
INSERT UNIVERSITY NAME

INSERT NAME OF PROGRAM(S)

Self-Study Report

Month, Year

**FOR ACCREDITATION BY
THE PROJECT MANAGEMENT INSTITUTE'S
GLOBAL ACCREDITATION CENTER FOR PROJECT MANAGEMENT**

Self-Study Report

Insert Day Month Year

Submitted by:

Insert

School and/or Department within University

University Name

We certify that all of the facts submitted in this self-study report are true to the best of our knowledge and belief.

Insert Names and Titles of Faculty who submitted the Report

Insert School/Department of Faculty

Insert Names and Titles of Faculty who submitted the Report

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Insert School/Department of Faculty

Contact Information

Insert in this area all contact information, including complete address, telephone, fax and e-mail address of faculty noted on previous page

Make a special note of the direct person to contact with any questions related to the report.

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1.0 Introduction

1.1 INSERT NAME OF UNIVERSITY/COLLEGE

Insert in this area general information regarding the applicant university/college, touching on the following points:

- History of institution, including whether it is public or private
- Honors or ranking among like institutions
- Research funds/grants/special information regarding the university/college
- Student population
- Major strengths of the University/college as a whole
- University/College main home page URL/Web site
- Institutional vision/capabilities
- University/College strategic plan

1.2 INSERT NAME OF THE SCHOOL ASSOCIATED WITH THE UNIVERSITY/COLLEGE

- Insert specifics about the School associated with the University/College, including number of graduate and undergraduate
- Note any special awards/honors received by the school
- Describe any achievements/special emphasis accomplished by the School
- Insert Schools main URL/Web site

1.3 INSERT NAME OF DEPARTMENT WITHIN SCHOOL (IF APPLICABLE)

- Insert specifics regarding the department, including areas of emphasis, student population, transfer programs, and breakdown of students enrolled in different degree

programs within the department.

- Outline history of the department
- Describe educational objectives for the department and enrolled students. Include any vital information regarding the degree programs
- Insert department URL/web site

1.4 THE PROJECT MANAGEMENT PROGRAM

BACKGROUND

Insert background related to the development of the program at the applicant school in this area.

PROGRAM DEVELOPMENT & GROWTH

Insert program development & growth of the program at the applicant school in this area. Include any relevant figures or graphs.

INSERT ANY NEW INITIATIVES

- Describe in detail any upcoming changes/improvements to the program. Include curriculum/technology/ any other improvements in this area.
- Feel free to include any graphics/screen shots to more clearly convey the initiative.

CURRICULUM SUMMARY

Insert a summary of curriculum. Include:

- Type of degree(s)
- Number of credit hours required for each degree submitted for accreditation
- Any special requirement/exemptions

1.5 GRADUATE DEGREE IN PROJECT MANAGEMENT (IF APPLICABLE)

GRADUATE REQUIRED COURSES

Insert all Graduate required courses, with course code and catalog description in this area.

GRADUATE ELECTIVE COURSES

Insert all Graduate elective courses, with course code and catalog description in this area. Note how these courses are selected by the student (for example: in consultation with academic advisor)

UNDERGRADUATE ELECTIVE COURSES – TOWARDS GRADUATE DEGREE (IF APPLICABLE)

Insert all undergraduate elective courses, with course code and catalog description in this area. Note how these courses are selected by the student and if there is a limit on number accepted (for example: in consultation with academic advisor, up to two 400 series courses)

GRADUATE ADVISOR

Insert contact information for Undergraduate Advisor in this area

1.6 UNDERGRADUATE DEGREE IN PROJECT MANAGEMENT (IF APPLICABLE)

UNDERGRADUATE REQUIRED COURSES

Insert all Undergraduate required courses, with course code and catalog description in this area.

UNDERGRADUATE ELECTIVE COURSES

Insert all Graduate elective courses, with course code and catalog description in this area. Note how these courses are selected by the student (for example: in consultation with academic advisor)

UNDERGRADUATE ADVISOR

Insert contact information for Undergraduate Advisor in this area

1.7 MASTER'S CERTIFICATE IN PROJECT MANAGEMENT (IF APPLICABLE)

CERTIFICATE REQUIREMENTS

Insert course numbers, eligibility requirements and passing grade requirements in this area.

CERTIFICATE ADVISOR

Insert contact information for Certificate Advisor in this area

2.0 Standards for Accreditation

2.1 MISSION & OBJECTIVES

The program shall have a clearly worded mission statement which reflects objectives that have been developed in an orderly process, in consonance with the mission of the institution as a whole (where applicable), and which are realistic for the program in general. Furthermore, the mission and objectives should be in consonance with the quality level and outcomes established by the Standards set forth in the GAC Handbook of Accreditation.

To demonstrate that the above criteria are met, the applicant's Self-Study Report should include the following:

2.1.1 Mission Statement

Insert a statement demonstrating that the program is guided by a clear mission which is consistent with the mission of the GAC Center, and the parent institution (where applicable)

2.1.2 Development of Mission Statement

Insert evidence that the mission statement has been developed in an orderly process with clearly stated objectives, and that the mission statement and objectives are realistic for the program, given the resources and personnel which are available to the program.

2.1.3 Mission Statement Relationship with GAC Center

Insert evidence that the program mission statement objectives are in consonance with those of the GAC Center. Include Strategic Plans, current graduate program and 5-year enrollment goals, and other pertinent information in this area.

2.2 ASSESSMENT OF ANTICIPATED OUTCOMES

The program should provide an assessment of the success in fulfilling its mission and achieving its strategic plan. Included in the assessment should be surveys and focus groups of faculty, student, and alumni on the program's overall curriculum and learning context. Individual course evaluations are not deemed sufficient to provide insight into the Program's substantive focus and pedagogy.

Accordingly, the applicant's Self-Study Report should include the following information:

- 2.2.1: A description of the program's self-assessment process.*
- 2.2.2: Progress which has been made relative to each dimension of the program's mission statement.*
- 2.2.3: Faculty, student, and alumni assessments of the program's overall curriculum and learning context.*
- 2.2.4: Any notable program strengths and future directions.*

2.2.1 Self-Assessment Process

Insert in this area the current self-assessment process, and all pertinent details, in place at the applicant school. Include any planned improvements to the process.

2.2.2 Progress Toward Mission Statement

Referring back to the applicant's mission statement, insert in this area information regarding how the program is meeting the mission statement. Include details on related projects/research/publications/service to the institution, profession and community.

2.2.3 Faculty, Student, and Alumni Assessments

Insert in this area information regarding faculty, student and alumni assessments of the applicant program.

2.2.4 Program Strengths & Future Directions

Insert in this area all information related to strengths and future plans for the program. Use this area to highlight curriculum, degree options, learning options such as face-to-face and distance education, faculty, student body and continuous improvement.

2.3 ACADEMIC COMMUNITY/FACULTY AND STAFF

The program should demonstrate that it both benefits from and contributes to its institutional context. It must also demonstrate that it provides adequate human resources for a professional degree program in Project Management including a sufficient faculty complement, an administrative head with sufficient time for effective administration, administrative and technical support staff, and faculty support staff. Student enrollment and scheduling of classes must assure adequate time for an effective tutorial exchange between the faculty member and the student. The total teaching load should be such that faculty members have adequate time to pursue research, scholarship, and practice in order to enhance their professional development in the field.

Accordingly, the applicants Self-Study Report should cover such issues as:

2.3.1: The program's academic and professional standards for both faculty and students.

2.3.2: The level of interaction between the program and other programs at the institution.

2.3.3: The contributions of the students, faculty, and administrators to the governance as well as to the intellectual and social life of the institution.

2.3.4: Contributions of the institution to the program in terms of intellectual resources as well as personnel.

2.3.5: A description of the distribution of effort between teaching and other responsibilities of each faculty member.

2.3.6: A description of the distribution of effort between administration and other responsibilities for each position.

2.3.7: A description of the distribution of effort between staff and other responsibilities for each position.

2.3.1 Standards for Faculty and Students

Insert any information regarding standards for faculty/students in this area. Examples:

- **Any current accreditation maintained by the applicant program/institution**
- **Faculty hiring standards, including breakdown of current faculty, degrees held, awards received, etc.**
- **Student admittance standards/guidelines**

2.3.2 Interaction between the Programs

Insert information regarding the relationship between the applicant program and other programs/departments within the institution.

2.3.3 Contributions to Intellectual and Social Life

Insert in this area information related to contributions that the program makes to the intellectual and social life of the institution, such as lecture series, alumni events/relations, etc.

2.3.4 Contributions of Institution to Program

Insert information regarding provision of resources, support staff/ professional development of faculty/ special programs for new faculty, etc.

2.3.5 Distribution of Effort for Each Faculty Member

Insert a description of usual teaching loads, research responsibilities for each faculty member associated with the applicant program.

2.3.6 Distribution of Effort between Administration and Other Responsibilities

Insert a description of administrative and other responsibilities, and the responsible person/people within the institution. Example: Program guidance/development, marketing, lecture series organization, various university committees.

2.3.7 Distribution of Effort for Each Staff Position

Insert name, title and main position description for all staff related to the applicant program. Include any “open positions” and student interns.

2.3.8 Faculty Appointment Promotion and Tenure

Insert institution policies procedures and criteria for appointment, promotion and tenure. Include faculty development opportunities. A statement regarding compliance with institutional current accreditation(s) takes precedence, and may simply be posted in this area.

2.3.9 Evidence of Student Evaluations

Insert program policies regarding use of student evaluations, including course evaluations/exit evaluations, etc. Note in this area if evaluations are included in the appendices attached to the Self-Study Report. Include a statement regarding effect of student evaluations on improvement to applicant program.

2.3.10 Opportunities for New Skills and Knowledge

Insert any opportunities for program faculty, administrator and staff to update skills and knowledge.

2.4 STUDENT SUPPORT SERVICES

The program should demonstrate that it provides support and encouragement for students to assume leadership roles both during their school years and later in the profession.

Accordingly, the applicant's Self-Study Report should cover such issues as:

2.4.1: How students participate in establishing their individual and collective learning agendas.

2.4.2: How students have access to necessary physical & intellectual resources relevant to the program of study.

2.4.3: How students have access to advising services related to their coursework, and are provided with the support necessary to complete their intended course of studies.

2.4.4: Description of student support services, including academic and personal advising, career guidance, evaluation of progress, and internship placement (if applicable).

2.4.5: Any post-graduation support which is provided to students by the applicant program/institution.

2.4.6: The proportion of alumni who have sought and achieved employment within the field of Project Management.

2.4.7: Evidence of opportunities to participate in student professional societies, honors societies, and other campus-wide student activities (if applicable).

2.4.8: The description of the program as it appears in university catalogs and any other institutionally authorized printed materials.

2.4.1 Student's Participation in Learning Agendas

Insert process for students' participation in development of personal plan of study, related to work experience or research interests.

2.4.2 Student's Access to Intellectual Resources

Insert student access information to library services/discussion groups/multi-media classrooms. Highlight any special programs for students within the applicant program.

2.4.3 Student's Access to Advising Services

Insert institution/program policies regarding student access to advising services.

2.4.4 Student Support Services

Insert career counseling services/workshops/career fairs supported by the institution that are available to current students.

2.4.5 Post-Graduation Support to Students

Insert any career services or other support available for post-graduation students.

2.4.6 Alumni Employment

Insert statistics of student placement within the field of project management

2.4.7 Student Professional & Honor Societies

Include in this area a description of activities/organizations available to students enrolled in the applicant program.

2.4.8 Description of Program in Catalog

Insert description of applicant program posted to institution catalog. Insert Program URL if available.

2.5 STUDENT SELECTION

As a general practice, students admitted to Master's or Doctoral Degree Programs should hold a Bachelor's Degree or equivalent from a recognized institution. In addition, assessment of applicants to advanced degree programs should be made via a review of previous academic performance, performance on a recognized standardized test, and/or relevant life experience related to the field of Project Management.

Accordingly, the applicant's Self-Study Report should demonstrate that:

2.5.1: *There is a clear policy in place outlining the program's selectivity, retention, and time-to-graduation rates since the last accreditation sequence.*

2.5.2: *Clear, complete and accurate information is provided to the public in the program catalog and all program promotional literature regarding candidate selectivity for program admission and the academic expectations of the program.*

2.5.1 Student Selection Process

Insert description of student selection policy and process. Include charts/graphics of time-to-graduation rates.

2.5.2 Public Availability of Student Selection Process

Insert copy from area of institution/program catalog/promotional material and Web site (URL) where candidate admission and program academic expectations are posted

2.6 CURRICULUM AND LEARNING AND PERFORMANCE OBJECTIVES

The Center accredits professional programs at the Baccalaureate, Master's and Doctoral Degree levels. Center curricular requirements are objectives-based rather than prescriptive in nature, in accordance with the current trends and philosophy found throughout the professional accreditation milieu.

The curricular requirements for awarding these degrees must include both general studies and specific professional studies which respond to the needs of the institution, the Project Management profession, and the students respectively. Together these components comprise a general education that ensures that graduates will be technically competent, critical thinkers who are capable of defining multiple career paths within a changing societal context.

These components are defined as follows:

- a. **General studies:** *An undergraduate professional degree must include general studies in the arts and sciences, either as an admission requirement or as part of the curriculum. While this work is traditionally governed by guidelines established by the institution, the program must ensure that students have the prerequisite general academic knowledge skills needed to effectively undertake professional studies.*

- b. **Professional studies:** *The core of a professional degree consists of the required courses that address the generally accepted processes and knowledge areas found within the Project Management profession and as described by the Guide to the Project Management Body of Knowledge (PMBOK Guide). Upon completion of the program, students should be sufficiently prepared to achieve the Project Management Learning Outcomes delineated below.*

To meet the curricular requirements of a Center accredited degree program, graduates shall be adequately prepared to perform a core set of Project Management Responsibilities based on the following Performance Domains:

- Domain I: Initiating the Project*
- Domain II: Planning the Project*
- Domain III: Executing the Project*
- Domain IV: Controlling the Project*
- Domain V: Closing the Project*
- Domain VI: Professional Responsibility*

Accordingly, the applicant's Self-Study Report should include the following:

2.6.1: Specification of the degree(s) being offered

2.6.2: Evidence that the curriculum is designed to meet the Center Learning and Performance Objectives as listed above

2.6.3: For each degree being offered, an outline of the curriculum showing the distribution of general (where applicable) and professional studies (including their prerequisites)

2.6.4: A graphic matrix that cross-references each required course with the Learning and Performance Objective(s) it fulfills

2.6.5: Examples of the means by which faculty, students, and staff are included in curriculum review and program development

2.6.1 Specification of the Degree(s) Being Offered

In this area insert full name(s), exact degree(s) and departments (if applicable) that are associated with the degrees in this area. Example:

At the Graduate Level, the ABC School of Civil Engineering offers

- Master of Science in Civil Engineering with a major in Project Management**
- Doctor of Philosophy in Civil Engineering with major emphasis in Project Management**

In Association with the Office of Advanced Engineering Education we also offer:

- Master of Engineering in Project Management

2.6.2 Evidence that the curriculum is designed to meet the Center Learning and Performance Objectives as listed in the Domains and learning outcomes noted in the GAC Accreditation Handbook

See 2.6.4, the graphic matrix requirement. These two requirements may be combined.

2.6.3 For each degree being offered, an outline of the curriculum showing the distribution of general (where applicable) and professional studies (including their prerequisites)

The information required for this area of the Self-Study should have been included in Section 1, so a statement to refer to the section's degree and course listing should be inserted in this area.

2.6.4 A graphic matrix that cross-references each required course with the Learning and Performance Objective(s) it fulfills

As noted above, this requirement may be combined with requirement 2.6.2. The recommended approach is to correlate the applicant degree courses with the Domains and Performance Outcomes associated with each domain noted in the GAC Handbook. Below please find two examples ("A" and "B") that may be helpful. Please note, these examples are only for illustration. Your institution may choose another format to display this information:

Example "A:"

Domain I: Initiating the Project

According to the PMBOK® Guide, initiation is "the process of formally authorizing a new project or than an existing project should continue to its next phase." In order to authorize a project, the team should have determined some basic information about the project such as the project description, goals, expected benefits, deliverables, and conceptual estimates.

The allocation matrix (Table 1) clearly shows that two courses are heavily focusing on the initiation part of a project: ENCE 662 ("Introduction to Project Management") and ENCE 622 ("IT Project Management Fundamentals"). ENCE 662 follows closely the PMI® guidelines, complementing almost all its classes with material from the PMBOK® Guide. ENCE 622, which requires the student to have previously taken ENCE 662, takes the knowledge from that course and applies it to an Information Technology type of project. Other courses include initiation topics, some applying them to a specific type of project, like ENCE 666 ("Cost Engineering & Control") does to a construction project.

	622	623	624	625	626	627	661	662	663	664	665	666	667	688Q
Initiation														
1.1 Project Goals	X		X					X						
1.2 Deliverables	X							X						
1.3 Project Management Process	X				X			X						
1.4 Project Schedule, budget, resource & constraints - interaction w/ stakeholders	X	X						X						
1.5 Project Schedule, budget, resource & constraints - analyzing situations	X	X	X			X	X	X				X	X	
1.6 Project Strategy	X		X		X			X	X					
1.7 Performance Criteria	X	X												
1.8 Resource Requirements	X							X	X					
1.9 Project budget & schedule - support decision making	X	X						X	X			X		
1.10 Formal project charter document - approval decision	X							X						

Table 1

1.1 Determine and document project goals by identifying and working with project stakeholders in order to learn and ensure compliance with their requirements, specifications, and/or expectations.

Every project has its goals, which should be determined during the initiation phase. Stakeholders may have multiple goals, and often these goals contradict others. The stakeholders should negotiate the project goals and come up with a final set of goals. These goals shall be used later to validate the project results.

ENCE 662 includes this topic as a part of the project initiation phase lectures. ENCE 624 (“Project Management in a Dynamic Environment”) emphasizes the importance of “involving representatives of downstream phases in project planning as early as possible”, which involves the inclusion of the stakeholders in the goal definition process. ENCE 622 thoroughly covers this topic, applying the fundamentals to an IT project. The project process begins with the development of the “Concept of Operations” (ConOps), a document prepared by the project team along with the stakeholders, that summarizes the project. After the stakeholders have approved the ConOps, the project team is responsible of defining the requirements, first at a high level and later at a more detailed level. The stakeholders are an integral part of the project, and this helps the project to fulfill its goals.

1.2 Determine, describe, and document product or service deliverables by reviewing or generating the scope of work, requirements, and/or specifications to meet stakeholder expectations.

The PMBOK® Guide describes a “deliverable” as “a list of summary level sub products whose full and satisfactory delivery marks completion of the project.” The project team, based on the previously determined project goals, should develop detailed project requirements. The project requirements should be utilized in the closing phase to verify the project scope. Project outcomes should be validated against the project deliverables.

ENCE 662 includes this subject as part of the project planning lectures. Students are instructed to document the project deliverables in the Project Action Plan, which should be revised by the stakeholders. In ENCE 622, a complete session is dedicated to the development of requirements and specifications, with special attention given to the importance of having stakeholders’ feedback and approval.

1.3 Identify, document, and communicate project management process outputs by selecting appropriate practices, tools, and methodologies to ensure required product/service delivery.

Every project management process produces outputs. These outputs are then used as inputs for other processes. Every output should be identified, documented and communicated. The PMBOK® Guide offers a good list of inputs and outputs for generally used processes.

ENCE 662 introduces the students to the project management outputs, closely following the outputs recommended by the PMBOK® Guide. The course teaches how to use the outputs as inputs in subsequent activities (for example, how to use the WBS as the base for an schedule or a budget). These processes are

practiced in the course's project based case studies, beginning with the initiation phase and finalizing in the closing phase.

ENCE 626 ("Web Based Project Management") introduces the use of IT tools as part of the project managing process. The course demonstrates how IT is revolutionizing project communications, and how processes can be improved with the use of these tools.

ENCE 622 is based on a system project life cycle. Outputs from one phase are used as either input for the following phase(s), or as verification and validation documents for later phases.

1.4 Identify and document project schedule, budgetary, resource, quality, and other constraints through coordination with stakeholders and review of project-related policies and procedures to ensure compliance.

According to the PMBOK® Guide, "constraints" are factors that will limit the project management team's options. The project team should document project constraints, given that each constraint need to be included in future processes such as the project plan and the risk management plan.

Multiple courses include time, cost and resource estimation lectures, and most of them include constraints as part of its estimation analysis. ENCE 662, 624 and 622 teach the student to obtain information regarding constraints from the owner and to test that information with the professional experience they can bring to bear on the subject,

1.5 Identify and document project schedule, budgetary, resource and other assumptions by determining information which must be validated or situations to be controlled during the project in order to facilitate the project planning process.

The project plan should include all the assumptions made by the project team when planning a project. The PMBOK® Guide describes an assumption as "factors that, for planning purposes, are considered to be true, real, or certain." It continues saying that "assumptions generally involve a degree of risk". The project team has to document these assumptions to be able to monitor and control this risk.

Most of the courses within the project management program include this topic. The introduction courses (ENCE 662 & 622) teach the student the importance of documenting assumptions during the planning phase, while hands on courses like ENCE 627 ("Decision Analysis Methods for Project Management") and ENCE 667 ("Project Performance Measurement") show the student how to include these assumptions in the different estimates. ENCE 666 includes this topic, applying it to a construction project.

1.6 Define the project strategy by evaluating alternative approaches in order to meet stakeholder requirements, specifications, and/or expectations.

The project plan should include the project management strategy or approach. The PMBOK® Guide describes the project strategy as a summary of the individual management plans from the other knowledge areas.

Project strategies are discussed in various courses, and applied to specific types of project in some of them. In ENCE 663 ("Management of Design & Construction Organizations") and ENCE 666 the project strategies are directed to a building design and construction type of project, while on ENCE 622 and ENCE 626 the emphasis is given to a software development project.

1.7 Identify and list performance criteria by referring to product/service specifications and process standards in order to ensure and/or support the quality assurance effort.

Performance criteria are necessary to monitoring the project performance. If changes are encountered in the project, corrective actions should be taken.

ENCE 662 introduces the student to certain performance criteria, emphasizing in earned value (EV). Performance criteria in IT projects are included in ENCE 622 and 624. Special attention is given to developing project specifications, which are necessary to control quality.

1.8 Identify, estimate and document key resource requirements by referring to deliverables in order to support planning and decision making.

ENCE 662 offers one complete lecture about resource management. The initial part of the lecture deals with estimating and documenting the project resources. Resource requirements are also applied to IT and construction projects in ENCE 622 and ENCE 663 respectively.

1.9 Define and document an appropriate project budget and schedule by determining time and cost estimates in order to support decision making.

Budget and schedule estimation are widely covered in a group of courses. A first glance is given in ENCE 662, where the student is introduced to scheduling tools and development techniques. ENCE 623 (“Introduction to Advanced Scheduling”) offers the student a deep look into scheduling, focusing in scheduling tools and reporting methods. Time and cost estimation for construction projects are included as parts of ENCE 663 and 666, and the same topic, directed to IT projects, is included in ENCE 622.

1.10 Provide comprehensive information by producing a formal project charter document to obtain an approval decision from the appropriate stakeholders.

This topic is lightly covered in ENCE 662. A project plan should document all important project information, which must have been previously discussed in a project launch meeting. In order for the project to be successful, the project plan should receive the stakeholders approval.

ENCE 622 concentrate in the Concept of Operations (ConOps), which is a document that includes the project relevant information, and should be developed by working closely with the stakeholders.

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Example “B:”

DOMAIN I: INITIATING THE PROJECT

	CURRICULUM AND LEARNING PERFORMANCE OBJECTIVES	UTS MPM SUBJECT
Domain I		
Initiating the Project		
1.1	Project goals	#15311 #15312 #15314 #15332
1.2	Deliverables	#15311 #15312 #15314
1.3	Project management process	#15311 #15331
1.4	Project Schedule, budget, resource and constraints – interaction with stakeholders	#15311 #15314 #15331 #15332

1.5	Project schedule, budget, resource and constraints – analysing situations	#15311 #15313 #15314
1.6	Project strategy	#15312 #15314 #15331 #15332 #15333 #15334
1.7	Performance criteria	#15311 #15313 #15314
1.8	Resource requirements	#15311 #15313 #15314 #15331 #15332
1.9	Project budget and schedule – support decision making	#15311 #15314
1.10	Formal project charter document – approval decision	#15311 #15312 #15314

1.1 Determine and document project goals by identifying and working with project stakeholders in order to learn and ensure compliance with their requirements, specifications, and/or expectations.

Every project requires agreed goals, which are usually determined during the initiation phase and re-verified throughout the project life cycle. Stakeholders may have multiple goals, and often these goals contradict others. The project manager negotiates the project goals with key stakeholders to determine an agreed final set of goals, which will be used later to validate the project outcomes.

15311 includes project initiation and plan development as part of a broader examination of the overall processes of project management, where stakeholder management in particular is an integral part in the context of a practice-based scenario. 15312 examines this topic in the context of a specific practice-based scenario focussing on the planning and management of project human resources and communications. 15314 covers the topic in the lectures and problem-based scenario focussing on project cost management, project time management and project quality management. 15332 also emphasises the importance of project goal planning, requiring students to think and act systemically as a team under time constraint to design a complex project from the initiation stages to completion. Stakeholder management is also emphasised in this course.

1.2 Determine, describe and document product or service deliverables by reviewing or generating the scope of work, requirements, and/or specifications to meet stakeholder expectations.

The project team, based on the previously determined project goals, should develop detailed project requirements. The project requirements should be utilised in the closing phase to verify the project scope. Project outcomes are validated against the project deliverables.

15311 includes this topic as part of the lectures on processes in project management and in the problem-based scenario. Students are instructed to document the project deliverables in the Project Action Plan, which should be revised by the stakeholders. The development of requirements and specifications is examined in 15311, with special attention given to the management of stakeholders. 15312 explores this aspect in relation to communications and human resources management. 15314 explores this in a scenario based workshop focussing on execution and control.

1.3 Identify, document, and communication project management process outputs by selecting appropriate practices, tools, and methodologies to ensure required product/service delivery.

Every project management process produces outputs. These outputs are then used as inputs for other processes. Every output should be identified, documented and communicated.

15311 introduces the students to the project management outputs and examines how to apply them throughout the generic project phases. The course teaches how to use the outputs as inputs in subsequent activities, (for example, how to use the WBS as the base for a schedule or a budget). These processes are practiced in the course's project based case study scenarios, beginning with the initiation phase and finalising in the closing phase. 15331 emphasizes the need for program specific processes, based on an iterative life cycle and the management of multiple stakeholders and the benefits they expect.

1.4 Identify and document project schedule, budgetary, resource, quality, and other constraints through coordination with stakeholders and review of project-related policies and procedures to ensure compliance.

The project team should document project constraints, given that each constraint needs to be included in future processes such as the project plan and the risk management plan.

15311 covers these topics in overview and 15314 in the context of a problem-based scenario focussing on implementation.

15332 requires the student to take cognisance of constraints in preparing management conclusions and recommendations as part of a Business Development case study. 15331 address these concepts at the program management level, in particular through the management of multiple stakeholders.

1.5 Identify and document project schedule, budgetary, resource and other assumptions by determining information which must be validated or situations to be controlled during the project in order to facilitate the project planning process.

According to the PMBOK®Guide the project plan should include all the assumptions made by the project team when planning a project. The project team documents assumptions to be able to monitor and control risk.

Many of the courses within the project management programme include this topic. Introductory courses 15311, 15312, 15313 and 15314 teach the student the importance of documenting assumptions during the initiation, planning, implementation, handover and review phases, while 15332 shows the student how to include these assumptions through case studies.

1.6 Define the project strategy by evaluating alternative approaches in order to meet stakeholder requirements, specifications, and/or expectations.

According to the PMBOK®Guide the project plan should include the project management strategy or approach. It includes the individual management plans from the other knowledge areas in summary.

Project strategies are discussed in various courses, and applied to different types of project in problem-based scenarios. In 15312 the project strategies are directed to a project scenario which focuses on management of Human Resources and Communication. In 15314 the focus is on time, cost and quality management strategies. In 15331, 15332, 15333, 15334 students work in teams using learning and performance approaches to effectively manage stakeholders value and benefits through programs.

1.7 Identify and list performance criteria by referring to product/service specifications and process standards in order to ensure and/or support the quality assurance effort.

According to the PMBOK®Guide performance criteria are necessary to monitoring the project performance. If changes are encountered in the project, corrective actions should be taken.

This topic is examined in overview in 15311, and with more emphasis in 15314, a topic which includes quality management, quality planning, quality assurance and quality control and introduces the student to certain performance criteria. Some attention is given to developing project specifications in 15313, which are necessary to control quality.

1.8 Identify, estimate and document key resource requirements by referring to deliverables in order to support planning and decision making.

According to the PMBOK®Guide identification, estimation and documentation of key requirements is fundamental to planning and decision making.

15313 and 15314 offer sections on resource planning with respect to project deliverables and it is discussed in overview in 15311. Resource requirements are applied to specific case studies in 15331 and 15332.

1.9 Define and document an appropriate project budget and schedule by determining time and cost estimates in order to support decision making.

According to the PMBOK®Guide time and cost estimates support the development of an appropriate budget and schedule.

Budget and schedule estimates are covered in several subjects.. An introduction is given in 15311, where the student learns scheduling tools and development techniques. 15314 offers an insight into time and cost estimates for decision making in the context of project management implementation.

1.10 Provide comprehensive information by producing a formal project charter document to obtain an approval decision from the appropriate stakeholders.

According to the PMBOK®Guide the Project Charter is an essential output to support decision-making and escalation of issues for the project. A project plan documents all important project information, which must have been previously discussed in a project launch meeting. The project plan should receive the stakeholder's approval. This topic is included in 15311 and 15312 as part of lectures and workshops on the initial project planning stages and 15314 as verification of the process before the implementation phase.

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2.6.5 Examples of the means by which faculty, students, and staff are included in curriculum review and program development

In this area insert the course/curriculum evaluation methods/improvement process used by the applicant school.

2.7 STUDENT PERFORMANCE CRITERIA

The program must ensure that all its graduates possess the knowledge, skills and the ability to accomplish the tasks established by the Center and as defined in the Learning & Performance Objectives which comprise Section C.2.6 of the GAC Accreditation Handbook.

Accordingly, the applicant's Self-Study Report should provide evidence that:

2.7.1: All graduates have satisfied each of the individual Learning and Performance Objectives listed in section 2.6, above, through required course work, professional experience, and experiential learning.

2.7.1 Graduate Performance Objectives

Insert student performance, minimum grade point average and graduation requirements in this area.

2.8 LIBRARY/ LEARNING RESOURCE CENTER AND EDUCATIONAL INNOVATIONS AND TECHNOLOGY

The program must provide physical resources and/or electronic resources that are appropriate for a degree program in Project Management including lecture and seminar spaces; office spaces for the exclusive use of full-time faculty members; and related instructional support space. The Library and Learning Resource Center collection must contain a wide variety of print, visual, and electronic media, and be adequate in size, scope, content, and availability for a professional degree program in Project Management.

These requirements may not be applicable to those applicant programs utilizing non-traditional means of instructional delivery as their primary pedagogical method. In these particular situations, evidence should be provided demonstrating how students are provided with access to equivalent resources.

Accordingly, the applicant's Self-Study Report should include the following information:

2.8.1: A self-assessment of the library, including adequacy of the library collections, visual resources and other non-book collections that demonstrate the scope and depth of library holdings

2.8.2: Evidence that the library staff and services are adequate and appropriate to support the goals, objectives, and curriculum of the program.

2.8.1 & 2.8.2 Library Holdings/Staff/Services

Insert in this area information related to library holdings/staff/services. In-depth information, including location, hours, collections and with URLs to more information is helpful. Note any special holdings/awards/recognitions/relationships.

2.9 FINANCIAL RESOURCES, FACILITIES AND EQUIPMENT

Where applicable, programs must have access to institutional support and financial resources comparable to those made available to the other similar professional programs within the institution.

Accordingly, the applicant's Self - Study Report should include the following information:

2.9.1: The program budget, along with any endowments, scholarships, or development activities.

2.9.2: Comparative data on annual expenditures per undergraduate and graduate student relative to the other similar professional programs at the institution.

2.9.3: Facilities and equipment accessible to the program and its enrolled students, if applicable.

2.9.1 Budget and Scholarships

Insert budget for program, or, if not separate, a statement regarding relationship of budget to the institution, and the details regarding that budget. Include graphs or other charts to show multiple year budget/expenditures. Include details regarding what is included in the budget, such as faculty and administrative salaries. Highlight any new initiatives and scholarships offered by the program/department.

2.9.2 Annual Expenditures per Student

Insert information regarding annual expenditures per student relative to other professional programs at the institution. Include charts of graphics if necessary.

2.9.3 Facilities and Equipment

Insert information regarding all institution facilities. Highlight any state-of-the-art technology, special

services, software, etc. Include photos/charts to illustrate multi-media classrooms or other facilities.

Conclusion

If desired, a conclusion may be inserted, noting effects of self-study process on the applicant program/institution.

3.0 Appendices

- A. STRATEGIC PLAN
- B. CURRENT YEAR STATUS/ACCOMPLISHMENTS
- C. SAMPLE CLASS EVALUATIONS
- D. FACULTY RÉSUMÉS

Appendix A: Strategic Plan

Insert Degree Program's Strategic Plan
in this area

Appendix B: Current Year Status/Accomplishments

Insert statistical information regarding the current year's project management degree programs, including current enrollment, projected growth, and other important information for the GAC to know about the program.

Appendix C: Sample Evaluations

Insert Sample evaluations in this area

Appendix D: Faculty Resumes

Insert Faculty Resumes in this area