MET CS 634 Agile Software Development
2026 Fall 2 Online Course Syllabus

Instructor

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Cell phone: 401-440-3908 (text preferred)

Course Duration

Start: October 28, 2025
End: December 15, 2025

Course credits

4 credits

Course Description

This course will provide you with a comprehensive overview of the principles, processes, and practices of agile software product management and development. Throughout the class, you'll gain an understanding of the drivers behind agility in software development and learn techniques for initiating, planning and executing on software development projects using agile methodologies. Over the next few weeks, you'll obtain practical knowledge of product development strategy, user-centric design approaches, and agile development frameworks. You'll be able to put all of that knowledge to work throughout the course as you work on an agile design project.

Our goal is to help you effectively apply and adapt agile tools and techniques in the software development lifecycle from project ideation to deployment, including establishing an agile environment, and executing on a digital product or service design project. Through the project, you'll learn how to create a product strategy and vision, perform user research to identify what's important to your client, and come up with an agile delivery approach. No prior agile experience is required to be successful in the course.

Whether you're new to agile or are an experienced agile practitioner, you'll have the opportunity to learn agile from an end-to-end perspective on product strategy, design, development, and delivery lifecycles.

Course Learning Objectives

By successfully completing this course, you will be able to do the following:

- Develop agile development philosophies and methodologies
  - Define agile development and the principles behind the Agile Manifesto

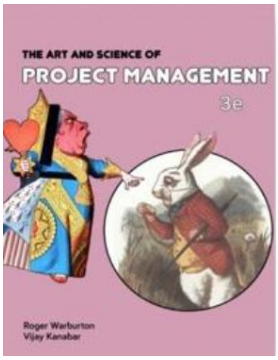
    - Assess when to use agile methodologies and how to tailor agile processes for specific scenarios
    - Apply specific agile frameworks, such as Scrum
- Apply tools and techniques of agile development, such as:
    - Product strategy development and roadmapping User-centric design principles
    - Architecture and analysis
    - Estimation and planning
    - Agile quality management
- Examine advanced and emerging topics in the domain of agile software development and management, such as:
    - Scaled agile development using the SAFe framework
    - Continuous deployment and DevOps
- Apply agile software development concepts through a series of assignments on your digital product or service design project including:
    - User Research Visioning
    - Persona development
    - Product roadmaps and Release planning
    - Scrum
    - Retrospectives

Course Materials

Required Book

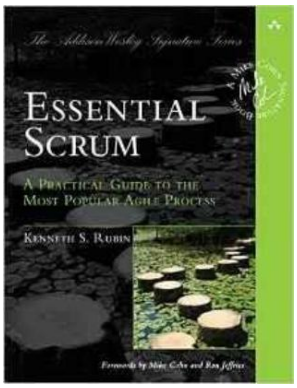
There are no required textbooks, but some reference books, and additional reading materials will also be provided in class.

Recommended Books



Warburton, R. and Kanabar, V. (2018). The Art and Science of Project Management 3e. ISBN: 9780999332047

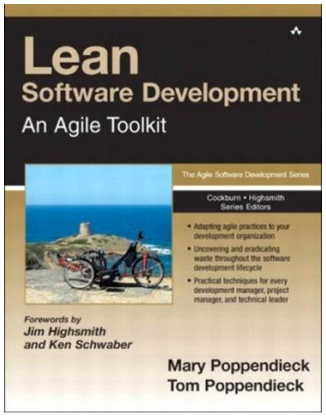
This book can be purchased from Barnes and Noble at Boston University. An e-book is available at lulu.com



Rubin, K (2012). Essential Scrum. Addison-Wesley Professional.

ISBN: 0137043295
ISBN-10: 0-321-63584-1

This book can be purchased from Barnes and Noble at Boston University An e-book is available at Vitalsource.com or through Amazon



Poppendieck, M., & Poppendieck, T. (2003). Lean Software Development: An Agile Toolkit.

Addison-Wesley Professional.

ISBN 9780321150783.

This book can be purchased from Barnes and Noble at Boston University. An e-book is available at Vitalsource.com or through Amazon

Supplementary Reading

- Additional readings will be provided in the course content

Study Guide and Timeline of Deliverables

Module 3 Study Guide and Deliverables

(October 27 – November 2, 2026)

Module Theme: Agile Software Development and Management

Readings:

- Module 1 module content
- Takeuchi, H. & Nonaka, I. (1986). The New New Product Development Game. Harvard Business Review, Jan-Feb 1986, pp. 137–146.

Discussions:

- Discussion #1 Agile Warmup: Introduce yourself and discuss your experience with agile and what you hope to learn (5% of grade)
  - Original post due Friday, October 30 at 11:59 PM ET
  - Minimum two responses due Tuesday, November 3 at 11:59 PM ET
  - Discussion rubric

Assignments:

- Assignment 1: User & Market Research Study (10% of grade) due Tuesday, November 3 at 11:59 PM ET

Live Classrooms:

- Tuesday, October 27 from 7:00 – 8:30 PM ET

Module 2 Study Guide and Deliverables
(November 3 – November 9, 2026)

Module Theme: Product Visioning

Readings:

- Module 2 module content
- Pichler, 8 Tips for Creating a Compelling Product Vision

Discussions:

- There are no discussions due this week.

Assignments:

- Assignment 2: Personas Design & Visioning (10% of grade) due Tuesday, November 10 at 11:59 PM ET

Live Classrooms:

- Tuesday, November 3 from 7:00 – 8:30 PM ET

Module 3 Study Guide and Deliverables

(November 10 – November 16, 2026)

Module Theme: Creating The Product Roadmap & Scrum Framework

Readings:

- Module 3 module content
- Patton, J. (2014). Chapter 2, Plan to Build Less. User Story Mapping: Discover the Whole Story, Build the Right Product. O'Reilly Media.
- Schwaber, K & Sutherland, J. (2020). The Scrum Guide (https://scrumguides.org)

Discussions:

- Discussion #2: Is Agile Still Relevant? (5% of grade)
  - Original post due Friday, November 13 at 11:59 PM ET
  - Minimum two responses due Wednesday, November 18 at 11:59 PM ET
  - Discussion rubric

Assignments:

- None due this week

Live Classrooms:

- Tuesday, November 10 from 7:00 – 8:30 PM ET

Module 4 Study Guide and Deliverables
(November 17 – November 23, 2026)

Module Theme: Designing, Planning, and Estimating

Readings:

- Module 4 module content
- Leffingwell, D. (2011). Chapter 20, Agile Architecture. Agile Software Requirements, Upper Saddle River, NJ: Addison-Wesley.

Discussions:

- No discussion questions this week.

Assignments:

- Assignment 3: Capability Mapping & Product Backlog (15% of grade)
  - Due Tuesday, November 24 at 11:59 PM ET

Live Classrooms:

- Tuesday, November 17 from 7:00 – 8:30 PM ET

Module 5 Study Guide and Deliverables
(November 24 – November 30, 2026)

Module Theme: Agile Product Quality Management

Readings:

- Module 5 module content
- Shore, J. & Warden, S. (2008). The Art of Agile Development (selected chapters)

Discussions:

- No discussion questions this week.

Assignments:

- Assignment 4: Sprint Planning (15% of grade) due Tuesday, December 1, at 11:59 PM ET

Live Classrooms:

- Tuesday, November 24 from 7:00 – 8:30 PM ET

Module 6 Study Guide and Deliverables
(December 1 – December 7, 2026)

Module Theme: Scaling Agile & Continuous Development Strategies

Readings:

- Module 6 module content
- Kotter, J. (1995). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, March-April 1995, pp. 60-67.

Discussions:

- No discussion questions this week.

Assignments:

- Assignment 5: Agile Retrospective (15% of grade) due Tuesday, December 8 at 11:59 PM ET
- Bonus Assignment: Live presentation or UX Mockup (optional extra 5% to grade) due Tuesday, December 8 at 11:59 PM ET

Live Classrooms:

- Tuesday, December 1 from 7:00 – 8:30 PM ET

Course Evaluation:

Please complete the course evaluation once you receive an email or Blackboard notification indicating the evaluation is open. Your feedback is important to MET, as it helps us make improvements to the program and the course for future students.

Final Exam Details

The Final Exam is a proctored exam available from Wednesday, December 9, 2026, at 6:00 AM ET to Saturday, December 12, 2026, at 11:59 PM ET.

The Computer Science department requires that all final exams be administered using an online proctoring service, which you will access via your course in Blackboard. In order to take the exam, you are required to have a working computer, webcam, speakers, and microphone that meet the proctoring service's system requirements. A detailed list of those requirements can be found in the Proctored Exam Information module located on the course home page. Additional information regarding your proctored exam will be forthcoming from the Assessment Administrator. You will be responsible for scheduling your proctored exam session within the defined exam window.

The exam is accessible during the final exam period. You can access it from the Assessments section of the course. Your proctor will enter the password to start the exam.

Final Exam Duration: 2 hours

The exam features true/false and multiple-choice questions

For the final exam, you can use official course material only. You may use blank paper to create your own notes. More information will be provided before the exam.

You will receive a technical support hotline number before the start of the exam. Please bring this number with you to the exam.

Evaluation of Students and Grading

Please check the Study Guide in the syllabus for Live Classroom dates and specific due dates for assignments and assessments.

The course will be conducted by means of a sequence of lectures throughout the term. The class will explore agile software delivery topics through a combination of individual assignments and a final exam. Students will be able to demonstrate their understanding of agile product strategy and software delivery through these course deliverables. In the final module of the course there is a proctored comprehensive final exam.

Grading Policy

All students will be expected to demonstrate knowledge of agile software design, delivery and relevant techniques. To obtain an exceptional grade you have to exceed expectations in your assignments and final exam.

Grading Distribution

Deliverable	Percentage
Discussion 1: Agile Warmup	5%
Assignment 1 – Individual – User Research	10%
Discussion 2: Is Agile Still Relevant?	5%
Assignment 2 – Individual – Personas & Vision	10%
Assignment 3 – Individual – Capability Mapping & Product Backlog	15%
Assignment 4 – Individual – Sprint Planning	15%
Assignment 5 – Individual – Agile Retrospective	15%
Final Exam	25%
Total	100%
Optional component in Assignment 3 (extra credit)	5%
Bonus Assignment	5%
Total Possible with Extra Credit	110%

Grading Structure

The following grade structure will be applied to your assignments.

Letter Grade	Grade Points	Approximate % Range
A	4.0	95–100
A–	3.7	90–94.9
B+	3.3	87–89.9
B	3.0	83–86.9
B–	2.7	80–82.9
C+	2.3	77–79.9
C	2.0	73–76.9
C–	1.7	70–72.9
D	1.0	60–69.9
Fail	0	0–59.9

Assignments and Exams

Assignments
Students will individually complete five assignments as noted above.

Discussions
Students participate in two discussion forums: the first one is in Module 1 and the second is in Module 3.

Delays

If, for any reason, you are unable to meet any assignment deadline, contact your professor in advance. All times mentioned in the course (unless otherwise specified) are in Eastern Time. All assignments must be completed and must be turned in by their due dates and due times. Extensions may be granted, though only under mitigating circumstances.

Discussion Grading Rubric

The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

Discussion Grading Rubric					
Criteria	51–60	61–70	71–80	81–90	91–100
Participation	Very limited participation	Participation generally lacks frequency or relevance	Reasonably useful relevant participation during the period	Frequently relevant and consistent participation throughout the discussion period	Continually relevant and consistent participation throughout the discussion period
Community	Mostly indifferent to discussion	Little effort to keep discussions going or provide help	Reasonable efforts to respond thoughtfully, provide help, and/or keep discussions going	Often responds thoughtfully in a way frequently keeps discussions going and provides help	Continually responds thoughtfully in a way that consistently keeps discussion going and provides help
Content	No useful, on- topic, or interesting information, ideas or analysis	Hardly any useful, on- topic, or interesting information, ideas or analysis	Reasonably useful, on- topic, and interesting information, ideas and/or analysis	Frequently useful, on-topic, and interesting information, ideas and analysis	Exceptionally useful, on-topic, and interesting information, ideas and analysis
Reflection and	No significant effort to clarify, summarize or synthesize topics raised in discussions			Contributes to group's effort to	Leads groups effort to clarify, summarize

Synthesis		clarify, summarize or synthesize topics raised in discussions	or synthesize topics raised in discussions

References

All sources used in the completion of assignments, discussions, and any other course materials should be referenced properly using APA format. For more information on how to cite sources in APA format, please see APA Style, the authority on APA style recommended by the BU library.

Policy on the Use of Generative AI

Students are permitted to use generative AI or other automated content-generating tools as long as each use is acknowledged and properly cited. Here are the guidelines on how to cite generative AI in APA format. Remember that approved citation of the use of these tools will also require disclosure of the prompts used to generate the content.

Chat GPT and other generative AI and automated content tools are known to return incomplete, incorrect, and/or biased information, along with fake citations or sources. Therefore, they and are not considered a completely reliable resource. It is the student's responsibility, when using these tools, to ensure that all information presented in assignments is accurate.

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's Academic Conduct Code

A Definition of Plagiarism

> "The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

> "The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."
>
> "Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The paragraphs above are from H. Martin and R. Ohmann, The Logic and Rhetoric of Exposition, Revised Edition. Copyright 1963, Holt, Rinehart and Winston.

Academic Conduct Code

I. Philosophy of Discipline

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code comprise attempts to be dishonest or deceptive in the

performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

A. Cheating on examination. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.

B. Plagiarism. Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.

C. Misrepresentation or falsification of data presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.

D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.

E. Unauthorized communication during examinations. Any unauthorized communication may be considered prima facie evidence of cheating.

F. Knowingly allowing another student to represent your work as his or her own. This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).

G. Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents, including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.

H. Theft or destruction of examinations or papers after submission.

I. Submitting the same work in more than one course without the consent of instructors.

J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

K. Violation of the rules governing teamwork. Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

L. Failure to sit in a specifically assigned seat during examinations.

M. Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.

N. Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.

O. Attempting improperly to influence the award of any credit, grade, or honor.

P. Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.

Q. Failure to comply with the sanctions imposed under the authority of this code.

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online.

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for where you will take the final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.

Associate Dean for Academic Affairs

Boston University Metropolitan College

Who's Who: Roles and Responsibilities

You will meet many BU people in this course and program. Some of these people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes, too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

People in Your Online Course in Addition to Your Fellow Students

Your Facilitator. Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading homework assignments, discussions, term projects, and any manually graded quiz or final-exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster. If you need a question answered urgently, post your question to one of the urgent help topics, where everyone can see it and answer it.

Your Professor. The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

Your Lead Faculty and Student Support Administrator, Jennifer Sullivan. Jen is here to ensure you have a positive online experience. You will receive emails and announcements from Jen throughout the semester. Jen represents Boston University's university services and works for BU Virtual. She prepares students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact her by external email at jensul@bu.edu or call (617) 358-1978.

People Not in Your Online Course

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

Your Computer Science Department Online Program Coordinator. The online program coordinator administers the academic aspects of the program, including admissions and registration. You can ask questions about the program, registration, course offerings, graduation, or any other program-related topic. The online program coordinator can be reached at metcsol@bu.edu or (617) 353-2566.

Your Computer Science Department Program Manager, Crystal Kelley. Crystal is responsible for administering most aspects of the Computer Science Department. You can reach Crystal at kelleycr@bu.edu or (617) 353-2566.

Andrew Gorlin, Academic Advisor. Reviews requests for transfer credits and waivers. Advises students on which courses to take to meet their career goals. You can reach Andrew at asgorlin@bu.edu, or (617)-353-2566.

Professor Guanglan Zhang, Computer Science Department Chairman. You can reach Professor Zhang at guanglan@bu.edu or at 617-358-2566.

Professor Lou T. Chitkushev, Associate Dean for Academic Affairs, Metropolitan College. Dr. Chitkushev is responsible for the academic programs of Metropolitan College. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue-escalation sequence after your course facilitator and course faculty is Professor Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Dean. Dr. Zlateva is responsible for the quality of all the academic programs at Boston University Metropolitan College.

Disability and Access Services

In accordance with university policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact Disability and Access Services at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

Once a student receives their accommodation letter, they must send it to their instructor and/or facilitator each semester. They must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodation is in place. Accommodation cannot be implemented if the students do not send their letters.