

**CENTRAL MICHIGAN UNIVERSITY**  
**COURSE SYLLABUS**

**I. IDENTIFYING INFORMATION**

**Course:** MSA 607  
**Course Title:** Program Management in Complex Organizations  
**EPN:** 22446238  
**Term:** Spring II  
**Location:** Online  
**Course Dates:** 3/4, 4/26/2024  
**Course Days and Times:** N/A  
**Prerequisites:** None.

**Blackboard:**

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available in our [Knowledge Base](#).

**Instructor:** James Howard II  
**Primary Phone Number:** 410.505.4199  
**Secondary Phone Number:** N/A  
**E-Mail Address:** howar1jp@cmich.edu  
**Availability:** I am available via phone or video conference by appointment.  
**Academic Biography:**

I am a data scientist at the [Johns Hopkins Applied Physics Laboratory](#). Previously, I have been a consultant to various government agencies, including the Securities and Exchange Commission, the Executive Office of the President, and the United States Department of Homeland Security. Before that, I served as an internal consultant on scientific computing for the Board of Governors of the Federal Reserve System.

Alongside my professional work, I have a strong passion for teaching and have been teaching mathematics and statistics at the University of Maryland Global Campus since 2010. I have also taught public affairs at several institutions, including the City University of New York and the [University of New Mexico](#).

I consider myself [fortunate to have played a part in many innovative projects throughout my career](#), which include modeling the spread of infectious respiratory diseases and Ebolavirus, predicting global disruptive events, researching blockchain for government services, and designing devices to rescue victims of building collapse. I have also authored [two books](#) on my work and co-edited two more.

In my free time, I'm an active member of my community, having served [Howard County, Maryland](#) in various roles including as a member of the Board of Appeals and Charter Review Commission. I've also volunteered my time providing economic advice to the [Columbia Association](#), establishing an alumni association for the [College Park Scholars Program](#) at the University of Maryland, and serving on several public and private boards.

**II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

Order book(s) from the CMU Bookstore (<https://cmich.verbacompare.com>)

**Textbooks and Course Materials:**

**Title:** How to Manage Complex Programs: High-Impact Techniques for Handling Project Workflow, Deliverables, and Teams  
**Author:** Kendrick  
**Edition:** N/A  
**ISBN:** 978-0-8144-3692-9  
**Publisher:** American Management Association  
**Required:** Yes

**Course Reserves:**

N/A

**Required Materials:**

N/A

**Recommended Materials:**

N/A

### III. COURSE DESCRIPTION

Examines oversight and coordination of complex management processes involving multiple activities and teams. Discusses effective techniques for structuring deliverables, workflow and staffing.

### IV. COURSE GOALS AND OBJECTIVES

Upon successfully completing this course, the student will be able to:

1. Dissect the elements of the project management process in complex organizations.
2. Determine strategies for program alignment and meeting objectives.
3. Propose strategies for deliverables management.
4. Deduce strategies for working with sponsors and shareholders including communication and conflict resolution.
5. Perceive risks and challenges in each phase of multiple project management.
6. Develop a startup plan and roadmap for managing programs.
7. Plan program scope, understand risks and challenges.
8. Incorporate the key elements of planning processes and tools in an organization's strategic goals.
9. Propose strategies for managing organizational change and recovering troubled projects.
10. Evaluate methods of accessing performance.
11. Recommend strategies for status tracking and documentation.

### V. METHODOLOGY

This course is organized around five key instructional tools:

1. videos and readings,
2. discussion boards,
3. a weekly video conference,
4. a research paper, and
5. a final examination.

The content is designed to provide a solid understanding of how to manage programs and the projects within them. The course will cover program management, initiation, deliverables, planning, organizing, leadership, execution, control, and closure, reflecting the knowledge areas specified by the Project Management Institute.

## VI. COURSE OUTLINE/ASSIGNMENTS

### Pre-Class Assignment:

1. Read this Syllabus.
2. Ensure that your Central Michigan University (cmich.edu) email is checked or forwarded to an email you do check daily.
3. Navigate your way around BlackBoard (check out the Syllabus, Assignments, Course Materials, etc.).
4. Post an introductory note tell us about yourself, your background, and what you hope to get out of the MSA program and why you're taking this class.
5. Review the term paper requirements and start thinking about ideas of the research paper you plan to write.

### Course Outline:

- Week 1: Program Management
  - Projects, Programs, and Portfolios
  - Program Definition
  - How Do Programs Originate?
  - Why Are Programs Difficult?
  - Project/Program Size Boundaries
  - Program Life Cycles
  - Dimensions of Program Complexity
- Week 2: Program Initiation
  - Strategic Alignment and Tactical Objectives
  - Program Governance and Sponsorship
  - Portfolio Management
  - Program Benefit Analysis and Return on Investment
  - Program Risks
  - Program Challenges
  - Process Maturity for Program Management
  - Planning for the Plan
  - Program Startup
- Week 3: Program Deliverable Management
  - Managing Program Scope
  - Program Stakeholders
  - Gathering Program Requirements
  - Stakeholder Priority Conflicts and Resolution
  - Characterizing Programs
  - Establishing the Program Roadmap
  - Defining Program Deliverables
  - System Decomposition and Analysis
  - Program Scope Risks and Optimization
  - Documenting Program Scope
  - Program Scope and Change Management
- Week 4: Program Planning and Organizing
  - Program Planning Processes
  - Program Planning Tools
  - Program Decomposition and Project Planning
  - Project Plan Integration and Interface Management
  - Program Workflow Risks
  - Hierarchical Plan Baselines and Plan Documentation
- Week 5: Program Leadership
  - Program Governance and Stakeholder Expectations
  - The Program Management Office
  - Hierarchies of Teams and Leaders

- Program Leadership
- Program Communications
- Program Staff Motivation
- Program Staffing and Other Resource Risks
- Week 6: Program Execution and Control
  - Sponsor and Stakeholder Expectations Management
  - Program Metrics
  - Program Status Tracking
  - Program Reporting and Information Management
  - Controlling Program Scope
  - Program Review
  - Managing Organizational Change
  - Recovering Troubled Programs
- Week 7: Program Closure
  - Program Closure Process
  - Program Process Improvement
- Week 8: Conclusion
  - Program Deliverable Management
  - Program Planning and Organizing
  - Program Leadership
  - The Path Forward

### **Assignment Due Dates:**

#### **Week 1 Task Summary**

- Review and complete the pre-assignments, if not finished
- Read textbook Chapter 1
- View the PowerPoint and videos
- Go to Large Case Project. Read the instruction and select the project/organization
- Follow the instructions to complete and submit your Assignment 1 & Assignment 2
- Go to the Discussion Board. Follow the instruction and participate in the Week 1 Discussion
- Go to Live Sessions. Join the Live Chat Session 1

#### **Week 2 Task Summary**

- Read textbook Chapter 2
- View the PowerPoint and videos
- Go to Large Case Project. Start working on the project
- Follow the instruction to complete and submit your Assignment 3 & Assignment 4
- Go to the Discussion Board. Follow the instruction and participate in the Week 2 Discussion
- Go to Live Sessions. Join the Live Chat Session 2

#### **Week 3 Task Summary**

- Read textbook Chapter 3
- View the PowerPoint and videos
- Go to Large Case Project. Continue working on the project
- Follow the instruction and complete Assignment 5 & Assignment 6
- Go to the Discussion Board. Follow the instruction and participate in the Week 3 Discussion
- Go to Live Sessions. Join the Live Chat Session 3

#### **Week 4 Task Summary**

- Read textbook Chapter 4
- View the PowerPoint and videos
- Go to Large Case Project. Continue working on the project

- Follow the instruction and complete Assignment 7 & Assignment 8
- Go to the Discussion Board. Follow the instruction and participate in the Week 4 Discussion
- Go to Live Sessions. Join the Live Chat Session 4

### **Week 5 Task Summary**

- Read textbook Chapter 5
- View the PowerPoint and videos
- Go to Large Case Project. Continue working on the project
- Follow the instruction and complete Assignment 9 & Assignment 10
- Go to the Discussion Board. Follow the instruction and participate in the Week 5 Discussion
- Go to Live Sessions. Join the Live Chat Session 5

### **Week 6 Task Summary**

- Read textbook Chapter 6
- View the PowerPoint and videos
- Go to Large Case Project. Finalize the project
- Follow the instruction and complete Assignment 11 & Assignment 12
- Go to the Discussion Board. Follow the instruction and participate in the Week 6 Discussion
- Go to Live Sessions. Join the Live Chat Session 6

### **Week 7 Task Summary**

- Read textbook Chapter 7
- View the PowerPoint and videos
- Go to Large Case Project. Complete and submit your Large Case Project Paper
- Follow the instruction and complete Assignment 13 & Assignment 14
- Go to Discussion Board. Follow the instruction and participate in the Week 7 Discussion
- Go to Live Sessions. Join the Live Chat Session 7

### **Week 8 Task Summary**

- Read textbook Chapter 8
- View the PowerPoint and videos
- Go to the Final Exam. Follow the instruction and complete the Final Exam by Friday of Week 8 at 11:59PM

### **Post-Class Assignment:**

There is no post-class assignment.

### **Student Involvement Hours:**

This course is a compressed graduate level course worth 3 semester hours. Accordingly, you are expected to spend between 20 and 30 hours per week working on this course. That includes reading, discussion, videos, and working on your term paper.

## **VII. CRITERIA FOR EVALUATION**

### **Evaluation Criteria:**

You will be evaluated on five basic activities. The first is the class discussion. Class discussion will consist of a weekly topic and you will have to enter a primary response by Thursday of that week. The primary response should be substantial and well-considered. You will also have to respond to at least two of your classmates' discussions before Sunday of that week. Again, your response to your classmates should be substantial and well-considered. There is a weekly discussion in each of weeks 1 through 7.

The second activity is live participation. This is participation in the weekly live chat. There are weekly live chats each of

week 1 through 7, though you are only required to participate in 4 of them over the term. These will be scheduled at staggered times throughout the week (though typically in the evening) to allow everyone a chance to participate. If you are unable to participate, you may watch the recording and participate in the live discussion alternative discussion forum.

The third activity is a quiz on the APA paper writing requirements. This includes 25 questions with a 45-minute time limit. You are permitted two attempts at this quiz.

The fourth activity is a final paper, due at the end of week 7. The final paper is a substantive case study of program management, though you have substantial freedom in picking the case.

Finally, the fifth activity is a final exam, held during week 8. The final exam is 32 questions with a 1-hour time limit. You are permitted one attempt at the final exam.

### **Grading Scale:**

#### **Grading Scale**

APA Quiz	25
Annotated Bibliography & Case Studies: 14@25points each	350
Discussion Questions (Discussion Board) Questions: 7@15 points each	105
Chats: 4 @ 25 points each	100
Paper Large Project Case Study	160
Final Exam	260
<b>Total Points</b>	<b>1000</b>

#### **Final Grade Calculation**

<b><u>Points</u></b>	<b><u>Letter Grade</u></b>
>= 940	A
900-939	A-
870-899	B+
840-869	B
800-839	B-
770-799	C+
740-769	C
<= 739	E

### **Late Assignments:**

To succeed in an online course, it is important to complete all assignments on time. Print out a copy of this Syllabus and keep it in a place where you can consult it as necessary. Late work will be accepted only in cases of documented emergency.

Turn in your material on time. If you have a thing happening, let me know ahead of time. I can plan; you can plan; we will both be much happier. Most assignments are due no later than 11:59PM on the last day of the week unless it is otherwise specified in the instructions and/or announced. Scores and feedback will be posted under "My Grades" on Blackboard within a week of the deadline.

### **Make-ups and Rewrites:**

Students will be advised if a rewrite is appropriate. Makeups will not be accepted.

## **VIII. EXPECTATIONS**

### **Attendance and Participation:**

This course is divided into 8 one-week units that start on Monday and end on Friday. As an online class, most material is handled asynchronously. Students are reminded that participation and requirements must be met each week. This is a fast-moving course with a substantial amount of material to cover. If you think you are falling behind, please contact me, rather than letting yourself fall further behind.

There are weekly video chats that will be held in the evening. During these chats I will give a brief discussion of the material, likely focusing on some element that needs additional coverage. That will be followed by an open question-and-answer session. This is an opportunity for all students to talk to each other, share ideas, and ask questions. Remember, if you have a question, it is likely on everyone else's mind, too. But also remember, that it is an opportunity to really dig in and learn more about the material. I teach this because I love it and welcome the opportunity to share experiences, insight, or my own questions that I am stuck with.

### **AI Tools Policy:**

This course will make use of various AI tools to enhance the learning experience for students. These tools may include but are not limited to, machine learning platforms, language processing tools, and computer vision software. Students are expected to use these tools responsibly and ethically, adhering to the guidelines outlined below:

- Students must not use AI tools to cheat or plagiarize.
- Students must not use AI tools to harass or discriminate against others.
- Students must respect the terms of service and privacy policies of any AI tools used in the course.
- Students are encouraged to report any misuse of AI tools to the instructor.
- Students must not share their login credentials for any AI tools used in the course with others.
- Students should be aware of the limitations and biases of AI tools and consider them when interpreting results.
- Students must be able to explain how they used any AI tools and include an explanation with any assignment turned in using AI tools.
- Students are responsible for learning how to use AI tools effectively. The instructor will provide resources and opportunities for students to learn and practice using these tools, but it is ultimately the student's responsibility to become proficient in their use.

By enrolling in this course, students agree to abide by this policy on AI tools. Any violations of this policy will be reported to the appropriate authorities and may result in disciplinary action.

### **Academic Integrity:**

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

### **Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

## **IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

### **CMU Library**

As a CMU student you have full access to the services and resources of the CMU Library. Librarians are happy to help you find information for your assignments and answer questions about using the library and doing research. Working with a

librarian is a great way to make the process of doing research easier and to save yourself time and effort. To request help from a librarian, send an email to [libref@cmich.edu](mailto:libref@cmich.edu)

If you need a copy of a particular journal article or book --or many articles and books-- the library's Documents on Demand office is the place to go. They will get you copies of the items you need, typically within a day or two, and at no cost to you. Documents on Demand can be reached at [crserve@cmich.edu](mailto:crserve@cmich.edu)

Check out <https://library.cmich.edu> for more information about helpful library services and resources

### **Writing Center**

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center/services-hours-locations>.

### **Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit <https://www.cmich.edu/academics/colleges/college-science-engineering/centers/mathematics-assistance-center>.

### **ADA**

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email [sds@cmich.edu](mailto:sds@cmich.edu), at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

## **X. BIBLIOGRAPHY**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Project Management Institute. (2017). *Standard for Program Management* (4th ed.). Project Management Institute.

Project Management Institute. (2021). *A guide to the Project Management Body of Knowledge (PMBOK guide) and the Standard for project management* (7th ed.). Project Management Institute.



# Center Information

## [Student & Enrollment Services for CMU Online Courses](#)

989-774-4371 and [onlineprograms@cmich.edu](mailto:onlineprograms@cmich.edu)

### **Drop & Withdrawal Policy for Online Courses**

<https://www.cmich.edu/offices-departments/registrars-office/registration-information-request-forms/drop-withdrawal-information>

### **Credit/No Credit Deadlines for Online Courses**

<https://www.cmich.edu/offices-departments/registrars-office/registration-information-request-forms>

**Office of Information Technology Help Desk** [https://www.cmich.edu/office\\_provost/OIT/help/help\\_desk/Pages/default.aspx](https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx)

### **Online Learning Resource Center**

<https://www.cmich.edu/academics/innovation-online/resources/online-learning-resource-center>

### **Certified Testing Center & Proctoring Information**

(989) 774-4461 <https://www.cmich.edu/academics/certified-testing-center>

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**Veterans Resource Center & PAVE:** Peer Advisors for Veteran Education (PAVE) Program is a peer support program that connects incoming student veterans with student veterans already attending CMU in order to help them navigate college life, identify challenges they are facing, refer them to the appropriate resource on or off campus, and provide ongoing support to their academic and personal goals. Please refer to the contact information below if you have any questions about PAVE: Veterans' Resource Center (114 Warriner Hall; telephone 989-774-7991, [veterans@cmich.edu](mailto:veterans@cmich.edu)).

**CMU CARES:** CMU adheres to Core Values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation. We deeply care about the health, well-being, safety, and success of our students and our employees. More information available at <https://www.cmich.edu/student-life/cmu-cares>

**Harassment and discrimination:** You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see <https://www.cmich.edu/offices-departments/OCRIE>

**Sexual misconduct policy:** With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see <https://www.cmich.edu/offices-departments/OCRIE>

*CMU does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner.*

*Inquiries about the application of Title IX can be made to CMU's Title IX Coordinator, the US Department of Education's Assistant Secretary, or both.*

*CMU's Title IX Coordinator can be reached at:*

*Office: 103 E. Preston St.*

*Bovee University Center, suite 306*

*Mount Pleasant, MI 48858*

*Email: [titleix@cmich.edu](mailto:titleix@cmich.edu)*

*Phone: 989-774-3253*