SYRACUSE UNIVERSITY

Managing Information Systems Projects

IST445 M003 Spring 2013 Semester Course Syllabus

Instructor: Art J. Peterson Jr., Ph.D., PMP

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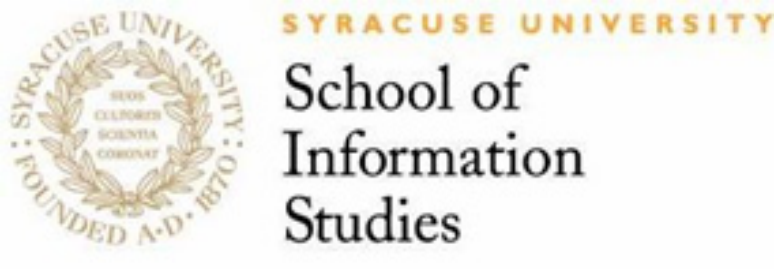

School of Information Studies (iSchool)

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Course Introduction

Overview

Instructor: **Dr. Art Peterson, Adjunct**

Telephone: **315-428-6654 (Work - Daytime); 315-320-0045 (Home Office - Evenings)**

E-mail: **apeterso@syr.edu**

Office Hours: **Mondays, after class (most Mondays[1], by an advanced appointment)**
Other pre-arranged times are possible, please e-mail me to arrange.

Class Times: **Monday & Wednesday, 5:15 - 6:35 pm at Archbold Gymnasium Classroom 210**

Class Section: M003 (Registration Code: 53754) **Prerequisites:** None

Description: Project management as a professional discipline in information and communication technology, introduction to the roles, activities, methods, and tools, critical review, and application of principles.

Textbook: **Required: Schwalbe, Kathy. Information Technology Project Management - Sixth Edition. Boston, MA: Thomson Course Technology, 2011. ISBN-13: 978-1111221751 (New price range: $100-$130) Get the SIXTH Edition (6E).**

Recommended: Project Management Institute, Inc. A guide to the Project Management Body of Knowledge (PMBOK® Guide) 4th Edition. (2008) ISBN 13: 978-1933890517 (New price: $50 or less) For this course, get the FOURTH Edition! You can also get a FREE e-copy if you join PMI (this option is recommended for those students interested in earning a CAPM or PMP certification) for $25/year. www.pmi.org.

Software: **1) Microsoft Project Version 2010 will be used by students as the project management software for assignments.** Students will need to have access to this software to complete work for the course. MS-Project (Windows Version) is available to download for free by all students at the link:

http://msdnaa.ischool.syr.edu/

Microsoft Project 2010 is on the computers in the iSchool labs in Hinds Hall.

2) Print-image conversion software, such as Adobe Acrobat or a compatible .PDF file type converter, will be used for producing all assignment submissions.

Adobe Acrobat Pro is on the computers in the iSchool labs in Hinds Hall. Further information will be provided when assignments are submitted.

[1] Starting the week of January 28, 2013

Learning Outcomes

Students who complete this course successfully will be able to do the following, as they relate to projects in information and communications technology (ICT):

- Define the project management knowledge areas as articulated by the Project Management Institute (www.pmi.org).
- Explain how project managers are credentialed by professional organizations, and how project management careers develop in small and large organizations.
- Describe the roles of project participants, including roles in large-scale, global projects.
- Articulate the sequence of activities in a typical ICT project, and distinguish the approaches of both Classic and Agile project methodologies regarding the deliverables suited to each method.
- Describe the deliverables that are typical outcomes of project management activities, and recall differences between those of small vs. large-scale, global projects.
- Describe typical stages in the life-cycle of an ICT product or service, from conception to maturity.
- Identify typical approaches used for management of project constraints, such as time, cost and scope, in small projects as well as large-scale, global projects.
- Use project management methods and tools based on actual examples from organizations of varying sizes to deliver written work on project case problems assigned for the course.
- Apply the methods and concepts of project management in class to situations and case studies based on actual projects of small, large, and global size.
- Explain how application of the methods and concepts of project management may vary, depending on contextual factors such as clients' organizational culture, needs, risk tolerance, and project size.
- Recall specific challenges of managing projects in large-scale, global environments across time zones, cultures and languages, specifically in the areas of communications, team management and motivation, meetings, cross-functional teams, matrix management, and virtual team environments.

Communications

All official communications from the instructor including announcements, syllabus updates, schedule changes (other than weather or university related cancellations), exam scores, and assignment scores will be posted on Blackboard. Students should regularly check this system throughout the semester. **All official assignment submittals from the student must be posted through the Blackboard system.**

All email communication with students for this class will be sent to their University-provided email address @syr.edu as per University computing and electronic communication policy. I will not provide assignment, exam or final grades via email in accordance with US government policy.

Course Content

The course will focus on the standard body of knowledge required by the Project Management Institute (PMI), which is the world's leading certification organization for professionals in all disciplines of Project Management. While PMI® Certification is not provided through the course, it serves as a map of the comprehensive set of knowledge and skills that project managers must generally have in order to be productive in a variety of contexts. This course has been approved by the Project Management Institute to satisfy the formal project management course requirement necessary for application to take the CAPM (Certified Associate Project Manager) or PMP (Project Management Professional) certification exams.

The course will also serve to expand knowledge and skills in enterprise-systems IT project management, and will engage students in opportunities to learn how practices and procedures used in large-scale organizations compare with, or differ from, traditional PMI® project management knowledge and skills. Particular focus will be on the constraints placed upon large-scale project managers in terms of staff capacity, complex system release timelines, cost, effort estimation approaches and quality, how these constraints relate to PMI® concepts, and how they are best managed in the execution of projects of varying scales. Included is an exploration of typical project life cycles that are from real-world large-scale situations, and how these compare and contrast with more theoretical concepts of IT life-cycle management and PMI® best practices. Deliverables expected from students will include formats based upon real-world project management deliverable examples. Case problems at both the simple and the large-scale enterprise level will ensure that students understand how PMI® concepts are either applied directly, or adjusted to fit the scale and context of the project situation.

Project Management Topic Areas Explored

In order to achieve the desired learning outcomes, this course will explore the following topic areas:

- Overview of Projects and Project Management Theory and Concepts.
- The Project Management Institute's Project Management Knowledge Areas based upon the Project Management Body of Knowledge (4th Edition).
- Project Management Approaches, Tools and Deliverables based upon examples from Small as well as Large-scale, Global Organizations
- The Nature of Real-world Project Management in Small as well as Large-scale, Global Organizations.
- Project Management as a Career: Credentials, Growth and On-the-Job Challenges.
- Outline the changes that the next version of the Project Management Body of Knowledge (5th Edition, to be phased in during 2013) will have in the project management arena.

Course Requirements, Readings, and Grading

Overview of Approaches to Achieving Learning Outcomes

Readings and supplemental examples will form the foundation for class lectures, discussions and student work submissions. Lectures, Discussions and Case Studies will explain important theoretical concepts using practical examples and real-world situations drawn from organizations of varying sizes, including National Grid, U.S. Navy, and J.P. Morgan Chase.

Guest Speakers will be arranged as schedules permit to assist students in their appreciation of the context of real-world project management in small as well as large-scale, global organizational environments.

- Attendance will be taken to encourage students to show up regularly to the lectures.
- Periodic quizzes will help the student to monitor his/her progress.
- Attendance, class participation, and quiz results will be the primary method of conducting mid-term assessments (when required by Syracuse University).
- Assignments will demonstrate the student's understanding of the concepts and the student's ability to construct or present the typical work products expected of real-world project managers. There will be four assignments submitted during the semester.
- The last assignment involves a project summary – much in the same way a project manager must package and summarize his/her project for review by senior management or a "sanctioning" board.
- Two examinations will evaluate the student's grasp of terminology and concepts that form the foundation for sound project management approaches as presented in class and/or in the required readings.

Readings

Course textbooks have been selected to guide the student according to the professional certification body of the Project Management Institute (PMI®). This organization sets the standards for Project Management education in the United States and in many other parts of the world. The required Schwalbe text covers specific information required by PMI®, and provides numerous case studies, practical examples and shows how information technology project managers generally do their jobs out there. I will bring my own experience and stories of project management to the class, and the combination of the Schwalbe text and my

experience will provide many ways to grasp the concepts of the course in a practical way. This addresses the key learning objectives of the course, and therefore students are urged to consider the readings seriously in order to best understand how these processes really work. **Performance on exams and assignments will definitely be enhanced by attention to the readings.** While not the norm, the student can expect a few questions in the exams from material in Schwalbe that may **NOT** have been reviewed during class lectures.

The recommended book from PMI® known as PMBOK® is the official standard for general project management, and is the basis from which the professional certification exams are developed. While the book is in the recommended category, any student considering professional project management certification in the future should study this book as well.

Grades

The student grade will be derive from a number of different factors. These different components of the grading mix are described below.

Class Attendance and Participation

Total percentage of grading: 13%

Class attendance is required! Real-world project managers are expected to attend and participate in all meetings that are concerned with the management of their project and to conduct themselves professionally at those meetings. Students in this course are considered to be professionals who are learning the art and science of project management. **Attendance will be taken at random times by sign-in sheet and other various means.** Absences, or behavior in class that negatively affects the ability of other students to concentrate or participate, will carry a point deduction that is appropriate for the situation. Class will start on time, and as Project Managers you will be expected to be in attendance at the time class begins. Do NOT interpret this requirement to mean that if you show up, you will get 13 points. Points will be deducted for those who are consistently late, disregard the class specific electronic usage policy, and/or the show an attitude in class that hinders a positive learning environment. Conversely, showing up on time, a positive class attitude, and the observation of appropriate class policies will aid in achieving the full 13 points.

Students who cannot attend class due to a professional interview appointment, illness or death in the family must notify the instructor via email prior to the class if possible, but no later than the day following class, and will submit follow-up verification of the situation causing the absence. Typically, this verification process needs to go through the iSchool Student

Advisement Office (Room 114). Otherwise, the student should plan on the normal point deductions listed at the end of this section.

The following do not qualify as extenuating circumstances: Special events on or off campus, personal travel, forgetting to attend, or requirements in other courses. Attendance will be a factor in whether or not students who are on a final grade range boundary are considered for upgrade to the next higher final letter grade. For those students on the borderline for a higher final letter grade, the student's use of the Blackboard Learning System, assistance sought from the instructor or teaching assistant, adherence to the electronic policy, and class (verbal) participation may be considered.

A student may miss an occasion, infrequent, class due to personal conflicts which do not fall into the "excused" category as outlined within this syllabus. To help, a student can earn 1 bonus point that will allow two **routine** sessions OR one **special** session to be missed without impacting the overall base class attendance and participation grade points. (A word of caution is still advised against the unnecessary missing of any class.)

Students who plan not to attend class due to a religious observance are asked to make prior arrangements through the University religious observance notification process during the first two weeks of the semester. Students registered under the University religious observance notification will be excused from the class with no penalty. With such notification, I will make individual accommodations as needed to ensure that you have an opportunity to catch up with coursework. I will confirm all religiously excused absences by e-mail as excused by the end of the week following the excused class. If you do not receive a confirmatory e-mail that specifically excuses you for an absence you believe to be excused, please contact me no later than the following week.

Deductions for unexcused absences and bonus points:

Session Type	**Points Deducted**
Session 1	No deduction, 0.5 bonus point (for completed profile)
Guest Lecture (TBA)	Deduct 1.0 point
Software Practical (2)	Deduct 1.0 point
Routine Session	Deduct up to 0.5 point for each session missed
Unauthorized use of Electronics	Deduct up to 0.3 point for each session observed
Last Class Session	No deduction, 0.5 bonus point
Note: If a student exceeds a total deduction of 13 points, the highest grade you can earn is automatically a B (regardless of any extra credit points earned on the other parts of the grading system)	

Review Quizzes

Total percentage of grading: 5% (5 points)

A number of brief concept quizzes will be randomly given throughout the semester. These quizzes are designed to solidify the materials covered in the previous classes (since the last quiz) and the reading materials you are responsible for. During the semester, up to six quizzes will be collected and graded. If all six quizzes are taken by the student, the lowest score or first missed quiz will be dropped. The average grade of the remaining quizzes will be used to determine the total points received out of the 5 total points. **Make-up quizzes for excused absences will be administered during the officially scheduled final exam period at the end of the semester.**

Class Examinations

Total percentage of grading: 40% (20 points for Exam 1, 20 points for Exam 2)

Two class examinations will be given on concepts, terms and definitions covered in the specific listed classes and as explained further in assigned readings for those days. Notes I hand out, textbook readings, and additional notes taken by students in class, will form the basis for all exams. The two exams are multiple-choice and are not cumulative through the semester. They are focused on the topics covered in the specific classes to which they apply. In each exam bonus point questions will be included as well as a few items on key concepts from the required readings for those same classes that may not have been covered in lectures.

Exams will consist only of multiple-choice items that each involve the need to recall definitions of terms and concepts presented in class that come from the readings and the experience of the instructor. The exams are structured and graded as follows:

- Each of the two exams will have the following contributions: 20 points Exam 1, 20 points Exam 2, for a total contribution of 40% (40 points). Each exam will include up to 4 items that involve key concepts that are in the required readings. These concepts may not have been covered specifically in class, but will be related to the general content of the class as presented. Each exam will contain 22 questions, two of these are considered bonus test question.

- Students will receive a report for each exam that details their results and the total points earned. Exam items will be reviewed in class as specified in the schedule.

- Exam items are statistically analyzed by the instructor after each exam to determine if there are items that were confusing due to wording or improper choices. If such an

item is found, it will be discarded, and all students will earn the value of the discarded item.

Project Assignments

Total percentage of grading: 42% (or 42 points)

Four assignments will be given and graded on a 14 point basis scale (with the potential for 1 bonus point each). If all four are handed in, the lowest scoring assignment will be eliminated and only the best three scores will be included toward the 42 base points. Otherwise, the student will be penalized for the missing assignment(s).

The objectives of the assignments are outlined below:

- Assignment 1: Project Charter and Preliminary Scope Statement. The focus is on how the student organizes the information about the case problem and creates the typical project management documents that explain to stakeholders how the project will be designed.
- Assignment 2: This assignment focuses on the development of a work breakdown structure (WBS) and WBS Dictionary. The WBS deliverable will be produced directly from the MS-Project software.
- Assignments 3 and 4: These assignments build upon the case problem of the first two assignments and the further develop the WBS. The two assignments will include a summary of the elements from Assignments 1 and 2 plus include a Project Schedule, Resource Utilization and Cash Flow Reports (produced directly from MS-Project software).
- Assignment 4 builds upon the partial results of Assignment 3. Assignment 4 includes a summary presentation of the entire case scenario as developed in Assignments 1, 2, and 3. A high level outline of a Communications Plan will be included. The focus of this assignment is how the student structures information about resources, time constraints, costs and detailed scheduling, while still remaining within the objectives first defined in Assignment 1.

The assignments are to be submitted by the student **individually** to ensure that the student acquires the skills needed to perform individually as a competent real-world project manager.

Assignments must be uploaded in the Blackboard system on or before the date and time due.

Late assignments (except in the event of extenuating circumstances beyond the student's control as documented above in Attendance) will have credit subtracted from the overall grade in proportion to the amount of time submitted beyond the due date **(1 point for each day)**. This is a policy that reflects the way that late professional assignments in on-the-job project management situations will always carry some negative aspect. If you cannot complete work on time due to a need for help, then I (or the course teaching assistant) expect to hear from you along the way as you discover your difficulty, rather than just when it is due or within 24 hours of the due time (!). **No late assignments may be submitted after classes end at the end of the semester (see the schedule).**

Format and Delivery of Assignments

All assignments for this course must be formatted in a standard page size (US Standard 8.5"x11" letter size or International Standard A4) and must be submitted in the .PDF format, which standardizes the form of an electronic image of the printed page. The assignments can be produced by Adobe Acrobat Professional or a comparable software. **Therefore, simply submitting a Word, PowerPoint, or MS-Project file for the assignments is not acceptable for this course as this does not show how it would actually look when printed.** Guidance for producing .PDF print image files from various sources will be included in the practical sessions and the special instructional lab sessions provided for the assignments.

MS Project 2010

Microsoft Project Version 2010 will be used by students as the project management software for assignments. Students will need to have access to this software to complete work for the course. MS-Project (Windows Version) is available to download for free by all students at the link:

http://msdnaa.ischool.syr.edu/

It should be noted that the Syracuse IT Department does not support installation of MS Project 2010 on the Mac personal computer (PC). Students in possession of a Mac PC may have to use the computers available in the iSchool labs to complete their assignments.

Practical MS Project Class Sessions and Special Lab Sessions:

Two practical sessions will be conducted to aid with the understanding of MS Project 2010. Attendance at these sessions is required.

In addition, a schedule for special MS Project workshops and guidance on assignment completion will be posted on Blackboard. These sessions will also be announced in class. The workshop sessions will be held in an iSchool computer lab. While attendance at these workshops is not required, students are strongly encouraged to attend. The focus of the sessions will be on helping with the completion the assignments using the MS-Project.

Grading of Assignments and Resubmissions

Students will receive the documentation describing the reason(s) for any deduction(s) and the total assignment points received out of a possible value 14 (the bonus point credit will also be noted if earned, for a potential total value of 15). **This individualized documentation will be posted along with the grade on the Blackboard system.**

The bonus point is generally awarded for superior effort or clear signs of extra depth of effort. Adding sections not required or working ahead (delivering a schedule, for example, when a schedule is not a required deliverable for the assignment) is not considered superior effort. Rather, superior effort should be evident in the level of detail in the deliverable, and in the considerations of the project management process documented by the student. Using commercial templates for the deliverables does not guarantee a bonus grade.

The lowest scoring assignment will be eliminated and only the best three scores will be included toward the 42 points. Since the lowest score will be eliminated, there will be no resubmissions of any assignment unless a low or failing grade is received (below 10). Assignments 1, 2, and 3 may be resubmitted to improve the grade to a passing maximum of 10.0.

Extra Credit

Extra Credit is built into the exam and assignment grading as specified. Above-expectation performance on assignments will be recognized with additional points. Only the best three of the four assignments will be counted toward the final grade, the lowest quiz score will be dropped, and 10% bonus questions are provided on the exams to offset other items answered incorrectly.

Students who have concerns about passing the course should discuss this with me to determine options. **Other than the approaches mentioned here, there will be no extra-credit assignments or exams.**

Summary of Grading Points

The following matrix summarizes the potential points that can be earned (along with the bonus points possible):

Area	Base Points	Additional Bonus Potential
Class Attendance and Participation	13	1
Review Quizzes	5	NA
Class Examinations	40	4
Project Assignments	42	3
Total	100	8
Theoretical maximum point accumulation is 108 points (with the bonus points); however, the grades are determined based upon a 100 point scale.		

Methodology for Determination of Final Grade

The final grading will factor into account the following points:

- Each student's final grade will be computed as the sum of all points earned in the course minus any points deducted according to the policies stated above. Grades are based on a total possible score of 100 points for the semester. With bonus points available as stated previously, it is possible for the total score to exceed 100 points.
- I foresee no incompletes to be given due to the nature and timing of the assignments. If there is a problem, please make arrangements with me for discussion about it prior to assignment due dates and exam dates. I must obtain department permission to submit an incomplete grade and must notify the department in advance if the situation warrants.
- Please discuss serious grading concerns with me as the semester progresses. If you do your part, I will help you to achieve success in this course. **However, please do not wait until the last two weeks of class to approach me. It will be too late to significantly impact your grade by that point.**

- Final Letter grades will be assigned into letter grade categories reflecting the performance of the class as a whole, and **I reserve the right to adjust a specific student's final letter grade depending upon their individual situation**.

The following grading criteria to assign a final letter grade, but ranges may be adjusted on the basis of class performance levels overall (The final grade of "A+" may not be given at Syracuse University):

93-100+	A	77-<80	C+
90-<93	A-	73-<77	C
87-<90	B+	70-<73	C-
83-<87	B	60-<70	D
80-<83	B-	<60	F

Academic Policies

Students with Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Integrity

The academic community of Syracuse University and the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. For more information and the complete policy, see the Syracuse University Academic Integrity website at:

http://academicintegrity.syr.edu

The Academic Integrity Policy governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities.

Future Use of Student Work

This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s) written

permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

IST445 Specific Policies

Electronic Usage

Student use of computing devices or Smartphones **not** permitted during class.

Students may not use computers, smartphones, tablets and other computing or communication devices during class sessions – only during class breaks. Exceptions will be made for an individual student if such a device is a part of an official accommodation of individual needs related to the learning process (such as during the practical sessions). The reasons for this policy are as follows:

- A live, face-to-face campus class is a premium opportunity to focus on the material as an interactive physical group, and the course has been designed specifically for this medium.
- The instructors will provide most of the notes – students can fill in specific ideas using minimal note taking without computers.
- Previous students have commented that they are distracted by other students' use of computers in class, interfering with their own ability to concentrate on the class.
- It is nearly impossible to lead a class where students appear to be focused only on their computers and phones.
- Recent studies measuring concentration in college students who attempt to do several things at once show conclusively that everything suffers as a result.

So, for the short period twice a week that we are all together, please break free of the Internet for 80 minutes at a time, and limit the use of computing devices of all kinds to the class breaks. In return, I will do my best to make your concentration worthwhile.

Cell Phones, smartphones and other handheld wireless devices

Other than during class breaks, please silence ring tones and refrain from engaging in calls, messaging or other use during class time. If you must use the phone during class time, please **quietly** exit the room before using. **All devices must not be visible in any way during exams.**

Policy Regarding Students Using English as a Foreign Language

Assignments in this course are graded with reference to evidence of the acquisition of concepts, presentation format and accuracy of information. Having done business in countries that use languages other than English, I understand that the use of an unfamiliar language can result in unusual word choices or grammatical errors that are not critical to the overall understanding of the information. Therefore, I will take into account your need to function in a language that may be unfamiliar to you. I would ask you to do your best to originate the ideas yourself, to construct the text and explanations yourself in your own way and in your own words. This will carry a greater value than use of content written by someone else in order to avoid language mistakes.

Introduction to the Instructor

Art J. Peterson Jr., Ph.D., PMP
Lead Engineer and Project Team Lead
Asset Management – Transmission, National Grid

Dr. Art Peterson has over 30 years of combined industry experience with National Grid, Niagara Mohawk Power Corporation, US Navy Reserves, and General Electric. During this time, Professor Peterson managed a range of projects extending from small improvement efforts to complex multi-million dollar for both transmission infrastructure improvement projects and research, demonstration, and development projects.

As a project team lead, Professor Peterson is presently responsible for the initiation and scope development of a portfolio of projects related to National Grid's overhead line transmission assets. Once underway, Professor Peterson serves as the sponsor representative on the project team. These projects focus on maintaining the existing transmission infrastructure as well as addressing regulatory requirements. As an asset manager, Dr. Peterson analyzes, plans, and develops strategies for the National Grid transmission line assets located in the US with an emphasis on Upstate New York.

For 16 years, Professor Peterson managed a portfolio of Research and Development projects for Niagara Mohawk Power Corporation. Areas of project responsibility included nuclear power, communications, lighting applications, indoor environmental quality, photovoltaic power, hydroelectric power, and electric powered vehicles. Research projects varied from small initiatives to large-scale efforts with multiple co-funding sponsors.

Initially, Dr. Peterson started his career in the nuclear power industry focused on licensing related work for Nine Mile Point Units 1 and 2. These nuclear power plants are located in Upstate New York along Ontario Lake (near Oswego, NY). Dr. Peterson's responsibilities included performance of safety evaluations (in accordance with 10CFR50.59) and coordination of the annual update of the Final Safety Analysis Report for Nine Mile Point Unit 1.

Professor Peterson earned a B.S in Physics from Le Moyne College, a M.S. in Physics from Clarkson University, a M.Eng. in Nuclear Engineering from Pennsylvania State University, and a Ph.D. in Business (Organization and Management) from Capella University. His dissertation focused on successful technology monitoring and assimilation by entrepreneurial organizations. In addition, Art holds a Project Management Professional (PMP) certification.

Schedule, Readings, and Lecture Content