (IT) projects</li> <li>Evaluate organizations, including the four frames, organizational structures, and organizational culture</li> <li>Explain why stakeholder management and top management commitment are critical for a project’s success</li> <li>Apply the concept of a project phase and the project life cycle, and distinguish between project development and product development</li> <li>Discuss the unique attributes and diverse nature of IT projects</li> <li>Describe recent trends affecting IT project management, including globalization, outsourcing, virtual teams, and agile project management</li> </ul>	<p><b>Reading Assignments – Chapter 2</b></p> <ul style="list-style-type: none"> <li>Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li>Week 2 Discussion Question</li> <li>Review 4Di “Who am I? How do I learn?” assignment</li> <li>Download and review the <b>PMBOK</b> (Guide to Project Management Body of Knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Questions – DQ2</li> </ul>

		<input type="checkbox"/> Review for Quiz #1 (Chapters 1 & 2)	
Week 3	<p><b>Project Management Process Groups: A Case Study</b></p> <ul style="list-style-type: none"> <li>• Describe the five project management process groups, the typical level of activity for each, and the interactions among them</li> <li>• Demonstrate how the project management process groups relate to the project management knowledge areas</li> <li>• Discuss how organizations develop information technology (IT) project management methodologies to meet their needs</li> <li>• Review a case study of an organization applying the project management process groups to manage an IT project, describe outputs of each process group, and understand the contribution that effective initiating, planning, executing, monitoring and controlling, and closing make to project success</li> <li>• Review a same case study as the same project managed with an agile and compare the key differences between an agile approach and a predictive approach</li> <li>• Describe several templates for creating documents for each process group</li> </ul>	<p><b>Reading Assignments – Chapter 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> <li><input type="checkbox"/> PM Phases - Knowledge - Areas - Activities - Templates</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 3 Discussion Questions</li> <li><input type="checkbox"/> Project Phase Visualization &amp; 10 Questions</li> <li><input type="checkbox"/> Review additional resources: <a href="#">managing-small-projects 2.pdf</a> <a href="#">projectManagementforSmallProjects.pdf</a></li> <li><input type="checkbox"/> <b>FCP &amp; Capstone Kick-off</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ3</b></li> <li><input type="checkbox"/> <b>Complete Quiz #1 (Chapters 1 &amp; 2)</b></li> </ul>
Week 4	<p><b>Project Integration Management</b></p> <ul style="list-style-type: none"> <li>• Describe an overall framework for project integration management as it relates to the other project management knowledge areas and the project life cycle</li> <li>• Discuss the strategic planning process and apply different project selection methods</li> <li>• Explain the importance of creating a project charter to formally initiate projects</li> <li>• Describe project management plan development, understand the content of these plans, and review approaches for creating them</li> <li>• Explain project execution, its relationship to project planning, the factors related to successful results, and tools and techniques to assist in directing and managing project work</li> <li>• Describe the process of monitoring and controlling a project</li> </ul>	<p><b>Reading Assignments – Chapter 4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> <li><input type="checkbox"/> PM Phases - Knowledge - Areas - Activities - Templates</li> <li><input type="checkbox"/> Small Project Options and Necessary Templates</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 4 Discussion Question</li> <li><input type="checkbox"/> Course Project Part 1 assigned &amp; due in Week 7</li> <li><input type="checkbox"/> Review additional resources:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ4</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Kick-off</b></li> <li><input type="checkbox"/> <b>Due: 4Di Who am I? Smart Team!</b></li> </ul>

	<ul style="list-style-type: none"> <li>Apply the integrated change control process, planning for and managing changes on information technology (IT) projects, and developing and using a change control system</li> <li>Explain the importance of developing and following good procedures for closing projects</li> <li>Describe how software can assist in project integration management</li> </ul>	<ul style="list-style-type: none"> <li>PIDocument_Quizple.docx</li> <li>CoreProjectManagementProcess.pdf</li> <li><input type="checkbox"/> Review for Quiz #2 (Chapters 3 &amp; 4)</li> <li><input type="checkbox"/> Work on <b>FCP &amp; Capstone Project Charter</b></li> </ul>	
Week 5	<p><b>Project Scope Management</b></p> <ul style="list-style-type: none"> <li>Evaluate the importance of good project scope management</li> <li>Describe the process of planning scope management</li> <li>Discuss methods for collecting and documenting requirements to meet stakeholder needs and expectations</li> <li>Explain the scope definition process and describe the contents of a project scope statement</li> <li>Discuss the process for creating a work breakdown structure using the analogy, top-down, bottom-up, and mind-mapping approaches</li> <li>Explain the importance of validating scope and how it relates to defining and controlling scope</li> <li>Assess the importance of controlling scope and approaches for preventing scope-related problems on information technology (IT) projects</li> <li>Describe how software can assist in project scope management</li> </ul>	<p><b>Reading Assignments – Chapter 5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 5 Discussion Questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ5</b></li> <li><input type="checkbox"/> <b>Complete Quiz #2 (Chapters 3 &amp; 4)</b></li> </ul>
Week 6	<p><b>Project Time Management</b></p> <ul style="list-style-type: none"> <li>Describe the importance of project schedules and good project time management</li> <li>Discuss the process of planning schedule management</li> <li>Define activities as the basis for developing project schedules</li> <li>Describe how project managers use network diagrams and dependencies to assist in activity sequencing</li> <li>Evaluate the relationship between estimating resources and project schedules</li> <li>Explain how various tools and techniques help project managers perform activity duration estimates</li> <li>Use a Gantt chart for planning and tracking schedule information, find the critical path for a project, and describe how critical chain scheduling and the Program Evaluation and Review Technique (PERT) affect schedule development</li> </ul>	<p><b>Reading Assignments – Chapter 6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 6 Discussion Questions</li> <li><input type="checkbox"/> Review for Quiz #3 (Chapters 5 &amp; 6)</li> <li><input type="checkbox"/> <b>FCP &amp; Capstone Time Management Plan</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ6</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Scope and Project Charter</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate how time management is addressed using Agile</li> <li>• Discuss how reality checks and discipline are involved in controlling and managing changes to the project schedule</li> <li>• Describe how project management software can assist in project time management and review words of caution before using this software</li> </ul>		
Week 7	<p><b>Project Cost Management</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of project cost management</li> <li>• Evaluate basic project cost management principles, concepts, and terms</li> <li>• Describe the process of planning cost management</li> <li>• Discuss different types of cost estimates and methods for preparing them</li> <li>• Apply the processes of determining a budget and preparing a cost estimate for an information technology (IT) project</li> <li>• Discuss the benefits of earned value management and project portfolio management to assist in cost control</li> <li>• Describe how project management software can assist in project cost management</li> </ul>	<p><b>Reading Assignments – Chapter 7</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 7 Discussion Questions</li> <li><input type="checkbox"/> Complete Part-1 of Final Course Project</li> <li><input type="checkbox"/> <b>FCP &amp; Capstone Cost Management Plan</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ7</b></li> <li><input type="checkbox"/> <b>Complete Quiz #3 (Chapters 5 &amp; 6)</b></li> </ul>
Week 8	<p><b>Project Quality Management</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of project quality management for information technology (IT) products and services</li> <li>• Define project quality management and understand how quality relates to various aspects of IT projects</li> <li>• Describe quality management planning and how quality and scope management are related</li> <li>• Discuss the importance of quality assurance</li> <li>• Explain the main outputs of the quality control process</li> <li>• Understand the tools and techniques for quality control, such as the Seven Basic Tools of Quality, statistical sampling, Six Sigma, and testing</li> <li>• Summarize the contributions of noteworthy quality experts to modern quality management</li> <li>• Describe how leadership, the cost of quality, organizational influences, expectations, cultural differences, and maturity models relate to improving quality in IT projects</li> </ul>	<p><b>Reading Assignments – Chapter 8</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 8 Discussion Questions</li> <li><input type="checkbox"/> Review for Quiz #4 (Chapters 7 &amp; 8)</li> <li><input type="checkbox"/> Complete FCP &amp; Capstone Cost Management Plan</li> <li><input type="checkbox"/> Review additional resource: Project Quality Tracker Quizple</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ8</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Cost Management Plan</b></li> </ul>

	<ul style="list-style-type: none"> <li>Discuss how software can assist in project quality management</li> </ul>	<input type="checkbox"/> <b>FCP &amp; Capstone Project Quality Plan</b>	
Week 9	<p><b>Project Human Resource Management</b></p> <ul style="list-style-type: none"> <li>Explain the importance of good human resource management on projects, including the current state of the global IT workforce and future implications for it</li> <li>Define project human resource management and understand its processes</li> <li>Summarize key concepts for managing people by understanding the theories of motivation, influence, and power; how people and teams can become more effective; emotional intelligence; and leadership</li> <li>Discuss human resource management planning and be able to create a human resource plan, project organizational chart, responsibility assignment matrix, and resource histogram</li> <li>Assess important issues involved in project staff acquisition and explain the concepts of resource assignments, resource loading, and resource leveling</li> <li>Assist in team development with training, team-building activities, and reward systems</li> <li>Explain and apply several tools and techniques to help manage a project team and summarize general advice on managing teams</li> <li>Describe how project management software can assist in project human resource management</li> </ul>	<p><b>Reading Assignments – Chapter 9</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 9 Discussion Questions</li> <li><input type="checkbox"/> Complete Learning Activity – Resource Histogram</li> </ul> <p><input type="checkbox"/> <b>FCP &amp; Capstone Human Resource Management Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ9</b></li> <li><input type="checkbox"/> <b>Complete Quiz #4 (Chapters 7 &amp; 8)</b></li> <li><input type="checkbox"/> <b>Due: Resource Histogram</b></li> </ul>
Week 10	<p><b>Project Communications Management</b></p> <ul style="list-style-type: none"> <li>Describe the importance of good communications on projects and the need to develop soft skills, especially for IT project managers and their teams</li> <li>Review key concepts related to communications</li> <li>Explain the elements of planning project communications and how to create a communications management plan</li> <li>Demonstrate how to manage communications, including communication technologies, media, and performance reporting</li> </ul>	<p><b>Reading Assignments – Chapter 10</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 10 Discussion Questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ10</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Quality and Human Resource Management Plans</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Discuss methods for controlling communications to ensure that information needs are met throughout the life of the project</li> <li>• List various methods for improving project communications, such as running effective meetings, using various technologies effectively, and using templates</li> <li>• Describe how software can enhance project communications management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Inventory of Awesome (Findings from your personality tests)</li> <li><input type="checkbox"/> Final Course Project Part-2</li> <li><input type="checkbox"/> Review for Quiz #5 (Chapters 9 &amp; 10)</li> </ul> <p><input type="checkbox"/> <b>FCP &amp; Capstone Project Management Communication Plan</b></p>	
Week 11	<p><b>Project Risk Management</b></p> <ul style="list-style-type: none"> <li>• Assess project risk and the importance of good project risk management</li> <li>• Discuss the elements of planning risk management and the contents of a risk management plan</li> <li>• List common sources of risks on information technology (IT) projects</li> <li>• Describe the process of identifying risks and create a risk register</li> <li>• Discuss qualitative risk analysis and explain how to calculate risk factors, create probability/impact matrixes, and apply the Top Ten Risk Item</li> <li>• Apply tracking technique to rank risks</li> <li>• Explain quantitative risk analysis and how to apply decision trees, simulation, and sensitivity analysis to quantify risks</li> <li>• Provide Quizples of using different risk response planning strategies to address both negative and positive risks</li> <li>• Discuss how to control risks</li> <li>• Describe how software can assist in project risk management</li> </ul>	<p><b>Reading Assignments – Chapter 11</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 11 Discussion Questions</li> <li><input type="checkbox"/> Complete Final Course Project Part-2</li> </ul> <p><input type="checkbox"/> <b>FCP &amp; Capstone Risk Management Plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ11</b></li> <li><input type="checkbox"/> <b>Complete Quiz #5 (Chapters 9 &amp; 10)</b></li> </ul>
Week 12	<p><b>Project Procurement Management</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of project procurement management and the increasing use of outsourcing for information technology (IT) projects</li> <li>• Describe the work involved in planning procurements for projects, including determining the proper type of contract to use and</li> </ul>	<p><b>Reading Assignments – Chapter 12</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ12</b></li> </ul>

	<p>preparing a procurement management plan, statement of work, source selection criteria, and make-or-buy analysis</p> <ul style="list-style-type: none"> <li>• Discuss how to conduct procurements and strategies for obtaining seller responses, selecting sellers, and awarding contracts</li> <li>• Apply the process of controlling procurements by managing procurement relationships and monitoring contract performance</li> <li>• Describe the process of closing procurements</li> <li>• Discuss types of software that are available to assist in project procurement management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Week 12 Discussion Questions</li> <li><input type="checkbox"/> Review Final Course Project Part-3</li> <li><input type="checkbox"/> Review additional resources: <ul style="list-style-type: none"> <li>• Sample SW Development</li> <li>• RFP Sample</li> <li>• SOW Sample</li> </ul> </li> <li><input type="checkbox"/> <b>FCP &amp; Capstone Procurement Plan</b></li> </ul>	
Week 13	<p><b>Project Stakeholder Management</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the importance of project stakeholder management throughout the life of a project</li> <li>• Discuss the process of identifying stakeholders, how to create a stakeholder register, and how to perform a stakeholder analysis</li> <li>• Describe the contents of a stakeholder management plan</li> <li>• Apply the process of managing stakeholder engagement and how to use an issue log effectively</li> <li>• Explain methods for controlling stakeholder engagement</li> <li>• Discuss types of software available to assist in project stakeholder management</li> </ul>	<p><b>Reading Assignments – Chapter 13</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 13 Discussion Questions</li> <li><input type="checkbox"/> Review Final Course Project Part 3</li> <li><input type="checkbox"/> Complete Learning Activity – Managing Stakeholders</li> <li><input type="checkbox"/> Review for Quiz #6 (Chapters 11, 12 &amp; 13)</li> <li><input type="checkbox"/> <b>FCP &amp; Capstone Stakeholder Management Plan</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ13</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Communication and Risk Management Plans</b></li> <li><input type="checkbox"/> <b>Due: Managing Stakeholders</b></li> <li><input type="checkbox"/> <b>Complete Quiz #6 (Chapters 11, 12 &amp; 13)</b></li> </ul>
Week 14	<p><b>IT Project Management Integration &amp; Capstone</b></p> <ul style="list-style-type: none"> <li>• Use various resources, including professional literature, both printed and electronic.</li> <li>• Apply selected approaches to better understand various dimensions, implications, and perspectives on the subject of IT Project Management.</li> </ul>	<p><b>Reading Assignments – Selected Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> </ul> <p><b>Other Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 14 Discussion Questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discussion Questions – DQ14</b></li> <li><input type="checkbox"/> <b>Due: FCP &amp; Capstone Procurement and Stakeholder Management Plan</b></li> <li><input type="checkbox"/></li> </ul>

		<input type="checkbox"/> Review additional resources – Guide to Stakeholder Engagement	
Week 15	<b>IT Project Management Integration &amp; Capstone</b> <ul style="list-style-type: none"> <li>• Apply various IT Project Management resources, including professional literature, both printed and electronic.</li> <li>• Apply selected approaches to better understand various dimensions, implications, and perspectives on the subject of IT Project Management.</li> </ul>	<b>Reading Assignments – Selected Reading</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson PowerPoint</li> <li><input type="checkbox"/> Final Course Project Review &amp; Discussion</li> </ul> <b>Other Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 15 Discussion Questions</li> <li><input type="checkbox"/> Review for Final Quiz</li> </ul>	<input type="checkbox"/> <b>Discussion Questions – DQ15 &amp; DQ16</b>  <input type="checkbox"/> <b>Due: Final Course Project &amp; Capstone Report</b>  <input type="checkbox"/> <b>Complete Final Exam</b>
Week 16	<b>Final Course Project &amp; Capstone</b> <ul style="list-style-type: none"> <li>• Complete a course project focusing on a selected topic in IT and Informatics.</li> <li>• Apply various IT Project Management resources, including professional literature, both printed and electronic.</li> <li>• Apply selected approaches to better understand various dimensions, implications, and perspectives on the subject of IT Project Management.</li> </ul>	<b>Reading Assignments – Review selected chapters</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> FCP &amp; Capstone Presentations</li> </ul> <b>Other Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Week 16 Discussion Questions</li> <li><input type="checkbox"/> Complete Final Course Project &amp; Capstone Report and Presentation</li> </ul>	

## COVID-19 Policy

Indiana University is concerned for the health and well-being of the entire community. The nature of COVID-19 is such that each of our individual actions affects not only our personal well-being but also those of every other person with whom we interact or share a space. Given the fluidity of the current situation, students and faculty alike will need to be

adaptable and flexible as events may occur that necessitate a change in the course schedule or mode of delivery. To minimize the disruption that might occur if a student falls ill or is unable to attend classes for some other legitimate reason, class materials must be made available electronically to students unless the nature of the work makes this impossible.

To keep the IUPUI community safe, it is expected that every member of this course acknowledges the following university guidelines.

## ***Masks***

All students are expected to sign the [Student Commitment Form](#). Agreement to abide by the public health measures outlined in the form is a condition of physical presence on the campus this fall. Included in that commitment are requirements for wearing masks in all campus buildings and maintaining physical distancing in all campus buildings. Both are necessary classroom requirements that will help keep our community safe.

1. All students and instructors must arrive to class wearing a mask over their mouth and nose. If a student does not have a mask, the student must pick up a disposable mask (available throughout campus) before joining the class session.
2. If a student enters a class without wearing a mask, the student will be told by the faculty member that they must put one on.
3. If a student refuses to put on a mask after being instructed to do so, the instructor will request that the student leave the class and will [file a Public Incident Report](#) with the [Office of Student Conduct in the Division of Student Affairs](#). If the student refuses to leave, the faculty member will end the class immediately, and [file a Public Incident Report](#) with the [Office of Student Conduct in the Division of Student Affairs](#).
4. If a student comes to class without wearing a mask a second time and again refuses to put it on, the student will be told to leave and will be advised that they can only attend the online version of the course, if such option is available, for the remainder of the semester. The faculty member will again [file a Public Incident Report](#) with the [Office of Student Conduct](#).
5. If the course is not available online, the student will be informed that the in-person course is the only option, and they will be given one more opportunity to return to class and wear a mask.
6. If a student appears in class without a mask a third time the student will be administratively withdrawn from the course and will again be referred to the [Office of Student Conduct](#). The student will not receive a refund of tuition or fees.
7. Students should check for additional syllabus guidelines regarding additional PPE for laboratory classes.

8. Students who have concerns about wearing masks for medical reasons should request an accommodation from Adaptive Educational Services. (Contact: [aes@iupui.edu](mailto:aes@iupui.edu) or 317-274-3241.)

## ***Student Absences***

Consistent with the Student Commitment Form, students unable to attend class due to COVID 19 policy or another serious illness will:

1. notify their instructor and follow [campus guidelines](#) regarding a safe return to campus;
2. not be penalized for class absences assuming they make up missed assignments in a timely fashion, in consultation with (and at the discretion of) the instructor; and
3. be provided reasonable accommodations to access all course materials and will be given the opportunity to complete missed assignments online as is practicable.

## **IUPUI Policy on Disability Accommodations**

Students needing accommodations because of disability will need to register with [Adaptive Educational Services \(AES\)](#) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317-274-3241 or emailing [aes@iupui.edu](mailto:aes@iupui.edu).

## **IUPUI Policy on Religious Holidays**

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request in writing to the course instructor by the end of the second week of the semester and should use the [Request for Course Accommodation Due to Religious Observance Form](#). More information is available in the [IUPUI Policy on Religious Holidays](#).

## **IUPUI Policy on Academic Integrity**

The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of

these activities, visit the [Definitions](#) appendix on the Student Code website For information on how faculty and students are expected to handle cases involving academic misconduct, visit [Academic Misconduct](#) on the Student Code website. Additional information about the rights and responsibilities of IU students is available in the [Code of Student Rights, Responsibilities, & Conduct](#).

## IUPUI Policy on Sexual Misconduct

What you should know about sexual misconduct: Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the university can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Counseling & Psychological Services (CAPS) at 317-274-2548 (counseling services)
- Confidential Advocacy Resources at 317-274-5715 or [saadv@iupui.edu](mailto:saadv@iupui.edu)
- IUPUI Student Health Center at 317-274-2274 (University Blvd. location) or 317-274-8214 (West Michigan St. location) (health and medical services)

It is also important that you know that Title IX and university policy require faculty to share any information brought to them about potential sexual misconduct with the campus Deputy Title IX Coordinator(s) or IU's Title IX Coordinator to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the university can respond and assist.

Find more information about sexual violence, including campus and community resources on the [IU's Stop Sexual Violence website](#).

Other resources:

- [Stop Sexual Violence: Resources for Employees](#)
- [Stop Sexual Violence: Frequently Asked Questions](#)

## IUPUI Non-Discrimination Policy

Indiana University prohibits discrimination on the basis of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. If you feel like you have been discriminated against, please contact IUPUI's Office of Equal Opportunity (OEO). OEO is located in Lockefield Village, LV 4443. You can reach the office by calling 317-274-2306.

IUPUI does not tolerate acts that are damaging to our safe, civil, and inclusive community—and neither should you. If you experience or witness an incident of bias, you should report it. For more information, see [Student Incident Reporting](#).

## **Military Related Personnel Statement**

IUPUI recognizes that National Guard Members, Reservists, veterans and active-duty military personnel have special circumstances such as upcoming deployments, drill requirements, disabilities, and required veterans affairs health appointments. Students are encouraged to communicate any military related obligations that affect their educational pursuit, in advance, if possible, to the instructor.

The Office for Veteran and Military Personnel (OVMP) is committed to serving all the needs of our military related student population including but not limited to providing advice, guidance, advocacy, and services assisting in the transition from military life. If you are a student Veteran, National Guardsman, Reservists, Active-Duty Member or a military dependent and need any assistance with your transition, please contact the OVMP by visiting the Campus Center, Room 268, emailing [gibenefi@iupui.edu](mailto:gibenefi@iupui.edu), or phoning 317-278-9163. Thank you for your service.

## **Two-Step Login (Duo)**

IUPUI students are required to enroll in Two-Step Login (Duo) to gain access to sensitive documents and Canvas using IU login credentials. The security of student information is critical. Be sure to bring your primary device (like a cellphone or tablet) to class, so you can log in to secure IU systems. Also, make sure you have a backup device like a hardware token or Google Voice. If you get stuck without a working device, the UITS Support Center can give you a bypass code, but you will need to verify your identity.

To learn more about or get help with two-step login, consult the following resources:

- [Help for Two-Step Login \(Duo\)](#)
- [Two-Step Login \(Duo\) device recommendations](#)
- [Contact your campus IT Support Center](#) (for locations of UITS Support Centers and phone numbers and a chat feature).