I. Course Information

Program Management: Theory and Practice

RPJM117-1DL

Spring 2020 Session 2: April 7 – June 16

Distance Learning Course Week: Wednesday through Tuesday

Instructor: Michelle Venezia
Email: mvenezia@brandeis.edu
Office Hours: Tuesday and Thursday, 3-4 pm EDT, by phone appointment
Private Forum is always the best and fastest way to reach me.

Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference.

Course Description

Welcome to Program Management!

Programs connect a company's strategic plans to the projects necessary to implement them. Programs frequently span many years, include multiple product releases, involve numerous and diverse stakeholder groups, and necessitate the establishment of a program office.

This course covers the history, current practice, and future directions of program management. Concepts covered include program versus project, product, and portfolio management; the program manager role; the program life cycle, its phases and process groups, consistent with the PMI Standard for Program Management; themes of program management including benefits management, stakeholder management, and program
governance; key program management deliverables; program office models; portfolio management concepts; and program management implementation within an organization.

**Relevant Programs**
- Graduate core course for the MS in Management of Projects and Programs
- Graduate elective course in MS in Information Technology Management

**Prerequisites**
- Foundations of Project Management, RPJM-101
- Students do not need to have any previous program management experience other than an understanding of the fundamental project management concepts presented in the Foundations of Project Management course.

**Materials of Instruction**

a. **Required Texts**
- Additional readings and journal articles made available in the course site (described below)
- Notes regarding the Standards for Program and Portfolio Management:
  - All editions are available to PMI Members at no charge. PMI web site: [http://www.pmi.org.](http://www.pmi.org) Links to the standards may be found at the bottom-left of the homepage. Direct links:
    - http://www.pmi.org/Resources/Pages/Members/Library-of-PMI-Global-Standards-Programs.aspx
  - The Standards for Program Management topic notes for the course reference the 2008 and 2013 editions.

b. **Recommended Resources/Links**
- [http://www.pmi.org](http://www.pmi.org): Link to the Project Management Institute (PMI) web site
- Accessible via the course site’s Library Resources:
  - PM Network: Monthly professional journal published by the PMI.
  - Project Management Journal: Quarterly professional journal published by the PMI.
  - Program Management Journal: Bi-monthly professional journal published by the Superintendent of Documents, National Archives and Records Administration, Washington, D.C.
- [http://www.asapm.org](http://www.asapm.org) (American Society for the Advancement of Project Management)
c. Online Course Content

- This section of the course will be conducted completely online using Brandeis’ LATTE site, available at http://latte.brandeis.edu. The site contains the course syllabus, assignments, our discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course.

To begin participating in the course, review the **Welcome Message** found in the top center block, which will guide you through the initial set of readings (including the **Week 1 Checklist**).

d. Additional Texts on Program Management Concepts – For Your Reference

- **Project Management Offices**
  - The Advanced Project Management Office. Rad & Levin
  - The Strategic Project Office. Crawford
  - Creating an Environment for Successful Projects. Graham & Englund
  - Strategic Planning for Project Management Maturity Model. Kerzner
  - Creating the Project Office. Englund, Graham, Dinsmore
  - The Complete Project Office Management Office Handbook. Hill

- **Portfolio Management**
  - Project Portfolio Management. Dye and Pennypacker
  - Advanced Project Portfolio Management and the PMO. Kendall & Rollins
  - The Interactive Project Workout. Buttrick
  - Project Categorization Systems PMI Institute, Crawford et al
  - IT Project Portfolio Management. Bonham
  - Project Portfolio Management Maturity Model. Pennypacker
  - An Economic Look at the White Collar Project Portfolio. Nevison

- **Value of Project Management**
  - Creating an Environment for Successful Projects. Graham & Englund
  - Selling Project Management to Senior Executives: Framing the Moves That Matter. Thomas, DeLisle & Jugdev
  - Quantifying the Value of Project Management. Ibbs
  - Winning in Business with Enterprise PM. Dinsmore

- **Program Management**
Overall Course Objectives

The course is intended to provide students with an understanding of:

- Program management vs. project management vs. product management vs. portfolio management
- The program manager role
- The program life cycle and its phases
- Themes of program management: benefits management, stakeholder management, and program governance
- Key program management deliverables
- Program management process groups: initiating, planning, executing, monitoring & controlling, and closing
- Program office models
- Portfolio management concepts including project selection criteria
- Developing a program master plan
- Selling program management within an organization

Overall Course Outcomes

At the end of the course, students will be able to:

1. Write a comprehensive job description for the program manager role, addressing core competencies within the dual roles of managing the business and leading the team.
2. Develop techniques to manage diverse types of stakeholders involved in a program.
3. Write tangible and intangible benefit statements to define and formalize the benefits that a program is expected to deliver.
4. Present a program charter to senior and general managers, demonstrating a solid understanding of the need for a program, the benefits to be obtained from it, and the plan to achieve program success and benefits attainment.
5. Develop core components of program management deliverables used in project execution, including program issue lists, program tracking reports, change management procedures, program communications plans, program quality assurance standards, and program contract execution outputs.
6. Critique the results of program management activities within an organization, and propose strategies for the organizational adoption of effective program management practices.
7. Interpret program tracking reports and make recommendations for program monitoring and controlling actions.
8. Develop strategies to demonstrate the value of program management practices within an organization by development components of a related business case.
Course Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>1. Discussions/Online participation (3% per week, 10 weeks)</td>
</tr>
<tr>
<td>10%</td>
<td>2. Program Manager Job Description</td>
</tr>
<tr>
<td>15%</td>
<td>3. Program Charter Presentation</td>
</tr>
<tr>
<td>15%</td>
<td>4. Program Management Execution Templates</td>
</tr>
<tr>
<td>10%</td>
<td>5. Program Management Case Study</td>
</tr>
<tr>
<td>20%</td>
<td>6. Take-Home Final Exam</td>
</tr>
</tbody>
</table>

Description of Assignments

1. Individual Discussions/ Online Participation (30%. 3% per week)

There are four forums within each weekly block:

- Week [n] Discussions forum
- Week [n] Summary forum
- Week [n] Case Study forum
- Week [n] Open forum

In the Weekly Open forums, students can share any questions or comments pertaining to the topics covered in the corresponding weeks. In the other three forums, the required weekly discussions will take place.

I will be dividing the class into two groups (randomly), Group-A and Group-B. Each week, all students will be asked to post responses to the Week [n] Discussions forum by Saturday (midnight EST). For the original response due by Monday (midnight EST), students will post either to the Week [n] Summary forum or to the Week [n] Case Study forum, depending on their assigned group. (Note that although I am calling each half of the class a “Group,” all work is to be completed individually.)
All Weeks, All Students:

- Post an original response to the discussion question in the Week \([n]\) Discussions forum by Saturday (midnight EST).
- Post at least two substantive replies to the posts of others, in the Week \([n]\) Discussions forum, the Week \([n]\) Summary forum, or the Week \([n]\) Case Study forum, by Tuesday (midnight EST).
  - **Note** that at least one of your two substantive replies must be made to the other group’s forum, Summary or Case Study (described further below).
- Post to the discussions on at least three different days of the course week.

**Group-A Students**

- On odd-numbered weeks (1, 3, 5, 7, 9): Post an original response to the discussion question in the Week \([n]\) Summary forum by Monday (midnight EST).
- On even-numbered weeks (2, 4, 6, 8, 10): Post an original response to the discussion question in the Week \([n]\) Case Study forum by Monday (midnight EST).
- At least one of your two required substantive replies must be made to the Group-B forum.

**Group-B Students**

- On odd-numbered weeks (1, 3, 5, 7, 9): Post an original response in the Week \([n]\) Case Study forum by Monday (midnight EST).
- On even-numbered weeks (2, 4, 6, 8, 10): Post an original response to the discussion question in the Week \([n]\) Summary forum by Monday (midnight EST).
- At least one of your two substantive replies must be made to the Group-A forum.

**Viewing Forum Posts**

- I have set up the Discussions, Summary, and Case Study forums so that you will not be able to view the responses of others until you post a response to my starter thread. This will be the case each course week from Wednesday through early Tuesday morning.
- By 9:00AM on each Tuesday morning, I will “open up” all of the forums so that you will be able to view all posts even if you did not post an original response.
- To meet the requirement that at least one of your substantive replies be made to the other group's Monday forum (Summary or Case Study), you may:
  - At any time during the course week before Tuesday morning at 9:00AM, post a note in the other group’s forum, with a brief note such as, “I’m from the other group. I’m posting here to view the replies early.”
  - Wait until after Tuesday morning at 9:00AM to post your substantive reply(ies) to the other group’s forum.
Evaluation Criteria

Each week, 100 raw points may be earned toward the participation component of the grade.

Original Responses

Maximum raw points earned for original responses each week: 30 points each, 60 points total. Evaluation Criteria:

• (8 pts) Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions
• (8 pts) Includes references to weekly required readings and/or other external sources as appropriate (cited appropriately)
• (8 pts) Answers the question posed completely; responses to individual questions within a case study should be thorough and include your rationale and supporting points
• (3 pts) Consists of at least 200-250 words
• (3 pts) Well written, with no spelling or grammatical errors
• One day late: -15 out of 30 possible raw points; more than one day late: no credit

Substantive Replies

These other posts are responses to the discussion topic messages of others. The assumption is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights. The replies may be in any of the three weekly forums (Discussions, Summary, or Case Study), though as noted above, at least one substantive reply must be made each week to the other group’s forum.

Maximum raw points earned for substantive replies: 15 points each, 30 points total. Evaluation Criteria:

• (12 pts) Substantive (beyond an "I agree" post) with:
  o Follow-on points from your related experiences or from the readings
  o Follow-up questions of others to extend the conversation (encouraged)
  o Consists of at least 100-150 words
• (3 pts) Grammar/spelling/format/sources noted as appropriate
• One or more days late: no credit
• At least one substantive reply not posted to the other group’s forum: -7 out of 15 possible raw points

Posting on Three Days of the Course Week

• Post on three days of the course week: 10 points (full credit)
• Post on two days of the course week: 6 points
• Post on one day of the course week: 2 points
Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.

2. Program Management Job Description (10%)

- Available Weds Week 2, Due Tues Week 3.
- Students will work individually and develop a job description and set of interview questions for a program manager role within an actual or hypothetical organization.

3. Program Charter Presentation (15%)

- Available Weds Week 4, Due Tues Week 5.
- Students will work individually and complete elements of a program charter, and prepare a presentation for delivery to senior and general managers.

4. Program Management Execution Templates (15%)

- Available Weds Week 6, Due Tues Week 7.
- Students will work individually to develop a set of templates for use in program management execution processes. The templates will include hidden text outlining instructions for completion of various sections along with brief examples.

5. Program Management Case Study (10%)

- Available Weds Week 8, Due Tues Week 9.
- Students will work individually to answer questions related to the effective application of program management practices within a hypothetical organization.

3. Final Exam (20%)

- Available Weds Week 10, Due Tues Week 10
- The Take-Home Exam will consist of multiple choice questions, short answers, small exercises, and conceptual questions that require an analysis and discussion of program management techniques from weeks 1 through 9 of the course.
II. Weekly Information

On the course site, the course homepage contains 10 sections, or blocks, one for each week of the course. On each weekly block, you will find:

- Week [n] Checklist
  - Required readings, postings, and assignments/assessments
- Week [n] Outcomes
- Week [n] Discussion Details
- Forums
  - Week [n] Discussions
  - Week [n] Case Study
  - Week [n] Summary
  - Week [n] Open Forum
- Week [n] Topic Notes
- Week [n] Additional Readings
- Week [n] Assignments and Self-Test

As appropriate, you will find assignment related materials in the corresponding weekly blocks, once their availability dates have passed.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Defining Program Management and Its Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td></td>
<td>• Understand the differences and similarities between project, product and program management.</td>
</tr>
<tr>
<td></td>
<td>• Explain the influences of organizational structures on projects and programs.</td>
</tr>
<tr>
<td></td>
<td>• Understand the themes of program management: benefits management, stakeholder management, and program governance.</td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td>• Develop techniques to manage diverse types of stakeholders involved in a program.</td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td>• The Standard for Program Management (2008), chapters 1, 14, and 15; or The Standard for Program Management (2013), chapters 1, 5 and 6.</td>
</tr>
<tr>
<td></td>
<td>• Program Management for Improved Business Results, chapter 1</td>
</tr>
<tr>
<td></td>
<td>• Week 1 Topic Notes</td>
</tr>
<tr>
<td></td>
<td>• Week 1 Additional Readings (optional, recommended)</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments / Assessments / Self-Assessments</strong></td>
</tr>
<tr>
<td></td>
<td>• Week 1 Self-Test (optional, recommended)</td>
</tr>
<tr>
<td></td>
<td>• Course/Syllabus Self-Test (required)</td>
</tr>
<tr>
<td></td>
<td>• Academic Integrity Agreement quiz (required of all Rabb/GPS students)</td>
</tr>
<tr>
<td></td>
<td>• Week 1 Posts - see Week 1 Discussion Details for full requirements</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Program Manager Role</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>• Understand the key characteristics and core competencies of a successful program manager.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Write a comprehensive job description for the program manager role, addressing core competencies within the dual roles of managing the business and leading the team.</td>
</tr>
</tbody>
</table>
| **Readings** | • Program Management for Improved Business Results, chapter 10  
                        • Week 2 Topic Notes  
                        • Week 2 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 2 Self-Test (optional, recommended)  
                        • Week 2 Posts - see Week 2 Discussion Details for full requirements  
                        • Program Manager Job Description (Available Weds Week 2, Due Tues Week 3). |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>The Program Management Framework</th>
</tr>
</thead>
</table>
| **Objectives** | • Understand the implications of the program management themes across the program life cycle.  
                        • Explain how programs align with organizational business strategy.  
                        • Identify the program management life cycle phases. |
| **Outcomes** | • Write tangible and intangible benefit statements to define and formalize the benefits that a program is expected to deliver. |
| **Readings** | • The Standard for Program Management (2008), chapter 2 or The Standard for Program Management (2013), chapters 4 and 7  
                        • Program Management for Improved Business Results, chapters 2 and 3  
                        • Week 3 Topic Notes  
                        • Week 3 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 3 Self-Test (optional, recommended)  
                        • Week 3 Posts - see Week 3 Discussion Details for full requirements  
                        • Program Manager Job Description (Available Weds Week 2, Due Tues Week 3). |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Initiating a Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>• Understand the objectives, inputs, process steps, techniques, and outputs of program management initiating processes.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Present a program charter to senior and general managers, demonstrating a solid understanding of the need for a program, the benefits to be obtained from it, and the plan to achieve program success and benefits attainment.</td>
</tr>
</tbody>
</table>
| **Readings** | • The Standard for Program Management (2008), sections 3.1 through 3.3, or The Standard for Program Management (2013), section 3  
                        • Program Management for Improved Business Results, chapters 5 and 6  
                        • Week 4 Topic Notes  
                        • Week 4 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 4 Self-Test (optional, recommended)  
                        • Week 4 Posts - see Week 4 Discussion Details for full requirements  
                        • Program Charter Presentation. (Available Weds Week 4, Due Tues Week 5). |
## Week 5  Planning a Program

| Objectives | Understand the objectives, inputs, process steps, techniques, and outputs of program management planning processes. |
| Outcomes | Develop components of a resource management plan. |
| Readings | The Standard for Program Management (2008), section 3.4, or The Standard for Program Management (2013), section 3  
Program Management for Improved Business Results, chapter 6 (review)  
Week 5 Topic Notes  
Week 5 Additional Readings (optional, recommended) |
| Assignments / Assessments | Week 5 Self-Test (optional, recommended)  
Week 5 Posts - see Week 5 Discussion Details for full requirements  
Program Charter Presentation. (Available Weds Week 4, Due Tues Week 5). |

## Week 6  Executing a Program

| Objectives | Understand the objectives, inputs, process steps, techniques, and outputs of program management executing processes. |
| Outcomes | Develop core components of program management deliverables used in project execution, including program issue lists, program tracking reports, change management procedures, program communications plans, program quality assurance standards, and program contract execution outputs. |
| Readings | The Standard for Program Management (2008), section 3.5, or The Standard for Program Management (2013), sections 3 and 8  
Program Management for Improved Business Results, chapters 7  
Week 6 Topic Notes  
Week 6 Additional Readings (optional, recommended) |
| Assignments / Assessments / Self-Assessments | Week 6 Self-Test (optional, recommended)  
Week 6 Posts - see Week 6 Discussion Details for full requirements  
Program Management Execution Templates (Available Weds Week 6, Due Tues Week 7) |

## Week 7  Monitoring & Controlling and Closing a Program

| Objectives | Understand the objectives, inputs, process steps, techniques, and outputs of program management monitoring & controlling and closing processes. |
| Outcomes | Interpret program tracking reports and make recommendations for program monitoring and controlling actions. |
| Readings | The Standard for Program Management (2008), sections 3.6 – 3.7, or The Standard for Program Management (2013), sections 3 and 8  
Program Management for Improved Business Results, chapters 8 and 9  
Week 7 Topic Notes  
Week 7 Additional Readings (optional, recommended) |
| Assignments / Assessments / Self-Assessments | Week 7 Self-Test (optional, recommended)  
Week 7 Posts - see Week 7 Discussion Details for full requirements  
Program Management Execution Templates (Available Weds Week 6, Due Tues Week 7) |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Program Management Office (PMO)</th>
</tr>
</thead>
</table>
| **Objectives** | • Understand different organizational models for implementing program management offices and their key services.  
• Understand the challenges to starting and sustaining a PMO. |
| **Outcomes** | • Critique the results of program management activities within an organization, and propose strategies for the adoption of effective program management practices.  
• Analyze the critical success factors of implementing a project management office (PMO) within an organization. |
| **Readings** | • Program Management for Improved Business Results, chapters 12 and 13  
• Week 8 Topic Notes  
• Week 8 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 8 Self-Test (optional, recommended)  
• Week 8 Posts - see Week 8 Discussion Details for full requirements  
• Program Management Case Study (Available Weds Week 8, Due Tues Week 9) |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Portfolio Management</th>
</tr>
</thead>
</table>
| **Objectives** | • Understand the different organizational models for categorizing a portfolio.  
• Understand the cultural and managerial challenges of establishing and maintaining an organizational portfolio.  
• Understand the link between the business strategy, the portfolio, programs, and projects. |
| **Outcomes** | • Critique the effectiveness of project selection criteria. |
| **Readings** | • The Standard for Portfolio Management (2008), sections 1 through 3 or The Standard for Portfolio Management (2013), sections 1 through 3  
• Week 9 Topic Notes  
• Week 9 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 9 Self-Test (optional, recommended)  
• Week 9 Posts - see Week 9 Discussion Details for full requirements  
• Program Management Case Study (Available Weds Week 8, Due Tues Week 9) |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Selling Program Management within an Organization</th>
</tr>
</thead>
</table>
| **Objectives** | • Understand the difficulties of quantifying the benefits of program management.  
• Identify strategies to articulate the benefits of program management to organizational executives. |
| **Outcomes** | • Develop strategies to sell the value of program management practices within an organization by development components of a related business case. |
| **Readings** | • Program Management for Improved Business Results, chapter 4  
• Week 10 Topic Notes  
• Week 10 Additional Readings (optional, recommended) |
| **Assignments / Assessments / Self-Assessments** | • Week 10 Self-Test (optional, recommended)  
• Week 10 Posts - see Week 10 Discussion Details for full requirements  
• Take-Home Final Exam (Available Weds Week 10, Due Tues Week 10) |
III. Course Policies and Procedures

Orientation

From the Home Page of the course site, students are expected to read all of the Orientation Materials available. These are located within the top-most center block. In addition, please review the Course Tips block in the right frame of the course homepage.

Asynchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

At one or more points throughout the semester, I will make myself available for synchronous Chat sessions using the course site’s Chat Room and/or an Elluminate room, based on student interest. These sessions will be open Q&A, and they are optional. I will post a log of each chat session so that those students who did not participate can view the recorded synchronous discussions.

Work Expectations

Students are responsible to explore each week's materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 5-7 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).
Late Policies

An original response submitted one day after the (Saturday or Monday) due date will receive a 50% point reduction; original responses submitted more than one day late will receive no credit.

Substantive replies posted after the Tuesday due date will receive no credit.

Points will be deducted for late assignments according to the following scale:

- 1-2 days late -5 points
- 3-4 days late -10 points
- 5-6 days late -15 points
- 7 or more days late not accepted

Late exams will not be accepted.

Confidentiality in the Classroom

While typically assumed in the more traditional "on-ground" classroom, as we proceed throughout our Discussions, I'd like to highlight a point about confidentiality in our online classroom.

We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.

Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Grading Standards

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. Sources must be cited when appropriate. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.
How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>59 or &lt;</td>
<td>F</td>
</tr>
</tbody>
</table>

Feedback
Feedback will be provided on the assignments and the exam within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback assignments; you do not have to submit anything to these assignments in LATTE. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 7 - 14</td>
</tr>
<tr>
<td>2</td>
<td>April 15 - 21</td>
</tr>
<tr>
<td>3</td>
<td>April 22 – April 28</td>
</tr>
<tr>
<td>4</td>
<td>April 29 – May 5</td>
</tr>
<tr>
<td>5</td>
<td>May 6 - 12</td>
</tr>
<tr>
<td>6</td>
<td>May 13 - 19</td>
</tr>
<tr>
<td>7</td>
<td>May 20 - 26</td>
</tr>
<tr>
<td>8</td>
<td>May 27 – June 2</td>
</tr>
<tr>
<td>9</td>
<td>June 3 - 9</td>
</tr>
<tr>
<td>10</td>
<td>June 10 - 16</td>
</tr>
</tbody>
</table>
## Calendar of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Date</th>
<th>Due</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Manager Job Description</td>
<td>Weds, Week 2</td>
<td>April 15</td>
<td>Tues, Week 3</td>
<td>April 28</td>
</tr>
<tr>
<td>Program Charter Presentation</td>
<td>Weds, Week 4</td>
<td>April 29</td>
<td>Tues, Week 5</td>
<td>May 12</td>
</tr>
<tr>
<td>Program Management Execution Templates</td>
<td>Weds, Week 6</td>
<td>May 13</td>
<td>Tues, Week 7</td>
<td>May 26</td>
</tr>
<tr>
<td>Program Management Case Study</td>
<td>Weds, Week 8</td>
<td>May 27</td>
<td>Tues, Week 9</td>
<td>June 9</td>
</tr>
<tr>
<td>Take-Home Final Exam</td>
<td>Weds, Week 10</td>
<td>June 10</td>
<td>Tues, Week 10</td>
<td>June 16</td>
</tr>
<tr>
<td>Responses to 2 Discussion Questions</td>
<td></td>
<td></td>
<td>1 by Sat each week; Summary or Case Study by Mon each week</td>
<td></td>
</tr>
<tr>
<td>Other Substantive Posts (2 per week)</td>
<td></td>
<td></td>
<td>2 by Tues each week; one to the other group’s forum</td>
<td></td>
</tr>
</tbody>
</table>
IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html. We would like to highlight the following.

Learning Disabilities
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity
Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort. A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source." In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site (http://www.brandeis.edu/gps/). A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Division of Graduate Professional Studies.

University Caveat
The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.