Toronto Metropolitan University

The Chang School of Continuing Education

TED ROGERS SCHOOL Information Technology Management

(C)ITM 750– IS Project Management

COURSE OUTLINE FOR 2025-2026

Prerequisite(s):(C)ITM 305
Antirequisite(s): (C)GMS 450, (C)CPS 714

Instructor Information

- **Instructor Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:** (416) 979 – 5000, ext.
- **Course Website:** my.torontomu.ca (for courses using D2L)
- **Email Address:** youremail@torontomu.ca

Email Policy

Students are expected to monitor and retrieve messages and information sent through D2L and TMU email on a frequent and consistent basis. In accordance with the Policy on TMU Student E-mail Accounts (Policy 157), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Communications sent from other accounts may be disregarded.

Course Description

This course provides students with a more in-depth understanding of the tools and techniques of project management as it applies to IT-enabled process improvement projects. The ability to plan and execute projects successfully is consistently ranked among the most important skills among information technology professionals. The course is based on the industry-standard Project Management Body of Knowledge (PMBOK) and provides cutting-edge techniques for project planning, scheduling, budgeting, human resources, quality, procurement, communication, and risk management.

Course Details

Teaching Methods

If you are registered in an in-person or a virtual classroom, instruction will take place at scheduled hours, following the approach outlined in D2L Brightspace. If you are registered in a Chang School Distance Education course, please follow the schedule, course outline and learning modules as outlined in D2L Brightspace.

This course will incorporate the following teaching/learning methods: Facilitated discussions, readings, and assignments for creating project management deliverables and solving problems are the primary teaching methods in this course. Sessions will review and expand the reading materials and provide students with the instructor's commentary, examples, and illustrations.

Course Materials

Title: Information Technology Project Management, 9th Edition (*Estimated Price* *$180.90*)
Author: Kathy Schwalbe
Publisher: Course Technology
ISBN: 978-01337101356

See D2L Brightspace for additional reading requirements.
The text is based on PMI's PMBOK guidelines. Additional details on the topics covered in project management can be found in the optional text:

Title: A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – 7th Edition (*Estimated Price $58.00*)
Publisher: Project Management Institute
ISBN-13: 978- 1628253825

This optional guide (commonly referred to as PMBOK) is not a textbook, but a summary of project management knowledge as established by the Project Management Institute. It will be especially useful if you decide to write the PMI's CAPM certification exam following the course.

Course Objectives and Learning Outcomes

Many IT organizations have experienced challenges in achieving project objectives, due to the evolving and dynamic nature of the industry. This can be addressed through a clearer understanding of project management methodology, strategy and practice as well as the deployment of established or emerging techniques for exercising control over time, cost, and quality in project undertaking.

This course is compatible with the Project Management Body of Knowledge (PMBOK), developed by the Project Management Institute. PMI is a non-profit association of project managers located throughout the world (see www.pmi.org).

The focus of this course is project management fundamentals as practised in the context of an information technology and telecommunication environment. Salient concepts introduced in this course provide a useful foundation for students who wish to either further their education in this particular area in order to participate in projects, or those who may wish to consider this as a career option.

This course will enhance students' knowledge and understanding of project management concepts and techniques necessary for successfully planning, managing, and implementing IT-enabled process improvement projects. Throughout the course, students will progressively develop and refine project-related documentation for each of PMBOK subject areas and by the end of term will have developed an exemplary portfolio of project deliverables. This will require students to master the ability to critically analyze and reflect on their choices and alternatives for creating and generating their project deliverables.

The goals of this course are to:

- Provide a theoretical framework for effective and efficient project management
- Evaluate how project management practice varies among different organizations
- How the management of IT projects differs from other project types
- Provide practical experiences in the use of project management software
- Create a forum for the discussion of critical issues in the management of IT projects

By the end of the course, students are expected to be able to:

- Plan and manage IT-enabled process improvement projects using project management techniques
- Understand and apply typical IT project management methodologies including structured and agile approaches
- Analyze, predict, and manage managerial issues arising from IT-enabled projects
- Create business cases, project charters, project plans, and scope documents
- Estimate and manage project duration, quality, cost, risk, and resources
- Manage project resources, change management, and communication issues

Academic Integrity

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. Senate Policy 60: Academic Integrity defines academic misconduct, provides a non-exhaustive list of examples of behaviour that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the faculty/contract lecturer, is considered a violation of Policy 60.

Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring

Generative AI Course Policy

Use of Generative AI (e.g. ChatGPT, Grammarly, Perplexity, DeepL Translator) to develop or assist with any ideas or material submitted for coursework is expressly prohibited in this course. Use of Generative AI in this manner will be considered a breach of Policy 60.

Turnitin or another originality detection software

Turnitin is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist faculty/contract lecturers in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives faculty/contract lecturers some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which faculty/contract lecturers must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. Instructors can opt to have student's papers included in the Turnitin database or not. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their faculty/contract lecturer to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when an faculty/contract lecturer has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the faculty/contract lecturer has reason to suspect that an individual piece of work has been plagiarized, the faculty/contract lecturer is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Copyright

The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

Academic Integrity Resources

To learn more about Policy 60 and how to avoid academic misconduct, please review and take advantage of these resources:

- Policy 60: Academic Integrity: www.torontomu.ca/senate/policies/academic-integrity-policy-60/
- Academic Integrity Office website: www.torontomu.ca/academicintegrity
- "Academic Integrity in Space" game: https://games.de.torontomu.ca/aio/#/
- "Academic Integrity in Cyberspace!" game: https://www.torontomu.ca/aic/#/
- Student Life and Learning Support: www.torontomu.ca/student-life-and-learning/learning-support

Topics and Course Schedule

Week	Topic & Learning Outcomes	Readings	Assignments/Due Dates
1 (Sept 8 -12)	**Choosing a Project Management Methodology** ***(PM Framework and Processes)*** ● Incorporate common project management terminology into your management communications. ● Describe the strengths and limitations of using the PMI's PMBOK for planning and managing IT-enabled process improvement projects; ● Contrast the major components of the two main types of ITPM methodologies (i.e. SDLC and Agile); ● Determine the most appropriate project management methodology for a given project.	Chapter 1 & 2	Discussions
2 **(Sept 15 - 19)**	**Building a Project Business Case** ● Describe the purpose of the project business case, project charter, scope statement, and baseline plan; ● Create an appropriate statement of MOV for a project using SMART goals; ● Create a convincing and concise business case (feasibility analysis) for a given project.	Chapter 3	Discussions

Week	Topic & Learning Outcomes	Readings	Assignments/Due Dates
3 **(Sept 22 - 26)**	**Developing a Project Charter and Scope Statement** ***Integration Management*** ***Scope Management*** ● Incorporate each of the PMBOK knowledge areas into a comprehensive yet concise project charter for a given project; ● Create a clear preliminary scope statement for a given project using written scope, use cases, user stories, and/or a Work Breakdown Structure.	Chapter 4 & 5	Discussions
4 **(Sept 29 – Oct 3)**	**Estimating Project Schedules & Budgets** ***Time Management Cost Management*** ● Recognize the pros and cons of the top-down, bottom-up, and analogous methods of estimation; ● Create an effective baseline schedule and budget using a Gantt Chart according to the goals and constraints of a specific project.	Chapter 6 & 7 (except EVM)	Discussions
5 **(Oct 6 - 10)**	**Managing Project Human Resources and Stakeholders** ***Human Resource Management*** ***Stakeholders Management*** ● Perform a stakeholder analysis for a project; ● Design an effective job posting and interview process for an IT-enabled process improvement project; ● Use project management software to ensure resource allocations are leveled across a project.	Chapter 9 & 13	Discussions Individual Assignment 1
6 **(Oct 20 – 24)**	**Mid-Term Exam**		

Week	Topic & Learning Outcomes	Readings	Assignments/Due Dates
7 **(Oct 27 – 31)**	**Managing Project Scope, Schedule, and Budget** ***Integration Management*** ***Time Management*** • Identify the critical path of a project and determine appropriate methods of reducing the total project duration; • Apply the critical chain project scheduling technique to manage the risks of inaccurate schedule estimates; • Create scope change control documents to evaluate and manage requested changes to an ongoing project.	Chapter 4 & 6	Discussions
8 **(Nov 3 – 7)**	**Tracking and Communicating Progress** ***Communications Management*** • Create an effective project communications plan; • Prepare a report on a project's budget and schedule performance using the Earned Value Analysis (EVA) technique.	Chapter 10 (plus Ch. 7 EVM)	Discussions
9 **(Nov 10 - 14)**	**Managing Project Risks** ***Risk Management*** • Identify common risks for IT-enabled process improvement projects and calculate the severity of each risk; • Recommend appropriate strategies for responding to specific project risks including when to accept, avoid, mitigate, and/or transfer the risk; • Create a risk register for a project.	Chapter 11	Discussions Individual Assignment 2
10 **(Nov 17 – 21)**	**Improving Project Quality** ***Quality Management*** • Recommend various approaches for improving the quality of a project including Six Sigma, Capability Maturity Model, and project management certification; • Create an effective quality management plan for a project using appropriate SMART goals and metrics.	Chapter 8	Discussions

Week	Topic & Learning Outcomes	Readings	Assignments/Due Dates
11 **(Nov 24 – 28)**	**Managing Project Procurement** ***Procurement Management*** • Describe the key components and purpose of a RFI, RFP, and RFQ; • Recognize the pros and cons of fixed price, variable price, and value-based contracts; • Describe techniques for ensuring project procurement is done ethically; • Create an effective project procurement plan using each of the steps in the PMBOK Procurement Process Group.	Chapter 12	Discussions Group Assignment Due

Evaluation, Assessment and Feedback

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Due Date	Percentage of Final Grade	Anticipated Return Date
Individual Assignment/Quiz	Weeks 5 and 9	10%	Week 7 and 11
Group/Project Assignment	Week 11	30%	Within 2 weeks
Midterm Exam	Oct 20 - 24	20%	Within 1 week
Final Exam	TBA	40%	TBD
Final Grade		100%	
Note: Students must achieve a course grade of at least 50% to pass this course. At least 20% of the grade based on individual work will be returned to students prior to the last date to drop a course in good academic standing. For Fall 2025, this is Friday November 14, 2025. For Winter 2026, this is Friday March 27, 2026.			

INDIVIDUAL ASSIGNMENTS

Individual assignments will focus on effective use of MS Project or the applicability of project management concept/practice to accomplish the objectives detailed in the instructions in the Individual Assignments section.

All Assignments must be uploaded to D2L Brightspace in the electronic drop box for the assignment by 11:59pm EST/EDT on the date due. Due dates will be announced by the instructor in class or/and within D2L. No extensions to the due date will be granted except for documented religious, medical, or compassionate reasons as described previously. If

you have an anticipated conflict with the due date, you can submit the assignment earlier. Assignments must be received in the required format by the due date/time or are subject to a late penalty of 10% per day late. The instructor may refuse to accept any late assignment at his/her discretion.

GROUP/PROJECT ASSIGNMENTS

All Group Assignments are required to collaborate on a substantive, major project that permits the Group members to fully exploit and apply all the concepts, notions, techniques, methodology and practice in relation to project management of IT.

Group members must contribute equally to the groups' efforts. Any group finding that a member is not contributing should advise the Instructor immediately by email. An optional peer evaluation may be used to identify inadequate contribution to group work. Individuals found not to be contributing sufficiently to the group work will receive a reduced assignment mark as outlined in the peer evaluation form on D2L Brightspace.

All Assignments must be uploaded to D2L Brightspace in the electronic drop box for the assignment by 11:59pm EST/EDT on the date due. Due dates will be announced by the instructor in class or/and within D2L. No extensions to the due date will be granted except for documented religious, medical, or compassionate reasons as described previously. If you have an anticipated conflict with the due date, you can submit the assignment earlier. Assignments must be received in a machine-readable and gradable format by the due date/time or are subject to a late penalty of 10% per day late. The instructor may refuse to accept any late assignment at his/her discretion.

Marks will be awarded based on how well the documents serve as a model or template for the student's future use in practice, in accordance with the marking scheme. The group assignments will be submitted to a plagiarism detection service for integrity checking-- students must ensure all work is original and not copied from another person, publication, Internet, or previously submitted assignment. If the submission is based on other sources (such as an example from the text), it must be modified to fit in with the assignment instructions and the previous assignments submitted by the group. Each member of a group that submits non-original work as their own will be dealt with under the academic misconduct provisions of the student code of conduct.

QUIZZES

Quizzes will generally be an individual 1 or 2-page quiz that will be available on D2L Brightspace in the Quizzes section. If the student does not submit a quiz for a module by the deadline, a mark of 0 will be assigned. No late quizzes will be accepted but they may be done earlier to avoid missed deadlines. The contents of the quiz will be based on the text and assigned readings.

DISCUSSION PARTICIPATION

This course is designed around frequent on-line participation in learning activities. You need to keep up with the readings for each week and regularly respond to discussion topics to contribute to your own learning and the learning of your peers.

EXAMINATIONS

Examinations consist primarily of multiple-choice questions, exercises, or other problems to test both understanding and application of key course concepts. Students may be allowed to use simple (nonprogrammable) calculators to help in solving arithmetic problems during an examination. Students may not use programmable calculators, cell phones, personal digital assistants (PDAs) or similar devices during an examination.

Examination questions will be based primarily on the textbook content, but may also draw upon content discussed in class, from other readings, or from activities performed in the labs. The content or format of exams will not be discussed in individual emails or conversations with students. Any questions related to exams must be raised before the whole class, to ensure that all students receive the same information.

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on the Senate website.

Important Resources Available at Toronto Metropolitan University

- The University Libraries provide research workshops and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the Library's virtual research help service to speak with a librarian, or book an appointment to meet in person or online.
- Student Life and Learning Support offers group-based and individual help with writing, math, study skills, and transition support, as well as resources and checklists to support students as online learners.
- You can submit an Academic Consideration Request when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

  For Extenuating Circumstances, Policy 167: Academic Consideration allows for a once per semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate Policy 167: Academic Consideration.

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- FAQs Academic Considerations and Appeals
- Information on Copyright for Faculty/Contract Lecturers and students.
- Information on Academic Integrity for Faculty/Contract Lecturers and students.

Accessibility

- At Toronto Metropolitan University, we are committed to ensuring that all courses are accessible to everyone and to removing barriers that may prevent some individuals from enrolling in courses.
- All technologies and tools used in this course are accessible.
- Students who discover an accessibility barrier with any of the course materials or technologies should contact their faculty/contract lecturer.
- As outlined in Policy 159: Academic Accommodation of Students with Disabilities, students are required to proactively consult with AAS, the faculty/contract lecturer, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about Academic Accommodation Support.
- Learn how to register with AAS.
- Learn about Policy 159: Academic Accommodation of Students with Disabilities

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about Academic Accommodations versus Academic Consideration and how to access each.

Wellbeing Support

At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416–408–4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email csdc@torontomu.ca
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext 3596 or email osvse@torontomu.ca
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University's Wellbeing Central website.