95-812: Introduction to the ITIL Framework

COURSE INFORMATION
Course: 95-812 Introduction to the ITIL Framework, Fall 2013
Sessions: M 5:30 PM to 8:20 PM
Location: Hamburg Hall

INSTRUCTOR INFORMATION
Instructor: Ryan Smalley
Phone: 724.630.8773
Email: rsmalley@cmu.edu

COURSE DESCRIPTION
Information systems (IS) are changing work practices, reshaping organizations, transforming cultures, and giving new meaning to the ways we see the world. This course provides an introduction to the Information Technology Infrastructure Library (ITIL) 2011, a framework that has become the global standard for managing IT processes.

ITIL allows IT departments to improve the efficiency and effectiveness of delivered services by leveraging codified best practices. Virtually all major commercial and government organizations now utilize ITIL-based precepts and design methodology. Students will gain an understanding of the basic tenets of the framework in preparation for the ITIL Foundations certification exam, should they choose to pursue such a path.

This course will use a combination of lectures, class discussions, reading assignments, case studies, group projects, and “hands-on” work.

OBJECTIVES AND LEARNING OUTCOMES
Upon successful completion of the course, students will have gained an understanding of IT Service Management and, more specifically, industry best practices espoused within ITIL. Specific learning objectives are:

- Demonstrate knowledge of industry best practice IT process frameworks (ITIL, COBIT, Six Sigma, HDI, etc.).
- Identify the fundamental concepts and key issues of ITIL at the Foundations level of certification.
- Gain introductory exposure to “real world” ITIL implementation successes and failures.

COURSE MATERIALS
Assigned reading materials should be read prior to class; all readings will be provided electronically. Class lectures and discussions will proceed with supplemental and advanced topics which could be difficult to understand unless you have read the assigned material. Readings are listed in the schedule section. All necessary updates and/or changes to the course will be reflected in Blackboard.
COURSE EVALUATION
In order to successfully pass the course, students will be expected to complete the activities listed below. Weights indicate the contribution to the final course grade.

Term Project (25%) This is an individual assignment in which each student shall draft a Powerpoint presentation detailing the components of a single, designated phase of the ITIL Service Lifecycle.

Examinations (3) (75%; 25% per exam) This component of the final grade is based upon performance on three examinations. Examinations will cover reading and class discussions and will be closed book. There is no “final” exam.

Other Items: Other factors, such as class and group participation and punctual, regular attendance may be used, at the professor’s discretion, to make adjustments to final grades in borderline cases. The instructor will assume that you are well prepared for class each week and will feel free to call upon you.

Grading Scale: The following criteria provide guaranteed letter grades if a student’s overall scores fall within the stated range:

  A: 94% and above
  A-: 90-93%
  B+: 87-89%
  B: 84%-86%
  B-: 80%-83%
  C+: 77-79%
  C: 74%-76%
  C-: 70%-73%
  D: 60%-69%
  Retake (or Fail): less than 60%

COURSE AND UNIVERSITY POLICIES

Attendance and Preparation for Class: You are expected to attend all scheduled class sessions with your reading and supplementary materials. Readings are to be completed prior to class.

Participation in Class Discussion
Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

  • Offers a different and unique, but relevant, perspective
  • Contributes to moving the discussion and analysis forward
  • Builds on other comments
  • Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

Absences: In the event you have an excused absence from the class (e.g. a job interview) please contact the instructor ahead of time. In this situation, get a “classroom buddy” who is willing to fill
you in on the class that you missed. Unauthorized absence from class is inexcusable and will result in a reduction in your performance evaluation.

**Assignments:** In both the professional and academic world, you must meet deadlines. In this class, all projects are due at the beginning of class on the dates indicated on the syllabus, unless otherwise stated. Assignments handed in or emailed after class has begun will be considered late.

**Late Assignments:** Most assignments will be discussed in class on the due date, therefore late assignments will not receive credit. In other cases, assignments will be assessed a 10% penalty each day they are late. No credit will be given for assignments turned in more than one week past the due date. Equipment failure is not an acceptable reason for turning in an assignment late. You should always make a backup of your files. You should make sure you print out your work early enough that you can find an alternate location to print, if necessary.

**Exams:** Appropriate documentary evidence certified by the Division of Student Affairs is required for missing a critical activity or due date. Exams missed due to an excused absence (arranged with the professor ahead of time) must be made up within one week for full credit or no credit will be given. Documentation proving the excused absence will be required before or during the time the exam is made up. Exams missed due to an unexcused absence cannot be made up.

**Academic Integrity**
It is the ethical responsibility of students to identify the conceptual sources of work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action. For more information visit: [http://www.cmu.edu/policies/documents/Cheating.html](http://www.cmu.edu/policies/documents/Cheating.html).

**An Invitation to Students with Learning Disabilities**
If you wish to request an accommodation due to a documented disability, please inform your instructor and contact: Disability Resources, 102 Whitfield Hall 412.268.2013, or by email at: lpowell@andrew.cmu.edu.
**COURSE SCHEDULE**
The course schedule is tentative and changes may be made based upon the needs of the class, scheduling requirements, and other factors. Changes to the schedule will be discussed in class and posted in Blackboard.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Read / Due Before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction to the ITIL Service Lifecycle</td>
<td>N/A</td>
</tr>
<tr>
<td>II</td>
<td>Service Strategy</td>
<td>Service Strategy (.PPT), ITIL 2011 Pocket Guide (SS)</td>
</tr>
<tr>
<td>III</td>
<td>Service Design</td>
<td>Service Design (.PPT), ITIL 2011 Pocket Guide (SD)</td>
</tr>
<tr>
<td>IV</td>
<td>Service Transition</td>
<td>Service Transition (.PPT), ITIL 2011 Pocket Guide (ST)</td>
</tr>
<tr>
<td>V</td>
<td>Service Operations</td>
<td>Service Operations (.PPT), ITIL 2011 Pocket Guide (SO)</td>
</tr>
<tr>
<td>VI</td>
<td>Continual Service Improvement</td>
<td>Continual Service Improvement (.PPT), ITIL 2011 Pocket Guide (CSI)</td>
</tr>
<tr>
<td>VII</td>
<td>Final Review and Exam</td>
<td>N/A</td>
</tr>
</tbody>
</table>