Minnesota State University Moorhead
College of Business and Innovation
Professional Management Department
Project Management Program

GAC Accreditation Self-Study Report

2018-19
Self-Assessment Report Statement of Continued Interest in Pursuing GAC Accreditation

August 5th, 2018

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) Attention: Accreditation Programs Administrator 14 Campus Boulevard Newtown Square, PA 19073 United States

Dear Accreditation Programs Administrator,

Please accept this Self-Assessment Report on behalf of the Minnesota State University College of Business and Innovation for GAC accreditation of its Bachelor of Science in Project Management.

Enclosed with this cover letter please find:

I. Updated demographic information and program data related to the original Letter of Intent.
II. All responses, including evidence, demonstrating that the applicant program aligns with each of the GAC Accreditation Standards contained in the GAC Accreditation Handbook (4.0).
III. The GAC Accreditation Fee of $2000 U.S. which will be paid using our University credit card

We certify that all of the facts submitted in this Self-Assessment Report are true to the best of our knowledge and belief. Please contact us if any further information is needed to support this application.

Sincerely,

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Jorge Stensland for D. Gorsline

Interim Dean School of Business Center for Business, 1104 7th Avenue South, Moorhead, MN 56563 218.477.4623 gorsline@mnstate.edu

www.mnstate.edu 1104 Seventh Avenue South • Moorhead, Minnesota 56563 Minnesota State University Moorhead is an equal opportunity educator & employer and is a member of the Minnesota State Colleges & Universities System.
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1. Updates to the Original Letter of Intent

Insert in the chart below any changes to the original demographic information/program data provided in the original accepted Letter of Intent, such as updated numbers of enrolled students, graduates and so forth.

<table>
<thead>
<tr>
<th>Letter of Intent Section</th>
<th>Updated Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Location</td>
<td>NA</td>
</tr>
<tr>
<td>Business Unit</td>
<td>NA</td>
</tr>
<tr>
<td>C.1: Institution Accreditation and Legal Authority</td>
<td>NA</td>
</tr>
<tr>
<td>C.2: Degrees or Awards Eligible for Accreditation</td>
<td>NA</td>
</tr>
<tr>
<td>C.3: Period of Operation</td>
<td>NA</td>
</tr>
<tr>
<td>C.4: Administrative Structure and Academic Leadership</td>
<td>Pam McGee has taken an interim role in the University. As such, Dr. Behl has been selected as the new program coordinator and co-chair.</td>
</tr>
<tr>
<td>C.5 Courses</td>
<td>In our original letter of intent, we had identified PMGT 401 as a course that we would include in our self-study assessment and review. However, that course is not officially part of the degree as of yet. While we will be adding that course based upon feedback from our advisory board and other analysis and feedback, we are replacing PMGT 401 with one of the current courses in our PM degree, MGMT 456 (Advanced Project Management).</td>
</tr>
</tbody>
</table>

2. GAC Accreditation Standards

Each academic program applying for accreditation by GAC must demonstrate that its academic degrees or awards satisfy the GAC Accreditation Standards.

The Self-Assessment Report submitted by the applicant program shall clearly demonstrate how its academic degrees and awards align with the GAC Accreditation Standards.

D.1 Program Mission

GAC believes that a program’s mission shall form the basis for program guidance, planning, and implementation. The program shall have a clearly defined and publicly stated mission supported by objectives, consistent with the mission of the academic institution as a whole, and relevant to the management of projects.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.1.1: The program’s mission statement and evidence that it is publicly available.

The mission of the Bachelor of Science in Project Management program at Minnesota State University Moorhead, as developed jointly with our active advisory board, industry experts, and faculty is:

“To transform lives by providing rigorous and applied education for technical and non-technical students.”
The Bachelor of Science in Project Management mission’s statement is prominently displayed within the program’s website, found at (https://www.mnstate.edu/project-management/accreditation.aspx)

*See MSUM_PM_Mission_Statement

**D.1.2:** Evidence that the program’s mission statement and supporting objectives:

**D.1.2.1:** Are consistent with the mission of the academic institution.

Minnesota State University Moorhead’s current mission statement is “to create a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world” (https://www.mnstate.edu/about/mission.aspx).

In addition to creating a mission statement, the President and her cabinet have utilized Lencioni’s structure to create purpose statements, values, and anchors. MSUM’s purpose, which is aligned with the MSUM Mission Statement is, in its simplest and most idealistic form, is “to transform the world by transforming lives” (https://www.mnstate.edu/about/mission.aspx).

*See MSUM_Mission_And_Vision_Statements

These are both in direct alignment with the Project Management degree’s mission: to transform lives in an applied project management context, and with that, transform the world. In addition, the PM mission statements states that we strive to provide a rigorous education. This aligns directly with the University’s stated mission that promises that we are a community that will provide our students with the” rigor to develop intellectually”.

The supporting objectives (General Outcomes) of our Project Management program are (MSUM Project Management General Program Outcomes online):

**Technical Expertise**
- Understand the fundamentals of the PMBOK knowledge areas, process groups and tools in projects to meet the competitive needs of global, regional and local businesses.
- Examine and define process improvement theories and applications in a project context.

**Behavior Expertise**
- Assess and create positive personal and ethical leadership, communication and team management skills, and apply to stakeholder engagement and project teams globally.

**Strategic Awareness**
- Assess the strategic, business, cultural and operational drivers required to inform decisions and deliver sustained competitive advantage in the project management context.
- Apply the fundamentals of the project management interdisciplinary degree to enhance job opportunities and career advancement.

*See MSUM Project Management General Program Outcomes*
The supporting outcomes are consistent and in alignment with the University’s mission and strategic anchors. MSUM’s strategic anchors, which are how the University lives out its mission are explained below. Mapped below are the PM supporting objectives as they align with the mission of the University as it lives out its strategic anchors:

**MSUM Strategic Anchors:** We will achieve our purpose by anchoring our work with three key strategies. While we may prioritize these strategic anchors differently at different times, the anchors themselves will remain constant for the foreseeable future. These are the strategies that will enable us to achieve our purpose of transforming the world by transforming lives (https://www.mnstate.edu/about/mission.aspx):

*See MSUM Strategic Anchors and Supporting Objectives image*

**MSUM Strategy 1: Our Students: We will focus relentlessly on student achievement and students’ return on their investment.**

<table>
<thead>
<tr>
<th>MSUM Strategic Objective</th>
<th>MSUM Project Management Program Supporting Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure student learning and achievement are at the center of our work</td>
<td>Examine and define process improvement theories and applications in a project context.</td>
</tr>
<tr>
<td>Assess the effectiveness of our curriculum and pedagogy and make continuous improvement</td>
<td>Assess the strategic, business, cultural and operational drivers required to inform decisions and deliver sustained competitive advantage in the project management context.</td>
</tr>
<tr>
<td>Engage students with the community in educationally purposely ways</td>
<td>Understand the fundamentals of the PMBOK knowledge areas, process groups and tools in projects to meet the competitive needs of global, regional and local businesses.</td>
</tr>
<tr>
<td>Celebrate students outstanding achievement in academics, the arts, athletics, service and leadership</td>
<td></td>
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</table>

**Strategy 2: Our University: We will create a campus community that is diverse, inclusive, globally aware and just.**

<table>
<thead>
<tr>
<th>MSUM Strategic Objective</th>
<th>MSUM Project Management Program Supporting Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a campus community that reflects the diversity of society</td>
<td></td>
</tr>
<tr>
<td>Ensure MSUM is accessible and welcoming to students and employees who have historically been under-served by higher education</td>
<td></td>
</tr>
<tr>
<td>Create a campus culture that values and celebrates diversity of ideas, perspectives, and people</td>
<td></td>
</tr>
<tr>
<td>Create a campus community that is just and equitable</td>
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</table>
Strategy 3: Our Community

<table>
<thead>
<tr>
<th>MSUM Strategic Objective</th>
<th>MSUM Project Management Program Supporting Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attract and retain talent to Moorhead and the region</td>
<td>Apply the fundamentals of the project management interdisciplinary degree to enhance job opportunities and career advancement.</td>
</tr>
<tr>
<td>Contribute leadership and expertise to address community issues and economic development</td>
<td>Assess and create positive personal and ethical leadership, communication and team management skills, and apply to stakeholder engagement and project teams globally.</td>
</tr>
<tr>
<td>Enrich the community through academic, athletic, arts, service and leadership opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

D.1.2.2: Are relevant to the management of projects* profession and consistent with the GAC core areas of focus for program learning outcomes.

Both the general outcomes as well as the student learning outcomes of our program are structured to aligned directly with the GAC core areas of focus. As stated previously, the general outcomes of our program are as follows:

**Technical Expertise**
- Understand the fundamentals of the PMBOK knowledge areas, process groups and tools in projects to meet the competitive needs of global, regional and local businesses.
- Examine and define process improvement theories and applications in a project context.

**Behavior Expertise**
- Assess and create positive personal and ethical leadership, communication and team management skills, and apply to stakeholder engagement and project teams globally.

**Strategic Awareness**
- Assess the strategic, business, cultural and operational drivers required to inform decisions and deliver sustained competitive advantage in the project management context.
- Apply the fundamentals of the project management interdisciplinary degree to enhance job opportunities and career advancement.

The student learning outcomes of our program are as follows:

**Technical Expertise**
- Create project management plans using appropriate techniques and tools per the PMBOK Guide.
- Examine the five project development process groups and knowledge areas within the PMBOK Guide.
- Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risks.
- Identify tools, principles, and techniques of continuous process improvement.
• Create a proactive risk management and quality plan and develop contingency plans.

**Behavioral Behavior**
• Examine the fundamentals of effective communication, team management, and leadership skills with a project team and stakeholders.
• Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.

**Strategic Behavior**
• Discover how project managers align organizational strategy, culture and operational drivers to inform decisions to satisfy project requirements.
• Apply fundamental business, lean and quality processes to the multidisciplinary, industry and global project environment.
• Explain management and integration of organizational programs and project portfolios.

*Both are accessible online by navigating clicking the following link: MSUM Project Management General Program Outcomes

** The image of this page can be found within this document by clicking the following links:
• MSUM Project Management General Program Outcomes
• MSUM Project Management Program Student Learning Outcomes

The three GAC focus areas include: Technical Expertise, Professional Behavior, and Strategic Awareness. Each of these aligns with one of the categories found within our general program and student learning outcomes. The GAC focus area of Technical Expertise aligns with our Technical Expertise category. The GAC focus area of Professional Behavior aligns with our Behavioral Behavior category. Finally, the GAC focus area of Strategic Awareness aligns with our Strategic Behavior category.

Further, as one reviews the GAC Handbook of Accreditation (Fourth Edition) and specifically makes note of the descriptions of each focus area (p. 17) and subsequently reviews our general program and student learning outcomes, it is evident that the supporting objectives of our program and student learning outcomes are in close alignment. The table below outlines these direct alignments:
<table>
<thead>
<tr>
<th>GAC Areas of Focus</th>
<th>MSUM Project Management General Program Outcomes</th>
<th>MSUM Project Management Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Focus 1: Technical Expertise</strong>&lt;br&gt;“Management of projects to meet needs within constraints, with reference to professional standards and guides.”</td>
<td>- Understand the fundamentals of the PMBOK knowledge areas, process groups and tools in projects to meet the competitive needs of global, regional and local businesses.&lt;br&gt;- Examine and define process improvement theories and applications in a project context.</td>
<td>- Create project management plans using appropriate techniques and tools per the PMBOK Guide.&lt;br&gt;- Examine the five project development process groups and knowledge areas within the PMBOK Guide.&lt;br&gt;- Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risks.&lt;br&gt;- Identify tools, principles, and techniques of continuous process improvement.&lt;br&gt;- Create a proactive risk management and quality plan and develop contingency plans.</td>
</tr>
<tr>
<td><strong>Area of Focus 2: Professional Behavior</strong>&lt;br&gt;“Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.”</td>
<td>- Assess and create positive personal and ethical leadership, communication and team management skills, and apply to stakeholder engagement and project teams globally.</td>
<td>- Examine the fundamentals of effective communication, team management, and leadership skills with a project team and stakeholders.&lt;br&gt;- Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.</td>
</tr>
</tbody>
</table>
Area of Focus 3: Strategic Awareness

“Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.”

- Assess the strategic, business, cultural and operational drivers required to inform decisions and deliver sustained competitive advantage in the project management context.
- Apply the fundamentals of the project management interdisciplinary degree to enhance job opportunities and career advancement.
- Discover how project managers align organizational strategy, culture and operational drivers to inform decisions to satisfy project requirements.
- Apply fundamental business, lean and quality processes to the multidisciplinary, industry and global project environment.
- Explain management and integration of organizational programs and project portfolios.

D.1.2.3: Clearly identify the potential students for the program.

Our degree targets a number of several types of students. First, since our degree is transfer friendly, those students who have completed their AS or AAS degrees from a 2-year school can focus on a specific area or industry of their choosing and complement that education with a 4-year degree focusing upon project management from our program. Second, our program caters to students who are currently taking classes from MSUM and are part of another degree program. Like our transfer students, there are certain students across our University who have chosen a specific discipline to study but seek to complement that program by coupling to a major or minor in project management. Third, our program can work for both incoming freshmen as well as older than average students. Because our program is available both face-to-face as well as online, our students have the option to attend classes on campus or remotely. This helps those who are geographically unable to attend classes on campus as well as those whose lives don’t accommodate a traditional bachelorette path towards their degree completion, giving them an opportunity to earn their 4-year degree. Moreover, our students are not only geographically diverse but diverse in other ways as well. The combination of online and face-to-face classes enable our international students as well as other underrepresented groups of students both on campus and non-campus students to be part of our program and collaborate within and across varied teams.

Over the past four years of our program (since its inception during the fall semester of 2014), our students are diverse in a number of different ways. First, while our students have been 62.7% male across all four years of our program, in fall 2017, our students were 55.1% female. Further, 48.31% of our students have a senior status while 34.83% have a junior status (fall 2017). This is evidence that either many of our students are transfer students who have completed their 2-year degree, or they have changed majors in their junior or senior years of college. A key data point that supports this assertion is the fact that of the 89 declared project management students in fall 2017, 79.8% of them were
undergraduate transfer students (71 students). This is compared to 15.7% who entered the program as freshmen.

Additionally, based upon our fall 2017 students who declared project management as their major, 33.71% are between the ages of 30-39. Further, 47.2% of our students who declared project management as their major in fall 2017, are between the ages of 30 and 50 years of age. This shows that our students are largely older than average. Within the College of Business and Innovation, our program has the largest population of students over the age of 30.

Given the nature and reality of the data we have at our disposal, it is clear that in terms of targeting students for the purposes of recruitment, we need to continue focusing upon reaching out to students by leveraging the 129 different programs we articulate with across the state of Minnesota, North Dakota, and South Dakota. Further, we need to continue reaching out to and engaging with industry resources outside of our campus. We have seen a small increase in the number of students with previous degree’s showing interest and enrolling in our programs. While this accounts for approximately 5% of our total students in fall 2017, this is a key area we can take advantage of given the diversity of industries in our immediate region and the growing need for project managers across industries in our area. Finally, while they make up just shy of 10% of our enrolled students in our project management program, a continued focus on incoming freshmen as well as sophomores will be important. This can be done by continued partnerships with high school counselors, MSUM advisors and our marketing team to promote the opportunities that exist for new students entering our University.

If needed, additional information related to the applicant program’s response and evidence for Accreditation Standard D.1 may be included in Supplement to Section D.1: Program Mission.
D.2 Curricula and Core Areas of Focus for Program Learning Outcomes

GAC requires programs to offer curricula that assure student achievement of three GAC core areas of focus for learning outcomes that address generally accepted practices, knowledge, and competencies found within the management of projects* discipline and documented in professional standards.

For all of the following areas of focus, programs are required to demonstrate student achievement of learning outcomes for each academic degree or award that reflects levels of academic achievement† appropriate for bachelor’s, post graduate, and/or doctoral degrees or awards.

**Area of Focus 1: Technical Expertise**
Management of projects* to meet needs within constraints, with reference to professional standards and guides.

**Area of Focus 2: Professional Behavior**
Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.

**Area of Focus 3: Strategic Awareness**
Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.2.1: Description of the academic degree or award, its philosophy, and references to professional standards and guides.

The Bachelor of Science in Project Management was designed through a combination of the input from our industry advisory board as well as other professionals within the project management discipline across varies industries. Insights and guidance were provided by industry professionals on degree design, outcomes and courses. The degree was designed to meet the GAC standards of strategic, behavior, and technical. In addition, industry recommended the degree include business classes to make the graduate much more well-rounded. Lastly, the degree was designed to be customizable with 30 electives that the student can select to specialize their degree. For example, the student could select 30 credits of event management classes to target their project management career in the event industry or transfer in 30 credits of marketing classes from a 2-year school and target their project management career in the marketing industry.

This four-year degree is designed to accommodate traditional students, transfers, online, and older than average students across a variety of disciplinary and professional backgrounds. While we do have some students that begin with us as freshmen, most of our current students start with us because of their completion from a two-year school. In fact, we have over 100 articulation agreements across the states of Minnesota, North Dakota, South Dakota, and Wisconsin which not only helps develop and maintain our pipeline of incoming students but helps to focus our marketing and recruiting efforts done by our faculty and supporting staff. Moreover, our ongoing focus upon these more experienced, older than
average students supports our ability to align with more fully and deliver upon our stated programmatic and curricular learning objectives.

As previously stated, our degree was initially designed and continues to be informed by industry stakeholders steeped in the project management discipline. These stakeholders also provide input and guidance into the kinds of instructors we bring into our classrooms (both online and face-to-face). As such, it has been a long-established practice to pursue faculty who have real-life, professional experience in project management. It is believed that great project managers develop over a period of time. While some of our students might have a background in project management to some degree, it is important to all of our program’s stakeholders that we bring the experiences of seasoned professionals into the classroom to help provide those levels of insights that are developed over years of disciplined practice and study. This key philosophy to our program supports the professional frameworks we leverage in our programmatic and curricular objectives.

As will be outlined below, both our programmatic and curricular learning objectives are framed around the three focus areas established by GAC as well as the knowledge areas articulated in the PMBOK guide. The decision to align directly with both the focus areas as well as the knowledge areas has enabled our faculty to design their curriculum to not only align more directly with the GAC and PMI standards and existing framework, but to equip our students with the structures and knowledge more importantly as purported by PMI and accepted across the project management discipline within countless industries. Furthermore, as our students graduate from our program, they will be better positioned to pursue additional certifications germane to project management and within the context of PMI.

D.2.2: Specific learning outcomes that reflect the academic degree level and describe what students should know and be able to do on completion of the academic degree or award.

The Bachelor of Science in Project Management degree at Minnesota State University Moorhead strives to align both strategically and from a curricular perspective with a set of student learning outcomes that inform how we operate, assess, and design our courses and the overall program. These learning outcomes were reviewed by our key stakeholders at the onset of our program and have been recently reaffirmed by our advisory board and other stakeholders of the program. As is articulated below and has been alluded to in section D.2.1, our documented outcomes align directly with the focus areas established by the GAC. These outcomes are as listed below:

Project Management Student Learning Outcomes

Technical Expertise
- Create project management plans using appropriate techniques and tools per the PMBOK Guide.
- Examine the five project development process groups and knowledge areas within the PMBOK Guide.
- Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risks.
- Identify tools, principles, and techniques of continuous process improvement.
- Create a proactive risk management and quality plan and develop contingency plans.
Behavioral Behavior
• Examine the fundamentals of effective communication, team management, and leadership skills with a project team and stakeholders.
• Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.

Strategic Behavior
• Discover how project managers align organizational strategy, culture and operational drivers to inform decisions to satisfy project requirements.
• Apply fundamental business, lean and quality processes to the multidisciplinary, industry and global project environment.
• Explain management and integration of organizational programs and project portfolios.

D.2.3: A chart that cross-references each course or subject with the academic degree or award learning outcomes and the GAC core areas of focus.

For the Bachelor of Science in Project Management at MSUM, see Chart A and Chart B located in the Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes.

D.2.4: Description and evidence of how curricula facilitate active student engagement in learning. In addition to traditional reading, research, and course activities, programs should provide a description of collaborative, integrative activities and environments designed to reflect workplace practices to improve student professional performance.

While the courses articulated in Charts A and B leverage many traditional activities found in other programs such as reading, videos, research, and other standardized assessments, our courses leverage a number of other integrative and collaborative activities and assessment approaches that seek to provide a better context, hands on experiences, and opportunities to demonstrate their knowledge and skills that go beyond more standard approaches. In the paragraphs that following, a detailed articulation of how each of our courses indicated in the letter of intent, Chart A, Chart B, and Chart C will demonstrate how our faculty strive to provide distinctive value to and opportunities for our students.

PMGT 300: Project Management and Scheduling
In this course, our students have the opportunity to develop key project deliverables in the context of a group project. The project leverages a case study based upon the Chunnel project. While students also engage in other standard assessments such as quizzes, research, discussion boards, and personal reflections, the Chunnel case study is a core learning opportunity in this course.

PMGT 385: Process Leadership
In this course, our students not only have standard assessment opportunities such as research and quizzes, they also do a self-reflective assessment on themselves utilizing the DISC assessment tool. This assessment provides a baseline indication of where they are at and provides a common language within PMGT 385 as well as other courses to help students better understand and engage with others as they do additional small group and larger group projects.
PMGT 400: Advanced Project Management, Risk, and Liability
In this course, Quality Matter engagement standards (link to QM Standards on Active
Learning) are the foundational principles. Students engage in active learning student
to student, student to curriculum, and student to instructor. More specifically,
students use real work case studies, discussions, worksheets and an online café
(Q/A Discussion Group) that ask the students to apply the PMBOK 6th edition
principles to work environments. For example, the students examine the difference
between inputs, tools, techniques and outputs as it relates to their work environment.
Assignment description is “Give an example of at least one of each on a project at
your work or your dream job.” Another example of an applied work assignment is the
Coca – Cola Risk Discussion, where the students are asked to examine the risks and
scope of an internship program. Lastly, the students engage in a modeled workplace
in the lectures and assigned worksheets. The instructor discusses a marketing
project and center of innovation project throughout the course where the curriculum
is examined through the lens of a real work scenario.

PMGT 492: Project Management Capstone
In this course, students are divided into small groups, provided a high-level scope,
access to stakeholders and relative timelines. The students meet with these key
stakeholders and sponsors to help refine the scope, establish firm timelines,
resources and other key deliverables and expectations for their group’s specific
project. At the end of the course, students must present their project to a group of
industry and academic professionals. In addition to this group project, students
prepare for and take the CAPM exam.

OM 380: Methods Improvement
In this course, our students are required to work on a comprehensive report about
the book “The Goal” by Goldratt and Cox. The students are expected to utilize their
understanding of the core LEAN concepts to analyze the scenarios being presented
and to critique the findings presented by the authors. While students also engage in
other standard assessments such as quizzes, research, discussion boards, etc., the
book report is a core integrative learning opportunity in this course.

OM 483: Cost Analysis
In this course, our students are required to work on a case study about the selection
of two alternatives (with unequal service lives) while considering the impact of
inflation and asset depreciation. The students are expected to utilize their
understanding of the core time value of money concepts (including Annual Worth,
Present Worth and Future Worth) to analyze data provided and to make
recommendations on which alternative to select. While students also engage in other
standard assessments such as exams, group homework assignments, etc., the case
study is the core integrative learning opportunity in this course.

MGMT 456: Project Management in Business
In this course, our students are required to collaboratively work on a number of mini-
projects and to develop the activity schedule, rules for resource allocation, and KPI’s.
Students also have the opportunity to utilize Microsoft Project software in performing
project management tasks. While students also engage in other standard
assessments such as quizzes, homework assignments, etc., the set of mini-projects
are the core learning opportunity in this course.
OM 482: Quality Management

While the general approach to this course relative to assessments and learning revolve around reading, videos (created by the instructor), quizzes, discussions, research papers, and problems from the textbook is similar to the general approach we take with other courses in this curriculum, the course affords students the ability to choose those assignments to complete which align with their areas of interest and strength while at the same time challenging them in all aspects of quality management. For example, as part of this course, students choose 600 points worth of portfolio assignments to complete from across the topics covered in the textbook. If they are strong in mathematics (for example), they may be more inclined to complete more mathematically based problems. Whereas if they are more inclined to do research on a topic, they have opportunities to do writing. This encourages them to take ownership of their learning and personalize the learning path they individually follow.

D.2.5: Description and evidence of how curricula provide summative experiences based on the processes, knowledge, and competencies acquired throughout the program and incorporating appropriate management of project standards and constraints.

Within our program, there are two key courses where students have an opportunity to apply real-life project management skills, deliver key project deliverables, and work through the innate challenges that come with executing on a project. Those two key courses are PMGT 400 (Advanced Project Management, Risk, and Liability) and PMGT 492 (Project Management Capstone).

In both PMGT 400 and 492, students work in teams on real projects. These projects often involved initiatives for our university or our program. As part of these projects, students are tasked with engaging with key stakeholders, solidifying scope, adhering to and understanding budgetary constraints, and adhering to timelines. Moreover, students are required to not only collaborate with these key stakeholders but also collaborate with each other. Through this experience, students learn to handle some of the realities of project work. Additionally, they are provided weekly coaching by their instructor who acts as the executive sponsor for some of these projects.

While not required courses, some of our students seek out additional real-life experiences in their coursework. Over the past three years, there have been three additional opportunities some of our students have taken part in. These opportunities afford them the chance to apply those lessons and skills they have developed in our program as well as gain invaluable experiences that they will be able to leverage once they leave our program. There are three specific courses that have been offered either as a special topics course or as a replacement for other courses in our project management degree core curriculum: OM 469 Internship, PMGT 390 Project Management Simulation, and BUS 480 Dragon Consulting.

In OM 469, students have the opportunity to apply their skills and knowledge acquired through their educational and work experiences to an organization that aligns with their area of interest. Through industry cooperation, formal instruction is supplemented with a practicum conducted on site with a host business, helping students learn the necessities for successful careers in distribution, manufacturing, technical, and a myriad of other industries.
In PMGT 390, our program has the ability to allocate any special topics we find that students could benefit from professionally or academically. This could be in the context of a gap we find in the program or in the spirit of innovating our program and the experiences our students have. One of these special topics courses was a Project Simulation course. In this specific course offered fall 2017, our students had the opportunity to apply both basic and moderately advanced project management skills against a simulated project environment. The simulation is rendered through a software we contracted with a vendor to provide to us. This software tasks students to apply their knowledge of scheduling, resourcing, managing budgets, adhering to timelines, analyzing results along the way, adjusting plans, resetting expectations with clients, and adjusting to unforeseen things that the software randomly invokes. Through small group work and collaboration, students work within this simulated environment.

Finally, in BUS 480, MSUM connects selected teams of our top students who apply to participate with regional businesses. Over the duration of the semester, our Dragon Consultants apply their skills, efforts, and talents to help solve cross-functional issues for these businesses. The students are able to apply the knowledge, skills, and theories they acquired in the classroom to help find genuine business solutions. Through this experience, the students develop valuable skillsets and improve their professional skills. This is in part facilitated through the direct interaction with the business but also through additional professional coaching. This not only awards them 3 credits toward their degree but helps improve their marketability and career placement potential.

In the cast of both OM 469 and BUS 480, our employers and business clients can discover impactful business solutions, gain fresh insights, engage in a 16-week job interview of our best and brightest students, and become role models to young professionals.

D.2.6: Description and evidence of how curricula include academic content, rigor, and quality appropriate for the degree or award level.

Through the combination of the courses outlined in Charts A, B, and C, our students are fully immersed in both the theoretical and technical aspects of the project management discipline. Through the use of curricular elements such as textbooks, case studies, guest speakers, recorded videos from our instructors, and online discussion boards, our students not only are exposed to the theory of project management as well as the technical side of it, they learn to use the language of project managers and evaluate projects through the lens of a project manager. This exposure coupled with the hands-on activities throughout the program, immerse them in the key knowledge areas of the discipline. Moreover, this immersion provides them the opportunity to apply both knowledge and skills in contextualized scenarios.

Through a thoughtful programmatic curricular design, our students are able to scaffold the knowledge and skills they develop beginning in the introductory courses related to project management (PMGT 300) all the way through our required applied classes (PMGT 400 and PMGT 492). Further, through the opportunities afford as outlined in section D.2.5 located above, our students have additional opportunities to apply their skills in simulated or actual customer environments. These hands on, real-life opportunities are where those skills and knowledge collide.
For more specifics regarding precisely how our program aligns with and meets the expected level of academic achievement suitable for the undergraduate students, please refer to Chart C located in the Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes.

D.2.7: Description and evidence of how the achievement of program learning outcomes are assessed for each academic degree or award.

The purpose of the Project Management (PM) Assessment plan is university alignment, external validation, and continuous improvement. Outcome measures used to improve the program embody a closed loop assessment process that utilizes GAC’s outcomes-based accreditation requirements and engages external experts, alumni, students, and faculty in a continuous improvement process. MSUM’s mission is to change the world by transforming the lives of students. The PM faculty believe that providing a management-based education validated and assessed by industry and external experts offered to two-year technical graduates and traditional four years students will transform the graduate’s career opportunities because they will have a unique blend of business skills, interpersonal skills, and management skills. As a program, we feel this additional focus on soft skills plays an integral part in the development of our students. Per the American Society for Quality, 97% of employers indicated that soft skills, which are part of the management curriculum, are paramount to the employees’ success (http://www.nxtbook.com/naylor/ASQM/ASQM1016/index.php).

One source of evidence of our success is demonstrated in MSUM’s online Project Management degree being ranked No. 15 nationwide in a ranking by TheBestSchools.org of the best online bachelor’s in project management programs. Rankings were determined based on the quality of program and range of courses provided, as well as school awards, rankings, and reputation. The full article is available by going to https://thebestschools.org/rankings/best-online-bachelors-project-management/. (In this document, see MSUM Number 15 Ranked Online Project Management Programs)

In addition to these external validations of our program quality, we leverage exit and alumni survey data to assess how our students perceive the quality of our program as it relates to the focus areas of our program as well as the learning outcomes. Unfortunately, until recently our survey data did not accommodate the specific nuances of the project management student learning objectives in these surveys. As of the summer of 2018, however, both surveys have been updated to capture student insight and feedback specific to the project management program and our program learning outcomes.

In addition to the exit and alumni surveys, our program has been using our students’ results on the CAPM exam as an assessment of how well we have prepared them relative to our program learning outcomes. Because our program learning outcomes are directly designed and influenced by the PMBOK focus areas, knowledge areas, and core competencies, the CAPM exam has served as a logical assessment tool for our outgoing seniors. Over the past few years, we have seen significant improvement in the overall results by competency area. While we have not seen a significant increase in overall pass rates of the CAPM, students have certainly improved in the assessed areas. To provide quantifiable assessment information for each of the CAPM competencies, we afforded 7 points if the student’s results indicated that they Need Improvement, 8 points for Below Target, and 9
points for Target or Above Target. Using this approach, we have seen the following results by competency on the CAPM.

**CAPM PIM Rating by Year**

![CAPM PIM Ratings by Year]

**CAPM ‘Scope’ Ratings by Year**

![CAPM 'Scope' Ratings by Year]
**CAPM ‘Time’ Ratings by Year**

![CAPM 'Time' Ratings by Year graph]

**CAPM ‘Cost’ Ratings by Year**

![CAPM 'Cost' Ratings by Year graph]
CAPM ‘Quality’ Ratings by Year

CAPM ‘HR’ Ratings by Year
CAPM ‘Communications’ Rating by Year

CAPM ‘Risk’ Rating by Year
D.2.8: A detailed outline for each course or subject (e.g., aim and objectives, learning outcomes assessed, content, teaching, learning and assessment strategies, reading and resources, and major assessable activities) relevant to the management of projects.

Each of the key courses identified in the letter of intent, Chart A, Chart B, and Chart C are listed below as well as a link to an example of their course syllabus. Each of these syllabi is located in the supplemental materials area of self-study. Additionally, it is important to note that in situations where a course is available either online or face-to-face, the content, syllabus, and assessments are the same. Other than the delivery modality, there are no other differences in the courses.
D.2.9: Description and evidence of how consistent delivery of curricula is assured across all locations and delivery modalities.

Academic programs and courses are developed and approved by the departmental faculty. The curriculum “belongs to the faculty” of the department offering the course. Because the Professional Management department is relatively small, all curriculum discussion occurs before the program faculty in the program meeting. In addition, all core courses are assigned a faculty champion to manage, update, and work with adjuncts and other faculty teaching the course to ensure quality and consistency.

If there are major course revisions, including the addition or deletion of courses and the additional or deletion of course objectives, the program follows the curriculum approval process as outlined by MSUM administration and agreed upon by the IFO Union. The current curriculum approval process can be found at: curriculum approval process.

To ensure quality across modalities, both our full time and adjunct faculty utilize the same learning management system, outlines, assessments, topics, and curricular materials. That is, regardless if you are taking the course online for face-to-face, you will get the same content and opportunities for assessment and improvement. While we cannot dictate how an instructor specifically delivers their courses. That said, we do monitor the class evaluations at the end of each course as well as regularly meet with our adjuncts to ensure they are delivering our curriculum in alignment with our program learning outcomes.

For a comprehensive overview of our annual program assessment practices and the rhythm of our business, please see the supplement for this standard entitled, Standard 2: Supplemental Materials.
D.3 Program Information in the Public Domain

GAC understands the importance of ensuring that students and the public have access to accurate, current information about the academic degree or award in order to make informed decisions. To this end, the program shall provide accurate, consistent, and verifiable information about the academic degree or award to students and the public.

To demonstrate that the above standard is met, the program shall submit the following:

D.3.1: A description and examples of the information provided to students, prospective students, other stakeholders, and the general public on the academic degree or award, such as university catalogs/prospectuses, websites, and any other institutionally authorized printed and digital materials.

While finding information about our program is easily done with a simple online search, the site that houses our programmatic details is our University’s web page located at www.mnstate.edu for general university information. For program specific information, the website is ttps://www.mnstate.edu/project-management/. From here students, parents, employers, and the myriad of other current and potential stakeholders find out about the University and our program. In addition to our public web site, our University has online collateral and information that positions and helps to establish our brand. Some of these additional conduits of information include Facebook (https://www.facebook.com/msumoorhead), Twitter (https://twitter.com/MSUMoorhead), Instagram (https://www.instagram.com/msumoorhead/), and YouTube (https://www.youtube.com/user/MSUMoorhead).

Additionally, from some of these social media platforms, our University provides direct contact with admission and other University personal that can help answer questions. For example, on Facebook, our University stakeholders and prospective stakeholders can ask questions and expect responses within minutes. If our stakeholders reach out over Twitter, they can also expect prompt replies not only from our admissions team, but also from other handles across our University such as MSUM Student Life (https://twitter.com/MSUMStudentLife), MSUM First Year Programs (https://twitter.com/FYPMSUM), MSUM Diversity (https://twitter.com/MSUMDiversity), MSUM Student Senate (https://twitter.com/MSUMStuSen), or even MSUM Dining (https://twitter.com/MSUMDining). Equally as important, our University President is active on social media (particularly Twitter) and uses the platform to advocate for and represent our University (https://twitter.com/PrezBlackhurst).

For students seeking to learn about specific programs available through our University, they can access detailed information about every program, certificate, and minor by navigating to https://www.mnstate.edu/academics/. From here, they can look at our academic calendars, gain access to our library and review degree requirements for every program made available to them. The tool our students use is called our Undergraduate or Graduate Bulletin (https://navigator.mnstate.edu/Catalog/viewcatalog.aspx). Additionally, our students can also gain access to program related information and resource by navigating to college, department, and program specific web pages. Our Project Management program web page (https://www.mnstate.edu/project-management/)
provides details about our degree program options (https://www.mnstate.edu/project-
management/courses.aspx), get information about how our transfer students can gain
acceptance into our program (https://www.mnstate.edu/project-management/transfer-
guides.aspx), learn about our curricular delivery models
(https://www.mnstate.edu/project-management/courses.aspx), learn about our
opportunities to gain real-world experience (https://www.mnstate.edu/project-
management/learning-opportunities.aspx#internships), and how we relate and adhere to
standards laid out by the Project Management Institute (PMI) and the Global
Accreditation Center (GAC) (http://www.pmi.org/global-accreditation-center). From our
program pages, students can learn about careers in project management
(https://www.mnstate.edu/project-management/careers-outcomes.aspx), the average
starting salaries of our graduates (https://www.mnstate.edu/project-
management/graduates.aspx), and the placement of our graduates once they have
successfully completed our program (https://www.mnstate.edu/project-
management/graduates.aspx).

In addition to online digital content that our stakeholders can access, our program has a
number of recruitment videos that discuss the opportunities afforded by our program, our
faculty, and career options in the discipline (https://www.youtube.com/watch?v=ccBLDadfRRY). On our University YouTube channel, our internal and external stakeholders can watch student testimonials
(https://www.youtube.com/watch?v=K8PkJ0yTBTE), our approach to teaching and the
dedication of our instructors (https://www.youtube.com/watch?v=VfeRbNI7JkC), and
aerial tour of our campus (https://www.youtube.com/watch?v=TBzdNfX6vJ4), and much
more.

If needed, additional information related to the applicant program’s response and evidence for Accreditation
Standard D.3 may be included in Supplement to Section D.3: Program Information in the Public Domain.
D.4 Faculty and Staff

The program shall demonstrate adequate sustainable faculty and staff, including academic leadership and an administrative head with sufficient expertise and time for effective administration (who may also be the academic leader).

The program shall demonstrate that it benefits from and contributes to its institution and professional community.

GAC encourages creation of new knowledge related to the management of projects through research, applied research, and scholarly activity.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.4.1: The roles and responsibilities of academic leadership, administrative leadership, and support staff, by position.

Minnesota State University Moorhead is lead by our President Dr. Anne Blackhurst. She is supported by Dr. Marsha Weber who serves as our Interim Vice President of Academic Affairs. In addition to Dr. Weber, Dr. Blackhurst is supported by the following individuals in their respective roles:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Amenson-Hill</td>
<td>VP of Enrollment Management &amp; Student Affairs</td>
</tr>
<tr>
<td>Donna Brown</td>
<td>Chief Diversity Officer</td>
</tr>
<tr>
<td>Gary Haugo</td>
<td>VP for University Advancement</td>
</tr>
<tr>
<td>Daniel Heckaman</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td>Ann Hiedeman</td>
<td>Chief Human Resources Officer</td>
</tr>
<tr>
<td>Jean Hollaar</td>
<td>VP of Finance and Administration</td>
</tr>
<tr>
<td>Douglas Peters</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>David Wahlberg</td>
<td>Executive Director for Communications &amp; Marketing</td>
</tr>
</tbody>
</table>

Along with the President’s core leadership group are the Deans of the different Colleges within our University. The table below lists the Dean and the College they lead:

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnest Lamb</td>
<td>Arts, Media, &amp; Communication</td>
</tr>
<tr>
<td>Denise Gorsline</td>
<td>Business &amp; Innovation</td>
</tr>
<tr>
<td>Jeffery Bodwin</td>
<td>Science, Health &amp; the Environment</td>
</tr>
<tr>
<td>Ok-Hee Lee</td>
<td>Education &amp; Human Services</td>
</tr>
<tr>
<td>Randy Cagle</td>
<td>Humanities &amp; Human Services</td>
</tr>
</tbody>
</table>

The Project Management program is part of the Professional Management Department and resides within the College of Business & Innovation. The Professional Management is co-chaired by Pam McGee and Scott Seltveit. The Professional Management Department consists of four distinct programs chaired by Pam McGee and Scott Seltveit. The Professional Management Department consists of four distinct programs:

- Construction Management
- Global Supply Chain Management
- Operations Management
- Project Management

The Bachelor of Science in Construction Management is coordinator by Scott Seltveit and includes faculty members: Dr. Norma Anderson and Ms. Rachael Axness. The Bachelor of
Science Degree in Project Management is coordinated by Ms. Pam McGee and includes faculty members: Dr. Atif Osmani, Pam McGee, MBA, and Dr. Joshua Behl. The Bachelor of Science Degree in Global Supply Chain Management is coordinated by Pam McGee and includes faculty members: Dr. Atif Osmani, Pam McGee, MBA, and Dr. Joshua Behl. The Bachelor of Science Degree in Operations Management is coordinated by Pam McGee and includes faculty members: Dr. Atif Osmani, Pam McGee, MBA, and Dr. Joshua Behl.

In Spring 2011, the Department of Technology (now called the Professional Management Department) voted on a Co-Chair structure. Ms. Pam McGee and Mr. Scott Seltveit have and continue to share in the Chair Duties since Spring 2011. They are each given four credits of release time for Chair duties as defined by the IFO contract. Ms. Jan Atchison serves as department office manager and splits her time on a 50:50 basis with the Computer Science and Information Systems Department. This arrangement works out well for both the Professional Management and CSIS departments since both are small (i.e. each have six full-time faculty) and are within the College of Business & Innovation. In addition, the Professional Management Dept. also employs several work-study students each semester. These trained students work under the supervision of Jan Atchison whose job description is available in the Supplement to Section D4.

**Department Co-Chair & Faculty Responsibilities**

Under the IFO Agreement, the chair position is a three-year elected position up to a maximum of three consecutive terms. “The responsibility of the department chairperson shall be to provide academic and administrative coordination, and to foster an environment which enhances individual and departmental growth and development.” Article 20 of the Agreement defines the role of the chair and the operational functions of the department. A full copy of the MnSCU/IFO Agreement is found at: [https://www.ifo.org/s/2015-2017_IFO_Contract-4.pdf](https://www.ifo.org/s/2015-2017_IFO_Contract-4.pdf). A full copy of this contract can be found in the Supplement to Section D4. In addition to details pertaining to the Department Chairperson duties, the contractual obligations of each faculty member are also included in this contract. [https://www.ifo.org/s/2015-2017_IFO_Contract-4.pdf](https://www.ifo.org/s/2015-2017_IFO_Contract-4.pdf). A full copy of this contract can be found in the Supplement to Section D4. In addition to details pertaining to the Department Chairperson duties, the contractual obligations of each faculty member are also included in this contract.

In addition to the above, the faculty load requirements, which are adequate to meet student demand as explained above, are governed by Article 10 of the IFO contract, details below.

Article 10, Section A of the MnSCU/IFO Master Agreement defines workload as follows: MnSCU/IFO Master Agreement defines workload as follows:

"The workload of faculty includes student advising, maintaining and improving expertise in a discipline and in pedagogy, serving on departmental and university committees, contributing to student growth and development, evaluating student performance, scholarly activities, and service to university and community, as well as teaching and class preparation. Additionally, as a professional, a faculty member shall devote a substantial
amount of his/her workload to course preparation, research, the maintenance of professional expertise, innovations in teaching/learning and other similar activities. These endeavors shall comprise the faculty member’s workload.”

More details pertaining to the faculty contract can be reviewed within the Supplement to Section D2 located at the end of this document.

Faculty Office Hours.

In addition to the workload described in Article 10, Section A, the faculty member will be responsible for ten (10) office hours weekly for assisting students, at times and approved locations, either on or off campus, posted at the faculty member’s office for faculty members with assigned offices. As used in this paragraph, the term “approved locations” may include electronic or other alternate modes of contact. A faculty member who is assigned to work from a remote location shall maintain equivalent interactive availability to students through the internet or other electronic means. If a faculty member’s assignment includes teaching load at an off-campus site, a portion of his/her office hour obligation can be at the off-campus site”.

Professional Management Department Faculty Loads by Semester

The tables located in Section D.4.4 presents the Professional Management Department’s course offerings for the PM degree under review from Fall semester 2016 through Spring semester 2018 taught by the Professional Management faculty. The instructor of record, the course number and the term are located in this table.

D.4.2: Institutional/program standards for hiring and retaining faculty.

Probationary teachers hired by the University must have at least a master’s degree. An earned doctorate is usually required before promotion to full professor would be considered.

The following is taken from Article 21 Appointment of Faculty of the MnSCU/IFO Agreement: Section D. “Initial Assignment to Rank. “Qualifications for initial assignment to faculty rank are to be as follows: MnSCU/IFO Agreement: Section D. “Initial Assignment to Rank. “Qualifications for initial assignment to faculty rank are to be as follows:

Professor: Earned doctorate or other appropriate degree, plus ten (10) years of collegiate-level teaching or related experience.

Associate Professor: Earned doctorate or other appropriate degree, plus seven (7) years of collegiate-level teaching or related experience.

Assistant Professor: Earned doctorate or other appropriate degree.

Instructor: Appropriate preparation.

Normally, no faculty member may be assigned to a rank more than one (1) level below that for which he/she is qualified. In each instance, the President shall establish what constitutes appropriate experience and appropriate degrees for the purpose of assignment to rank.
All full-time Professional Management Department faculty members are qualified to teach the courses assigned them. Additionally, faculty members have taken additional and recent education and used other means to remain current and relevant in their teaching. Both full-time and adjunct faculty vitas and professional development worksheet are included in the Faculty Vita’s and Faculty Professional Development Plans/Report in the Supplement to D4 and D2 (respectively) located at the end of this document.

Adjunct Faculty
Adjunct faculty must complete the University's standard application form. The program coordinator, division Dean, and the Provost review the candidate's qualifications. To be hired, adjuncts must possess appropriate academic credentials and have current and relevant industrial experience. Extensive use of qualified local professionals to teach classes provides pragmatic exposure and relevancy to many courses, which require specific expertise. The industrial experience would be a major item in selecting adjunct faculty.

Annual Professional Development Plan and Review
Each faculty member develops a personal professional development plan (PDP) which must include the criteria found in Section B of Article 22. The criteria shall include:
1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the university and community

“The PDP shall include specific objectives, methods, and expected achievements in respect to the criteria in Section B. Faculty members may place different emphases on the various criteria so long as such emphases are consistent with department goals and university policy. For faculty with teaching assignments, the PDP shall include a process for student assessment.” (Article 22, Section D, Subd. 1) . 1

In addition to the faculty qualifications and applied industry experience, the full-time faculty maintain and participate in professional organizations related to the project management discipline. As required by IFO contract Article 22, the faculty are required to include in their annual Professional Development Plan participation and membership in appropriate organizations.
Supervision of instruction
Supervision of instruction in a collegiate unionized setting is structured; a copy of the department's evaluation and tenure policy is on file with the Dean's office. In a unionized setting, the departments establish tenure/promotion policy that is within the union guidelines as per Article 25 of the IFO contract, but meets the needs of the individual departments. A copy of the PMD Tenure/Promotion Policy is available in the supplement to D2.

The Department's policy addresses promotion, tenure, supervision and evaluation of teaching. There is no official role for the Department Chair in supervision of instruction other than to serve as a "conduit" for passing on approved department recommendations (and personal recommendations) to the college dean. See Article 20 of the IFO contract.

Standardized course evaluations are generally given in each class but giving them out is the instructor's prerogative. The process of course evaluation allows for the instructor to distribute course evaluations electronically and then to have this information sent to the Dean's office. If the instructor of record chooses not to hand out course evaluations, the Dean would interview randomly selected students from the instructor's classes.

An online course evaluation process is the standard procedure, eliminating much of the paperwork burden of the current process. Course evaluation results play a major role in granting tenure or promotion. All of the PM faculty have agreed to share their course evaluation results publicly for the accreditation process. The motion was “to have faculty make provide all of their evaluations from their courses for the past from Fall, 2014 - Fall, 2016”

These evaluations are submitted to the College of Business and Innovation Dean. This procedure allows for student input into both the content of the course, the delivery of that course, as well as some involvement with evaluation of non-tenured faculty and promotion of tenured faculty. The guidelines of the IFO/MnSCU agreement are always observed. The evaluation results may be used to "fine-tune" the courses and to provide input into the assessment process.

The ultimate responsibility for the content and delivery of the course rest with the "instructor of record" assigned to teach the course. The program coordinators, with the assistance of the course instructors and the department chair, monitor the content of the courses. This is done to assure that the content conforms to the program competencies and is delivered in a proper manner. The Program Coordinator requires that all sections of similar classes utilize the same text book and subscribe to the consistent SLO’s. The faculty (adjunct, fixed term, probationary, and tenured) discuss curriculum monthly in the program meetings and also meet annually with adjuncts to review curriculum.

All probationary/tenure track faculty have agreed to publicly share their course evaluations. The motion was “to have faculty provide all of their evaluations from their courses for the past from fall, 2014 - fall, 2016”

Program Meeting Minutes 2/1/2017

An overview of the quality of instruction and course evaluations can be reviewed in the links below.
Another opportunity for students to provide feedback is available through the Dean’s 
Student Advisory Board. Select students are also invited to participate in the Dean's 
Student Advisory Board meeting where they have the opportunity for input on the quality of 
instruction.

Students are also required to fill out an exit survey in concert with their graduation 
application. The exit survey asks each student about their perception of the quality of 
instruction and services offered in the OM and PM programs. On the exit survey, in 
2014/2015, students ranked the quality of instruction 3.75 on a 5-point scale. In 
2012/2013, the quality of instruction was rated 4.52 by students completing the exit 
survey. To ensure continuous improvement, the faculty of the program researched the 
reasons for the decline and have addressed each of the issues. The issues were:

1. Faculty sabbaticals being covered by fixed term new instructors.
2. Early retirements of seasoned faculty
3. Budget cuts and depleted resources
4. Twin Cities offsite program which was requiring an enormous amount of 
faculty time to manage.
5. The utilization of an old ITV system to teach a class on Moorhead campus 
remotely to Twin Cities location.

To address each of the above issues, the following action has been taken:

1. Two additional full-time probationary/tenure track faculty have been added to 
the OM/PM roster. In the event there is a faculty sabbatical, the program will 
have two full-time stable faculty to teach and manage the program. During the 
previous sabbatical, there was only one faculty full-time in the program and 
one new fix term faculty member.
2. The early retirements were replaced by two full-time / tenure track faculty, who 
are proving to be high quality teachers, advisors and additions to the 
program—Dr. Atif Osmani and Mr. Joshua Behl. Quality of instruction on their 
average course evaluations are the following:

Supervision of instruction in a collegiate unionized setting is structured; a copy of the 
department’s evaluation and tenure policy is on file with the Dean's office.

In a unionized setting, the Departments establish tenure/promotion policy that is within the 
union guidelines as per Article 25 of the IFO contract, but meets the needs of the 
individual departments. A copy of the PMD Tenure/Promotion Policy is through the 
following link: Professional Management Department Tenure/Promotion Policy. It was 
approved by the Department in fall 2016. For more details about the Professional 
Management Department policies, please see the following section found in this 
document: Departmental Policies

The department’s policy addresses promotion, tenure, supervision and evaluation of 
teaching. There is no official role for the department chair in supervision of instruction 
other than to serve as a “conduit” for passing on approved department recommendations 
(and personal recommendations) to the college dean. See Article 20 of the IFO contract.
**D.4.3:** Curriculum vitae for all faculty currently teaching within the program.

**D.4.3.1:** For each applicant academic degree or award, complete the following grid and add rows as necessary.

<table>
<thead>
<tr>
<th>Faculty Name (Last Name, First Name)</th>
<th>Academic Degree or Award</th>
<th>Type of Faculty, Academic Staff (Permanent Full-Time, Part-Time Faculty, Adjunct [Visiting], Tutor)</th>
<th>Academic Credentials</th>
<th>Professional Certifications</th>
<th>Years PM Experience</th>
<th>Years Teaching Experience</th>
<th>Years at Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Atif Osmani</td>
<td>Project Management</td>
<td>Permanent Full-Time</td>
<td>PhD, Industrial Engineering North Dakota State University 2014</td>
<td></td>
<td>3</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Joshua Behl</td>
<td>Project Management</td>
<td>Permanent Full-Time</td>
<td>PhD, Education (Institutional Analysis), North Dakota State University, 2018</td>
<td>Microsoft Certified Trainer (2005-2014) and Microsoft Certified Professional (23 Exams)</td>
<td>14</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Degree</td>
<td>Certification/Technical Skills</td>
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<td>6</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Carolyn Baana</td>
<td>Project Management Adjunct</td>
<td>MBA, North Dakota State University, 2000</td>
<td>Scrum Master Certification in Agile product development process, DFMEA, PFMEA, SPC</td>
<td>19</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Eva Blanchard</td>
<td>Project Management Adjunct</td>
<td>MBA, North Dakota State University, 2000</td>
<td>Good Enterprise Solutions, Good Technologies Mobile Communication Systems, CISCO A+ Instructor</td>
<td></td>
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</tr>
<tr>
<td>Carol P. Kaszynski</td>
<td>Project Management Adjunct</td>
<td>Master of Arts in Computer Information Technology and Business, College of St. Scholastica</td>
<td>Project Management Certificate, Microsoft Software Certificate, Novell Certified Administrator (CNA), SharePoint Administrator Certificate</td>
<td>20</td>
<td>10</td>
<td>1</td>
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</tr>
</tbody>
</table>

**D.4.3.2:** Curriculum vitae for all faculty currently teaching within the MSUM Project Management program can be found in Supplement to Section D.4: Faculty and Staff.
D.4.4: A schedule of courses/modules offered, by term/semester over the past two years that includes course title and assigned faculty.

<table>
<thead>
<tr>
<th>Course/Module Title</th>
<th>Name of Applicant Degree Program</th>
<th>Term/Semester Offered</th>
<th>Assigned Faculty (First Name/Last Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM 395 Computers for Technologists</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Joshua Behl</td>
</tr>
<tr>
<td>OM 482 Quality Management</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Joshua Behl</td>
</tr>
<tr>
<td>PMGT 385 Process Leadership</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Joshua Behl</td>
</tr>
<tr>
<td>PMGT 300 Project Management and Scheduling</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Pam McGee</td>
</tr>
<tr>
<td>OM 380 Methods Improvement</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Atif Osmani</td>
</tr>
<tr>
<td>OM 483 Cost Analysis</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Atif Osmani</td>
</tr>
<tr>
<td>PMGT 385 Process Leadership</td>
<td>Project Management</td>
<td>Fall 2016</td>
<td>Carolyn Banna</td>
</tr>
<tr>
<td>OM 395 Computers for Technologists</td>
<td>Project Management</td>
<td>Spring 2017</td>
<td>Joshua Behl</td>
</tr>
<tr>
<td>PMGT 300 Project Management and Scheduling</td>
<td>Project Management</td>
<td>Spring 2017</td>
<td>Joshua Behl</td>
</tr>
<tr>
<td>PMGT 400 Risk and Liability</td>
<td>Project Management</td>
<td>Spring 2017</td>
<td>Pam McGee</td>
</tr>
<tr>
<td>PMGT 492 Capstone</td>
<td>Project Management</td>
<td>Spring 2017</td>
<td>Pam McGee</td>
</tr>
<tr>
<td>PMGT 385 Process Leadership</td>
<td>Project Management</td>
<td>Spring 2017</td>
<td>Atif Osmani</td>
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<td>Spring 2017</td>
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<td>OM 395 Computers for Technologists</td>
<td>Project Management</td>
<td>Spring 2018</td>
<td>Carol Kaszynski</td>
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</tbody>
</table>
D.4.5: A brief summary and examples of institutional engagement and professional development of staff and faculty that addresses the following:

D.4.5.1: The interaction between the program and other programs at the institution.

The Project Management program collaborates with other programs across our University in a number of ways. First, our program’s curricular requirements incorporate courses from the following departments and programs:

- Math
- Finance
- Accounting
- Economics
- Management

Additionally, our program includes both a minor and certificates either related to the project management discipline or in direct support of it. More specifically, a number of our classes that fall under the project management rubric (PMGT) are either required or elective courses for these minors and certificates. The specific certificates and minors are listed below:

<table>
<thead>
<tr>
<th>Minor in Project Management</th>
<th>PMGT 300 (Project Management and Scheduling)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PMGT 385 (Process Leadership)</td>
</tr>
<tr>
<td></td>
<td>PMGT 400 (Advanced Project Management, Risk and Liability)</td>
</tr>
<tr>
<td></td>
<td>PMGT 492 (Project Management Capstone)</td>
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</table>

<table>
<thead>
<tr>
<th>Professional Selling Minor</th>
<th>PMGT 401 (Introduction to Consulting)</th>
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<tbody>
<tr>
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<td>PMGT 301 (Introduction to CRM)</td>
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</table>

<table>
<thead>
<tr>
<th>Minor in Operations Management</th>
<th>PMGT 300 (Project Management and Scheduling)</th>
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<tbody>
<tr>
<td></td>
<td>PMGT 385 (Process Leadership)</td>
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</table>

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<thead>
<tr>
<th>Certificate in Customer Relationship Management</th>
<th>PMGT 300 (Project Management and Scheduling)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PMGT 401 (Introduction to Consulting)</td>
</tr>
<tr>
<td></td>
<td>PMGT 301 (Introduction to CRM)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate in Lean-Quality Management</th>
<th>PMGT 385 (Process Leadership)</th>
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<table>
<thead>
<tr>
<th>Certificate in Project Management</th>
<th>PMGT 300 (Project Management and Scheduling)</th>
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<tbody>
<tr>
<td></td>
<td>PMGT 385 (Process Leadership)</td>
</tr>
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<tr>
<td></td>
<td>PMGT 492 (Project Management Capstone)</td>
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<table>
<thead>
<tr>
<th>Minor in Leadership Studies</th>
<th>PMGT 385 (Process Leadership)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Global Supply Chain Management Major</th>
<th>PMGT 385 (Process Leadership)</th>
</tr>
</thead>
</table>

D.4.5.2: The contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community.

The full-time faculty in the Project Management program are active and supportive not only within the programs, certificates, and minors overseen within our department, we
are also each involved with a different student groups, University committees, our union organization, and professional associations. Below is a list of the involvement by each of our full-time faculty who are part of the Project Management program

| Pam McGee | • University Budgeting and Planning Committee (UPBC)  
|           | • University Website Steering Committee  
|           | • University Distance and Online Learning Committee  
|           | • IFO Senator  
|           | • University Peer Mentoring Program (administered by FDC)  
|           | • University Technology Committee  
|           | • University Strategic Planning Committee  
|           | • University Lean Implementation Committee  
|           | • College of Business' and Innovation Strategic Steering Committee  
|           | • University Enrolment Committee—Special Project  
|           | • University Search Committees for CSIS, Accounting, Construction Management, and Health Physical Education  
|           | • LB Hartz Awards Committee  
|           | • President, WITMAE Association  
|           | • President Women Connect  
|           | • President, Pontoppidan Lutheran Church  
|           | • Board Member, Lutheran Campus Ministries  
|           | • Dakota Medical Foundation Women of the Year Selection Committee  

| Atif Osmani | • University-wide Universal Design for Learning and Digital Accessibility (UDLDAC) Committee.  
|            | The UDLDAC Committee meets on a monthly basis and will submit its recommendation during Fall 2018. I am also a faculty representative on the Close Captioning Subcommittee.  
|            | Serve on University-wide Writing Intensive (WI) Committee.  
|            | The WI committee meets on a bi-monthly basis to review and approve new/revised course submissions carrying the WI designation.  
|            | Serve on University-wide Steering Committee responsible for developing the strategic direction of the Sustainability major.  
|            | The committee meets on a monthly basis and will submit its recommendation during Fall 2018. My appointment ended on Dec 31, 2017. Starting 2018, I am the IFO representative on the Sustainable campus committee.  
|            | Serve on University-wide Institutional Review Board (IRB) committee responsible for approving research involving human subjects.  
|            | Appointed to a two-year term starting April 2017. The IRB committee annually receives more than 50 approval requests.  
|            | Serve on the President’s Anti-Racism Task Force.  
|            | The committee meets on a monthly basis and will submit its recommendations (incorporating a diverse perspective) by June 2018.  
|            | Serve as a member on the Paseka School of Business faculty hiring committee.  
|            | Paseka School of Business faculty hiring committee.  
|            | Dr. Lakshmi Dinesh hired as new probationary faculty starting Fall 2018.  
|            | Serve as external dissertation advisor for Doctoral student (Transportation and Logistics) from NDSU.  
|            | Serve on University-wide Graduate Council.  
|            | The Graduate Council meets on a bi-monthly basis to approve new graduate courses/programs, revision of existing courses/programs. I am also the CBI representative on the Graduate Faculty Appointment Subcommittee.  
|            | Serve as Professional Management Dept’s representative on 19A committee.  
|            | Dept’s representative on 19A committee.  
|            | 19A committee met on Feb 5, 2018 and made recommendations for fund distribution.  

| Joshua Behl | • University Assessment Committee (2015-Present)  

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D.4.5.3: Support for staff and faculty in acquiring new skills and knowledge.

While the full-time faculty in the Project Management program are continually researching and learning about the latest information and techniques relative to our disciplines, we are also active participants in purposefully taking new courses ourselves, reaching, writing and presenting at conferences. Further, all three faculty attend numerous conferences and presentations throughout the school year and over the summer months. Examples of the kinds of activities our faculty engaging in are listed in the table below. Some of these efforts are done during the school year while other are done in the summer. The University administration purposefully provides additional funding opportunities as well as explicit, per-faculty funding each year. Some of the additional training and coursework is paid for through these allocated funds given to faculty. Others are funded through special requests to the University or the Professional Management Department.

<table>
<thead>
<tr>
<th>Pam McGee</th>
<th>Atif Osmani</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Digital Transformation Webinar—Columbia University</td>
<td>• Study for the MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology). MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology).</td>
</tr>
<tr>
<td>• Quality Matters Peer Review Update—QM Association</td>
<td>o Supply Chain Analytics (SC0x): Completed in December 2017</td>
</tr>
<tr>
<td>• Dale Carnegie Certification</td>
<td>o Supply Chain Fundamentals (SC1x): Completed in April 2018</td>
</tr>
<tr>
<td>• Minnesota High Tech Association Digital Transformation Conference</td>
<td>o Supply Chain Design (SC2x): Completed in December 2017</td>
</tr>
<tr>
<td>• ATMAE Conference and Self Study</td>
<td>o Supply Chain Dynamics (SC3x): Completed in April 2018</td>
</tr>
<tr>
<td>• ATMAE –Project Manage Your Accreditation (presenter)</td>
<td>o Supply Chain Technology &amp; Systems (SC4x): Expected finish July 2018</td>
</tr>
<tr>
<td>• PMI Self Study Workshop</td>
<td>o Supply Chain Comprehensive Exam: Expected finish December 2018</td>
</tr>
<tr>
<td>• United Way 35 Under 35 Goal Setting Presentation (presenter)</td>
<td>• Publications</td>
</tr>
</tbody>
</table>

Pam McGee

- Digital Transformation Webinar—Columbia University
- Quality Matters Peer Review Update—QM Association
- Dale Carnegie Certification
- Minnesota High Tech Association Digital Transformation Conference
- ATMAE Conference and Self Study
- ATMAE –Project Manage Your Accreditation (presenter)
- PMI Self Study Workshop
- United Way 35 Under 35 Goal Setting Presentation (presenter)
- ND Training Association: The Art of Agile Facilitation (presenter)

Atif Osmani

- Study for the MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology). MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology).
  - Supply Chain Analytics (SC0x): Completed in December 2017
  - Supply Chain Fundamentals (SC1x): Completed in April 2018
  - Supply Chain Design (SC2x): Completed in December 2017
  - Supply Chain Dynamics (SC3x): Completed in April 2018
  - Supply Chain Technology & Systems (SC4x): Expected finish July 2018
  - Supply Chain Comprehensive Exam: Expected finish December 2018
- Publications

Osmani A, Ghani N. Integrated Multimodal Transportation Model for a Switchgrass-Based Bioethanol Supply Chain: Case Study in North Dakota. Transportation Research Record 2017;2628:32–41.


Joshua Behl

- 2017-2018: Invited and presented to two different doctoral classes at North Dakota State University regarding ongoing research and methodology development.
- 2017: Presented two sessions at the North Dakota State University Education Doctoral Program Annual Fall Conference.
- 2018: Presented to faculty at the MSUM Faculty Development Center regarding online video creation and presentation techniques and tools.
- 2017: Presentation at the Microsoft Conference for Higher Education. Using Microsoft Dynamics CRM Project Services Module to Teach Project Management Principles
- 2018: Wrote and defended doctoral dissertation at North Dakota State University. Education Is Too Complex to Simply Be Complicated: Repellors, Attractors, and the Interconnectedness of Things of Things
- 2016: Attended ARMAC (Antiracism Across the Curriculum) Workshop
- 2017: Study for the MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology). MicroMasters credential in Supply Chain Management administered by MITx (Massachusetts Institute of Technology).
  - Supply Chain Analytics (SC0x): Completed in December 2017
- 2016: Attended “Applying the Quality Matters Rubric (APPQMR)” workshop
- 2016: Attended Quality Matters Improving Your Online Course (IYOC) workshop
- 2018: Attended Dale Carnegie DNA (Trainer Certification) event.

If needed, additional information related to the applicant program’s response and evidence for Accreditation Standard D.4 may be included in Supplement to Section D.4: Faculty and Staff.
D.5 Students

Students admitted to the academic degree or award should meet the institution’s admission and selection policies. The program, regardless of modality, shall demonstrate equal student access to services in support of academic achievement.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.5.1: Clear policies for program admission and ongoing academic performance expectations.

Given that our program has a combination of traditional students and two-year transfer students, we will outline the admissions standards for both incoming freshmen and transfers as well as how that is similar or different from that of the University.

Admissions into MSUM as a transfer student
The University standards for admissions as a transfer student are the following:

1. Completion of a minimum of 24 academic semester credit hours or 36 academic quarter credit hours from a regionally accredited college or university.
2. A minimum cumulative 2.0 GPA in post-secondary credits earned or attempted. All F, NC, or Incomplete will be treated as F’s in computing your GPA.

The admissions standards for the project management program align directly with the published admissions standards for transfer students published on the MSUM web site located at https://www.mnstate.edu/admissions/transfer/admission-requirements.aspx.

Admissions into MSUM as a freshman
The University standards for admission as a freshman are the following:

Automatic Admission Requirements
High school graduation or completion of the GED and the following qualifications are necessary for automatic admission to MSUM.

A composite ACT score of 21 (SAT score equivalent: 1060) or higher

OR

A composite ACT score of 17-20 (SAT score equivalent: 900-1050) and either:
- A high school class rank at the 50th percentile or higher, or
- A high school cumulative GPA of 3.0 or higher

College Preparation Standards:
Students graduating from high school in the previous 3 years are subject to preparation requirements. Students missing a preparation standard may still be admissible but may be advised to make up the respective deficiencies within the first year of enrollment. New entering freshmen who have met preparation standards for university admission in their respective states will be deemed to have met Minnesota preparation standards.
• 4 years of English (including composition and literature)
• 3 years of mathematics (two years of algebra, of which one is intermediate or advanced algebra, and one year of geometry)
• 3 years of science (at least one year of a biological and a physical science and at least one course including significant laboratory experiences)
• 3 years of social studies (including American history and at least one course that includes significant emphasis on geography)
• 2 years of world language
• 1 year of world culture or the arts

The admissions policy for incoming freshman who are declaring project management as their major align directly with these same standards. These standards can be found at https://www.mnstate.edu/admission-requirements.aspx.

Academic Standing
The cumulative GPA for all courses attempted at Minnesota State University Moorhead is the basis for determining academic standing. Students with a GPA of 2.0 or better are in satisfactory academic standing. Only MSUM courses (numbered 100 and above) are computed in the GPA. Accepted transfer credits count toward the total number of attempted credits but transfer grades do not count in the student’s MSUM GPA.

All students at MSUM are required to make and maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion that students must achieve. Students are responsible for determining their own academic status, both by monitoring the “Holds” section of the online web registration program, and by comparing their own progress to the standards listed online:

• At 0 to 29 total attempted credits, a student must have a cumulative GPA of 1.8 or higher.
• At 30 to 59 total attempted credits, a student must have a cumulative GPA of 1.9 or higher.
• At 60 or more attempted credits, a student must have a cumulative GPA of 2.0 or higher.

The project management program’s academic standing requirements align directly with those established by MSUM. The details of the University’s policy can be found at https://www.mnstate.edu/policies/academic-standing.aspx.

D.5.2: Descriptions of the academic advisement, evaluation of academic progress, and support provided to students necessary to complete their intended courses of studies.

Though students are ultimately responsible for the choices they make in college, MSUM realizes that to make informed decisions, students need the mentoring and advice of academic advisors and others in the university community.

Advising and mentoring students is a cornerstone of the MSUM culture. MSUM is a teaching university which encourages low student to faculty ratio in upper division classes, with a 25-45 student standard for upper division major classes. In addition, the University is placing strategic emphasis on faculty to student interaction to
increase retention and persistence. More information about the MSUM academic advising commitment can be found at Academic Advising Commitment at MSUM.

Additionally, in the Academic Master Plan, Strategic Priority 3 is to foster Student and Faculty Connections by connecting students, faculty, and staff in meaningful relationships with one another by developing and supporting activities that build community and create a sense of place, connecting students with personal and professional growth opportunities in the local and global communities and engaging students in service learning and leadership-development activities that enrich their learning experiences while at MSUM. More information about Strategic Priority 3 from our Academic Master Plan can be found at the following link: Click Here.

We motivate students by way of our flexible scheduling and our 8-week classes, tailored for accelerated learning. Further encouragement is provided by arranging field trips, guest speakers and student society events.

Finally, the University requires a registration access code that can only be given to the student by their assigned advisor. Each faculty advisor may customize their initial advising meeting; however, it is customary practice that the advisor will review remaining coursework, a course advising sheet, a course sequencing sheet, an outline of PM recommended courses, and the Degree Audit Report (DARS). If a student is put on academic probation, the faculty advisor is informed by the academic support center well in advance of the advising meeting so as to prepare a study plan which can allow the student to get back on track. For more details regarding our registration process, please refer to Registration Need to Know.

Within our program, each of our full-time faculty has about 50-70 student advisee’s (between our three programs) that they meet with either face-to-face, via Skype, or over phone conference each semester. This is done in an effort to accommodate the needs and preferred channel of advising. Our program faculty take advising very seriously and a tremendous amount of time and energy is expended in this effort.

During various program meetings, the faculty discuss student advising high/low’s and target all-star students that they can offer additional opportunities to, like going to workshop, representing the PM students on the Deans Student Advisory Council, attending PMI Chapter workshops, being nominated to participate in Dragon Consulting class, etc. In addition, the faculty will discuss students who are struggling in their classes and what additional assistance may be required. In an effort to equip their advisor to best serve the students, faculty will often work with and let that advisor know of any significant issues that may either negatively or positively impact their advising.

In addition to the one-on-one advising a PM student receives, the Program Coordinator schedules highly recommended (but not required) semester PM meetings that allow the PM students to gather online and discuss program changes, course selection, strengths and weaknesses of the program, internships, graduation procedures, career services, etc. The meetings are offered late in the evening to accommodate the PM students working/class schedule. The WebEx conference call system is easily accessed and used by faculty and students for the meetings. One key feature is the archiving system. If for any reason the student is not able to attend
one of the monthly meetings, he/she can contact the program coordinator and listen and watch the live archive of the respective meeting.

**D.5.3:** Descriptions of the support services provided to students that are appropriate to the mission of the program and the needs of the students.

Beyond advising and other programmatic interactions and events, students are encouraged, supported, and motivated through *New Student Orientation* (freshman and transfers), the *Academic Resource Office, Career and Placement Services, Hendrix Clinic & Counseling Center,* and *Disability Services.*

**New Student Orientation**
Transfer students are offered a variety of counseling and advising services. New Transfer students are invited to an NSO orientation where they will meet with various admissions, financial aid, student services, records office and business offices to ensure their question are addressed in a timely manner.

If they are not able to attend a campus based NSO, they are offered an Individual Registration meeting with their advisor. This practice is managed by the First-Year Experience team.

**Academic Resource Office**
Students also have access to the Academic Resource Office (ARO). The ARO has resources for all students and faculty who may have questions or concerns about majors, degree planning, advising, or available campus resources. The ARO houses programs such as Peer Tutoring, Academic Service-Learning, and Graduation with Distinction in Engagement, University Studies, the College Success workshops, Freshman SOS and many others. The Peer Advisor Help Desk provides basic academic and advising information and referrals to other campus resources.

In addition, the Academic Resource Office utilizes MapWorks Software tracking to alert advisors to check in with their advisees to see if they warrant a follow up call from ARO office if the advisor perceives they are struggling. The advisor is required to complete a quick, short assessment of each advisee either indicating if they are on track or could use an intervention.
The PM students have access to two placement services. For those who have completed their two-year degree, as an alumnus of their two-year school, they can utilize their two-year school's career placement services. In addition, they have full access for a lifetime to MSUM's Career Services.

Some of our students choose to do an internship. When the student registers for their internship, they are required to take an Internship class in parallel. In the Internship class, the student works on improving their professional skills and their job search. The OM 469 Internship Class requires the student to visit the MSUM Career Services department, write a paper on their services and write a resume and cover letter. In addition, the student is required to search other resources outside the Career Services department that can assist them in their job search. A required assignment is for the students to share and discuss the different approaches and tools they have found for their job search, create or update a LinkedIn Profile, participate in a discussion on how to 'sell the Project Management degree to a perspective employer or manager (for a promotion), and find two jobs on Dragon Jobs (the Career Services portal that interest them).

All career services placement services are offered to students on campus and to the virtual students. More information about career services available to the PM students can be found at MSUM Career Development Center’s website: www.mnstate.edu/career
**Hendrix Clinic and Counseling Center**
The Hendrix Clinic and Counseling Center provides a setting where students may discuss personal or academic concerns. The Counseling Center staff assists students with their development in such areas as career and educational planning, personal and social adjustment, mental health issues, and study skills improvement. The Counseling Center services include individual counseling, personal development classes, career testing, supplemental instruction, study skills programs, and a comprehensive career resource room containing current career and educational information and related computer software. The Counseling Center is located in Hendrix Health Center. **URL:** Hendrix Counseling Center

**Disability Services**
Minnesota State University Moorhead has a commitment to ensure that all students with documented physical, sensory, psychological, or learning disabilities have equal access to programs and services. Disability Services, located in Flora Frick Hall room 154, attempts to address the needs of students with disabilities or other health impairments which may interfere with a successful college experience. Possible services include, but are not limited, to:
- Alternative testing arrangements
- Note-taking
- Taped textbooks
- Assistive technology
- Interpreting

**D.5.4:** Descriptions of the library staff, services, holdings, and digital resources that are appropriate, adequate, and accessible to support the program’s learning outcomes.

The Livingston Lord Library collection supports the University’s educational and research activities. The mission of Livingston Lord Library of Minnesota State University Moorhead is to support the academic and cultural experience of our students, faculty, and citizens of this region and to encourage their active, life-long learning. The Library acquires and organizes resources and provides the services that sustain research, support curricula, teach critical thinking, advance information literacy skills, encourage reading, advocate intellectual freedom and enhance thoughtful, informed citizenship.

The total library allocation for FY 17: $130,750 for books, media, and "monographic subscriptions" (i.e., books that come as subscriptions, otherwise known as "standing orders"); $238,000 for database subscriptions. There were 515,174 monographic volumes in the library (which represents 319,033 individual titles) as of December 31, 2016.

Students are required to do research and write papers in many of their liberal studies, writing intensive, and other courses. Numerous online databases are available to students, faculty, and staff regardless of their location. The library’s home page is at: [https://www.mnstate.edu/library/](https://www.mnstate.edu/library/)

Students and faculty also have access to numerous online research tools including journal indexes, a digital reference shelf, and electronic reserves. There are over 100 electronic databases that students and faculty can access. The most relevant
databases for Business, Operations Management, Project Management, and Global Supply Chain Management students and faculty are the following:

- Academic Search Complete
- APA Reference Style Guide (Northern Michigan Univ. Library)
- Business Source Premier – EBSCO
- Encyclopedia of American industries
- Encyclopedia of Creativity, Invention, Innovation, and Entrepreneurship
- Worldmark Global Business and Economy Issues

Additionally, MSU M is a participating member of the Tri-College University which includes MSUM, Concordia College (Moorhead, MN) and North Dakota State University (Fargo, ND). Through this partnership, our students have access to content from all three institutions. These three institutions are located within a few miles of each other and material is transported between libraries twice a day.

The Livingston Lord Library is also a member of the MnPals consortium, giving it easy access to books, journals, and other documents through interlibrary loan from the University of Minnesota and other libraries in the region.

The Livingston Lord Library’s holdings are adequate for the PM program.

<table>
<thead>
<tr>
<th>Typical Library Holdings by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Heading</td>
</tr>
<tr>
<td>Data Processing / MIS</td>
</tr>
<tr>
<td>Computers</td>
</tr>
<tr>
<td>Engineering/Technology</td>
</tr>
<tr>
<td>Management/Business</td>
</tr>
<tr>
<td>English Language/Style Manuals</td>
</tr>
<tr>
<td><strong>Total Livingston Lord Library Print Materials</strong></td>
</tr>
</tbody>
</table>

Librarian, Larry Schwartz, MSUM Livingston Lord reviews library literature and publishers’ catalogues to ensure that titles for the Professional Management Department are current. Material that would satisfy the PM program may also be included in any of the titles selected for business or economics. In addition to the information available through this array of titles and resources, the Library’s Facebook page has the most up-to-date news and information about the library. This provides another conduit for information for our students and faculty to leverage. Expenditures for books earmarked for the Department of Professional Management are the following:

- 2014-2015: $2,500
- 2015-2016: $2,000
- 2015-2016: $900

**URL:** MSUM Library Facebook

**D.5.5:** Descriptions of the appropriate and accessible facilities, instructional equipment, and technology to support the program and students.

The primary facilities to meet the goals and objectives of the MSUM Project Management program are technology smart classrooms, access to up to date computer labs, and equipment, software, and helpdesk to support online and face-to-face teaching. The PM courses are taught face-to-face on the Moorhead Campus, hybrid and online.
The Project Management program is headquartered in Hagen Hall which was renovated in 2007 and has state of the art facilities on the MSUM campus. $10,477,000 was spent to remodel the building with completion in January 2007.

The office complex, all classrooms, and the open computer lab all have been remodeled and equipped with the up-to-date information technologies. This support was directly attributed to the Professional Management Department involvement with the ATMAE (formerly NAIT) accreditation process and the recommendations and influences of our Advisory Board members. While the Project Management program did not exist at the time of the remodeling, the program has certainly benefited from the Operations Management program’s efforts and affiliation with ATMAE.

Adequate facilities on the Moorhead campus are evident by the following:
1. Each faculty member has their own office with printer, desktop and laptop.
2. Each adjunct faculty has access to a remote shared office.
3. Each adjunct faculty has access to a laptop for teaching purposes.
4. Student workers have their own office and designated laptop/desktop.
5. Each Moorhead Campus PM class is taught in Hagen Hall with 30-40 seats per classroom, with average enrollment set at 25, maximum 30 students per class. The Professional Management Department programs are given access to Hagen Hall 1st and 2nd floor classrooms.
6. Each Moorhead Campus classroom is equipped with a Smart Media station including a smart board, desk top computer, VHS/DVD player, DocHandler, and projector.
7. Each Moorhead classroom is also equipped with wireless internet access.
8. Each Moorhead Classroom is equipped with plug ins for laptops.
9. There are 25 computer labs across Moorhead campus that PM students can access during normal university operating hours. PM students are granted 24x7 access to computer labs in Hagen Hall. There are 4 computer labs in Hagen Hall.
10. The PM program was given priority teaching and scheduling in the newest remodeled Telepresence classroom in Hagen Hall 210.

Classrooms
Below is a list of designated classrooms for OM classes at MSUM.

<table>
<thead>
<tr>
<th>Building</th>
<th>Room No.</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Business and Innovation</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Hagen Hall</td>
<td>210</td>
<td>30</td>
</tr>
<tr>
<td>Center for Business and Innovation</td>
<td>200</td>
<td>35</td>
</tr>
<tr>
<td>Hagen Hall</td>
<td>207</td>
<td>25</td>
</tr>
<tr>
<td>Hagen Hall</td>
<td>206</td>
<td>25</td>
</tr>
<tr>
<td>Hagen Hall</td>
<td>201</td>
<td>25</td>
</tr>
</tbody>
</table>
Staff Offices
Below is a list of faculty offices:

<table>
<thead>
<tr>
<th>Faculty/Adjunct</th>
<th>Building</th>
<th>Room No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Atif Osmani</td>
<td>Hagen</td>
<td>211F</td>
</tr>
<tr>
<td>Ms. Pam McGee</td>
<td>Hagen</td>
<td>211G</td>
</tr>
<tr>
<td>Dr. Joshua Behl</td>
<td>Hagen</td>
<td>211H</td>
</tr>
<tr>
<td>Student Worker Office</td>
<td>Hagen</td>
<td>211B</td>
</tr>
</tbody>
</table>

Equipment:

For online teaching, the faculty have been given dollars to spend on portable laptops, video cameras, Cannon camera's, headsets, computer video cameras, external hard drives, iPads, Echo Pens, Recording Tablets and SMART phones (although most faculty prefer to carry their personal cell phone).

For face-to-face teaching, the faculty has access to MEDIA stations including SMART boards, DocHandlers, VHS/DVD portals, screen projectors, desk top computers and laptop hookups in each classroom. In addition, each classroom is equipped with wireless internet connection for both the student and the faculty.

The Project Management students have full access to the computers in Hagen Hall 206. There are 30 computers available to the students for classroom instruction and general computer lab time. In addition, the students have full access to Wi-Fi across campus, computer labs in Lord Livingston Library, and Center of Business and Innovation computer labs. Although most students have laptops, tablets, or personal devices, the labs are still available and have current up to date Microsoft Technologies, including MS Project, the only software required by the program.

Software is made available to the online students and campus student's personal devices in a variety of ways. The student can work with the campus IT support team and get student discounted software if needed. The program coordinator has arranged for DreamSpark downloads of software to personal devices.

Josh Behl has worked with Microsoft to secure online subscriptions to Customer Relationship Management software, where the student has access to Project Management, Sales, Customer Service and Social Media Analysis functionality. Additionally, through the University’s Office365 subscription, students have full access to the Microsoft Office suite of products. Many of these applications are used in OM 395 in an effort to give students not only exposure to the software but to equip them to use it in collaborative and distributed workplaces.

Specifically, OM 395 utilizes the following Office365 software tools:

- Excel
- Word
- Outlook
- OneDrive for Business
- OneNote
- Skype for Business
- PowerPoint
- PowerBI
Finally, the program coordinator has worked with IT support to create and educate students on how to use Remote Desktop when they are Mac users, which does not allow for the seamless download of some of the MS office products.

D.5.6: Descriptions of opportunities for students to participate in student and/or professional societies and activities.

Established in 2017, the MSUM Project Management Group is a group that consists of students who are currently enrolled as Project Management majors or minors. The group is advised by Pam McGee and has a group of students who engage in activities across campus as well as the local community as it relates to the project management profession and the local PMI MN/ND chapter. Further, the group helps to support the Project Management program’s student and community outreach initiatives throughout the school year.

Another opportunity our students have is involvement in local PMI events. Over the past two years, our students have not only attended local PMI events and presentations as part of their coursework but have also hosted local PMI events on campus. These efforts not only empower our students to make connections locally, but it allows our local community and prospective employers to become exposed to our PM students and the brand we have established as part of our program at MSUM.

Finally, some of our students participate in internships or in our Dragon Consulting course. Through these activities, our students and prospective employers are given the opportunity to interact and collaborate on projects that impact specific employers as well as the local economy. These opportunities prove to be invaluable to our students as it pertains to their future career aspirations as well as demonstrates to our community the value that our program and University provides to them.

If needed, additional information related to the applicant program’s response and evidence for Accreditation Standard D.5 may be included in Supplement to Section D.5: Students.
D.6 Financial Resources

GAC believes that sound financial resources are essential for operational sustainability, improvement, and innovation within a management of projects* program. The program should demonstrate that the institution allocates adequate resources for the program to achieve its stated objectives.

To demonstrate that the above standard is met, the applicant program shall submit the following information:

D.6.1: Description of how the program maintains financial adequacy and sustainability.

The Project Management program, which is one of the four programs housed within the Professional Management Department at MSUM, enjoys the staunch support and advocacy of our administration. From Fall 2013-Fall 2016, the Professional Management Department’s Operating Budget remained strong during university pressure to reduce expenditures. In Spring 2016, Co-Chairs, Scott Seltveit and Pam McGee agreed to reduce operating budget by $10,000 as part of an effort to close a $270,000 College of Business and Innovation (CBI) budget gap; however, funding remains strong, adequate, and sufficient to operate the program. This budgetary allocation does not include faculty costs. This is merely our operation budget between all four programs from 2013 to 2018. Seltveit and Pam McGee agreed to reduce operating budget by $10,000 as part of an effort to close a $270,000 College of Business and Innovation (CBI) budget gap; however, funding remains strong, adequate, and sufficient to operate the program. This budgetary allocation does not include faculty costs. This is merely our operation budget between all four programs from 2013 to 2018.

Table 1 Professional Management Department Operating Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Department Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/2014</td>
<td>$23,047.79 Expenditures FY14</td>
</tr>
<tr>
<td>2014/2015</td>
<td>$31,853.93 Expenditures FY15</td>
</tr>
<tr>
<td>2015/2016</td>
<td>$29,151.09 Expenditures FY16</td>
</tr>
<tr>
<td>2016/2017</td>
<td>$40,000 Budget for FY17(Current)</td>
</tr>
</tbody>
</table>

Beyond our operating budget, the administration also supports our programs by providing reassign time that enables our program coordinators to allocate their time and attention to the management, oversight, and ongoing development of our respective programs. Program Coordinator, Pam McGee is given 6 out of 24 credits of reassign time a year in support of growing the program, managing the program, and leading the University in innovative practices and two-year school relationships. This time is shared between our Operations Management, Global Supply Chain, and our Project Management programs.

The PM program currently has around 90 students that are actively seeking their PM degree. Despite the University budget crunch, declining enrollment and financial deficit, there has been full support to adequately staff and grow the PM program. More proof of the administration’s commitment to our program is seen in our ability to hire and attract academic and industry talent. During a University hiring freeze, there was approval to add a fixed term full-time OM/PM faculty. After the department expanded its offerings to include the bachelor’s in project management, the Operations Management and Project
Management programs were given two full-time fixed term positions. In 2014/2015, the two fixed term positions were filled by Dr. Khaibani (who has transferred to another university) and Dr. Atif Osmani (currently employed at MSUM). In 2015/2016, Dr. Khaibani was replaced with Dr. Joshua Behl. To note, Dr. Osmani’s position is a split position between the Paseka School of Business and the Professional Management Department (PMD). The teaching load split is 62.5% PMD and 37.5% School of Business. However, 100% of the administrative/service load is for PMD.

Currently, the PM program has 2.67 full-time faculty, which is adequate to administer our programs, teach the programs, and provide support to the University. In addition, the program is given full support within the IFO contract to hire adjuncts as needed to supplant knowledge and teach extra sessions as needed to meet enrollment demands.

As we look forward and considering the unwritten rule of about 50 students per faculty, our current faculty staffing falls within the required number of faculty needed to adequately teach and manage our respective programs. When the programs together (PM, GSCM, and OM) grow to over 200, the administration, Dean Gorsline and Vice President of Academic Affairs (VPAA), Marsha Weber have indicated verbal commitment to consider the addition of another full-time faculty member. We will begin this search process fall 2019.

A final indication of departmental and college level support is evident in the financial support provided to offset the costs of travel to the GAC Accreditation Training provided by GAC in Chicago, IL in April 2018. Our Dean allocated budget for both Dr. Joshua Behl and Pam McGee to attend this training session. Further, our Dean has allocated budget to offset the accreditation costs that will be required to earn a full accreditation from the GAC. Finally, beyond the annual allocation afforded to our faculty by the VPAA Dr. Marsha Weber for the purposes of ongoing training, education, and professional memberships, our Dean and department allocated additional funds for Dr. Joshua Behl to attend and earn the Dale Carnegie Trainer certification. While the formal Dale Carnegie course has not been added to our permanent Project Management degree as of yet, it will be included as part of our degree in the future. In order for this to happen, however, our program is required to have a certified Dale Carnegie trainer. To earn this certification, three separate trips are required. Our Dean and department provided additional financial support to help make this happen.

If needed, additional information related to the applicant program's response and evidence for Accreditation Standard D.6 may be included in Supplement to Section D.6: Financial Resources.
D.7 Program Improvement

GAC requires programs to provide a description of the program’s continuous improvement process and timeline, including representative examples that address each of the GAC Accreditation Standards and that portray strong evidence of use for achievement of improvement goals.

To demonstrate that the above standard is met, the applicant program shall submit:

D.7.1: A description of the program’s continuous improvement process and timeline with respect to all of the GAC Accreditation Standards.

The PM program at MSUM, through its cooperation with its advisory board and students as well as through the analysis of its alumni, employer, and exit surveys evaluates its alignment with the seven GAC accreditation standards to numerous levels.

As stated in the supplement for standard 2 of this document, our program has established and operates under a standardize rhythm of the business for our project management as well as operations and global supply chain degree programs. While we are currently designing updated survey tools to both analyze the unique nuances of the pm program as well as how well we are doing across degree programs that are under the auspices of our department, we do have a set of survey results that already exist and provide general insight into the effectiveness of our programs.

In addition, our full-time faculty have provided access to their course evaluations in an effort to not only support our continuous improvement efforts but to help support the defense of our self-studies for this accreditation as well as our other programmatic accreditation. This, along with our current surveys, input from stakeholders, and course by course oversight and review contributes to our culture of continuous improvement and assessment.

Below is an overview of how this is done by standard as well as the timeline of how this is executed upon annually.

Standard 1: Program Mission
During our spring advisory board meetings, we have our board review the current mission of our respective programs (including the project management program). It is during this meeting that we entertain input from this key group of stakeholders to both adjust or enhance our mission based upon current context and trends as well as seek motions to either approve the updates to the mission or its reaffirmation.

Further, because our surveys are designed to assess our effective in delivering upon our programmatic objectives and those objectives are designed to deliver upon our mission. The results of our surveys indirectly influence the evaluation of our mission in so far as survey results that indicate a misalignment either philosophically or from a delivery perspective with our stated mission prompt input and evaluation of our mission. This annual reaffirmation assures that we are agile enough to adjust course while at the same time remain focused upon that mission.
Standard 2: Curricula and Core Areas of Focus for Program Learning Outcomes

While our survey design has co-leveraged the objectives of our other programs within our department, there is a concerted effort underway to redesign our PM surveys to provide assessment insights across our programs as well as provide insights into PM specifics. Notably, given that our program student learning outcomes are categorized and driven by the PMI focus areas as well as influenced by the knowledge areas of PMI, it is vital that our enhanced assessment tools align with both the latter and the former. This will be a key factor in the updated surveys we plan on launching later this school year (Spring 2019).

That aside, each of our course learning outcomes adhere to our current program objectives directly. Moreover, this alignment and the supporting assessments within these courses provides us a level of programmatic assessment despite not having our three key survey tools completing aligning at this time. These course level assessments are reviewed annually as part of the continuous improvement process outlined in the response found in the supplement for standard 2 of this document.

Standard 3: Program Information in the Public Domain

As part of the annual assessment process outlined in standard 2 of this self-study, we validate annually that the information on our website not only is accurate but also functions and contains only active links to supporting documentation. While our surveys do not analyze our program information found on our web site, the faculty take time annually as part of the rhythm of the business to validate this online, publicly available information.

Standard 4: Faculty and Staff

Through our required post course assessments by every instructor of the program, we are able to gather a great deal of input as to the students’ perspectives on the quality of the instructor and his or her design of the course. However, this data is by default only accessible to the instructor of record and the Dean of the College of Business. Our fulltime program faculty have agreed to share their survey results with each other for the purposes of supporting our accreditation narrative and our continuous improvement efforts. Although not required to do so, they unanimously agreed to provide this access.

In addition, program creates its own annual plans that we as a program focus upon. Further, each faculty member designs (with input from their peers) an annual performance development plan (PDP) which aligns with these programmatic goals (both strategic and tactical). At the end of the school year, these PDPs are used to inform the faculty member’s annual performance development report (PDR). This is the tool used by administration and the faculty member to assess progress towards goals and objectives by each individual faculty member. While this is largely an assessment tool used between the Dean and the faculty member, each faculty member in our program shares both the PDP and PDR with other members of the program to ensure we can support each other and to ensure that we are collectively focused upon our objectives and missions of the programs we support.
Standard 5: Students
Through our alumni and graduate exit surveys, we gather indirect assessment data about the quality of our programs relative to the established outcomes of our collective programs. Further, through the analysis of key course assessments as well as those students who take the CAPM exam, we are able to triangulate our assessments to better understand how we are servicing our project management students.

The results of the two surveys, key assignment assessments, and the CAPM exam results are reviewed annually by our entire project management faculty. Further, these results are shared and evaluated by our advisory board. This particular group of stakeholders uses these assessment results to re-evaluate our programmatic student learning outcomes and our mission on an annual basis.

Standard 6: Financial Resources
On an annual basis, the Professional Management Department (where the Project Management program is housed), agrees upon an operating budget that is meant to support the operations of our department and the efforts of the four programs that are part of it. In addition, each faculty member is granted funds that they can use for their own professional development or involvement in associations that support their professional development. While we do not have a formalized assessment process dedicated to the appropriateness of the levels of operational funding or how the professional development funds are spent by each faculty member, there are established guidelines for how these funds are spent. The oversite for these are dictated by contract and university policies.

On an ongoing basis, the staffing levels and need for additional adjuncts, part-time, or full-time faculty are reviewed by the program faculty. When appropriate and necessary, additional resources are requested through our Dean. From that point, there are formal processes and procedures invoked to review and approve such requests. The details to support the request are based upon analysis of our growth trends, graduation class sizes, effectiveness in recruitment efforts, and other quantitative data.

Program Review Process, Timelines, and Cycle
For details about the specifics of our processes, timelines, and cycles of analysis, please refer to the supplement from standard 2 entitled, Standard 2: Supplemental Materials.

D.7.2: A program-level summary of notable strengths, areas for improvement, and future directions.

The Project Management program as MSUM has identified the following strengths in our program:
• Growth of program over the past two years/ number of graduates
• Blend of online, hybrid, and face to face classes
• Blend of types of students (online, traditional, older than average, transfers, double majors)
• Improved partnership with local PMI chapter
• Strong industry advisory board
• Improved performance on the CAPM exam
• Student satisfaction (course evals and exit surveys)
• Faculty professional backgrounds (all have industry experience)

In addition, we have identified the following areas for improvement:
• Current curricular stack.
• We have classes that don’t fit our mission or objectives directly (i.e.: MRKT 270, FINC 340)
• Lack of soft skills in our students
• Sustaining current growth trends
• Lack of experiential learning that is part of the program requirements
• Lack of PM student specific surveys and informal assessments

Finally, as a program and through the advisement of our key stakeholders, we have identified the following items as our short-term goals for the program:
• Add/drop needed/unneeded courses to align with the needs of the PM discipline more closely, employers, and our students
• Add more experiential learning opportunities to our degree requirements
  o Dragon Consulting
  o Internship
  o Simulation Course
• Enhance our informal assessment tools to align with the assessment of our program student learning outcomes more closely
• Add more PM professionals to our advisory board
• Incorporate organizational change management into our curriculum.

Because we leverage and value the input and oversight from our industry advisory board, we presented these strengths, areas for improvement, and actionable initiatives listed above. Below are a list of the motions and approvals from our most recent advisory board meeting on October 5th, 2018:

  • **Proposed Course Changes:**
    o New Courses:
      ▪ **PMGT 433: Dale Carnegie**
      ▪ **PMGT 370: Agile Methods**
      ▪ **PMGT 415: Project Management Simulation**

**D.7.3:** Evidence of curricular improvement and student learning, including:

**D.7.3.1:** A description of the program learning outcome assessment process.
The assessment of our program student learning outcomes in integrated into our overall program assessment processes. Given that our courses and their respective assessments are closely aligned to these program student learning outcomes and the fact that we incorporate a review of these course by course results in our program evaluation annually, we have established a rhythm of business related to the assessment of not only our Project Management program, but the other two programs found with in the purview of our faculty.

Both in the fall and spring semesters, our faculty participate in cooperation with other stakeholders to work through the tactical elements of our annual assessment lifecycle. The diagram below outlines the general tactical elements we focus on by semester.
The following table details the specific tasks that will be performed in each semester, by month.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>August—Assemble Data</td>
<td>January—Update Program Marketing and Student Ancillary Materials</td>
</tr>
<tr>
<td>• Print survey results for Employer Survey, Exit Survey, and Satisfaction Surveys</td>
<td>• 1st Week: Update Website, marketing materials</td>
</tr>
<tr>
<td>• Input Internship Logs into Survey Tracker</td>
<td>• 2nd Week: Update advising and sequencing sheets</td>
</tr>
<tr>
<td>• Update Survey tracker with Survey results</td>
<td>• 3rd Week: Schedule Student Program Meeting</td>
</tr>
<tr>
<td>• Request previous years’ data from Institutional effectiveness: Enrollment, Graduation, Career Placement, Retention</td>
<td>• 4th Week: Send Student Satisfaction Survey</td>
</tr>
<tr>
<td>• Update Retention Database, Survey Tracker, Internship Tracker, Graduation Tracker</td>
<td>February—Strategic Planning</td>
</tr>
<tr>
<td>September—Faculty Review &amp; Planning</td>
<td>• 1st Week: Schedule Faculty 4-hour strategic planning meeting (externally facilitated if budget allows)</td>
</tr>
<tr>
<td>• 1st Week: Review all data in 2nd Weekly Program Meeting in September</td>
<td></td>
</tr>
<tr>
<td>• 2nd Week: Review Course Competencies and Measures</td>
<td></td>
</tr>
<tr>
<td>• 3rd Week: Recommend Changes to Program, General Outcomes, and</td>
<td></td>
</tr>
<tr>
<td>Course Learning Outcomes (Student Competency Measures)</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• 4th Week: Create Work Plan and Review with Faculty</td>
<td></td>
</tr>
<tr>
<td>• 4th Week: Update Assessment Report and Review with Faculty</td>
<td></td>
</tr>
<tr>
<td>• 4th Week: Prepare Report for Board Review</td>
<td></td>
</tr>
<tr>
<td>• *Include in PDP</td>
<td></td>
</tr>
</tbody>
</table>

*Update Table B (for OM accreditation)

<table>
<thead>
<tr>
<th>October—Board Review &amp; Planning</th>
<th>March—University Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1st Week: Present Survey Results and Recommended Changes to the Board</td>
<td>• Submit all university reports: Program Reviews, Work Plan Reports, Retention Report, and Assessment Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November—Program Changes</th>
<th>April –Board Review and Strategic Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1st Week: Create formal program and changes based on board and faculty discussions</td>
<td>• 1st Week: Board Meeting focus is on future opportunities (3-5 years out)</td>
</tr>
<tr>
<td>• 2nd Week: Review Changes with Faculty</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December –Input Program Changes Course Outcomes</th>
<th>May –External Surveys and Course Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1st Week: Input formal program and course changes into curriculum navigator</td>
<td>• Last meeting of the year reviews the student outcomes and student evaluations –Due the first duty day in August.</td>
</tr>
<tr>
<td></td>
<td>• Every 4 years an alumni survey and phone-a-thon will be administered.</td>
</tr>
<tr>
<td></td>
<td>• Every 5 years an employer survey will be administered in addition to the Employer/On the Job/Internship semester survey.</td>
</tr>
<tr>
<td></td>
<td>• Every 3rd year, we review Mission, Vision, and General Outcomes for external validation</td>
</tr>
</tbody>
</table>
As part of our formal, annual assessment lifecycle, our program both collects data as well as input in an effort to continuously improve or project management program. Each of these points of input and data collection are listed in the table below:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Audience</th>
<th>Frequency</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction Survey</td>
<td>Current Students</td>
<td>One every 3 to five years</td>
<td>2011 and 2015</td>
</tr>
<tr>
<td>Program Exit Survey</td>
<td>Students who are graduating</td>
<td>Every semester</td>
<td>Every semester when the graduation application is submitted</td>
</tr>
<tr>
<td>University Exit Survey</td>
<td>Students who are graduating</td>
<td>Every semester</td>
<td>Every semester when the graduation application is approved</td>
</tr>
<tr>
<td>Employer Surveys</td>
<td>Employers</td>
<td>Every semester</td>
<td>Every semester in conjunction with the on the job training/internship</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Alumni</td>
<td>Once every 3-5 years</td>
<td>2011 and 2015</td>
</tr>
<tr>
<td>University Placement Data</td>
<td>Alumni</td>
<td>Annually</td>
<td>Every year and reported a year later.</td>
</tr>
<tr>
<td>Employer 1:1 Logs</td>
<td>Employers of Graduates and Students</td>
<td>Every semester</td>
<td>Every semester in conjunction with the on the job/internship class</td>
</tr>
<tr>
<td>Advisory Board Meeting</td>
<td>Industry, External Experts, alumni, administration, 2-year partners, and students</td>
<td>Every semester</td>
<td>Every semester in October and April</td>
</tr>
<tr>
<td>Program Meetings</td>
<td>PM/OM Faculty, plus student</td>
<td>Every week</td>
<td>Every week from August to May and sporadically throughout the summer</td>
</tr>
<tr>
<td>Department Meetings</td>
<td>Department Faculty</td>
<td>Every month</td>
<td>Every Month from August to May</td>
</tr>
<tr>
<td>Course level key assessments</td>
<td>Faculty</td>
<td>Every semester</td>
<td>At the end of each course</td>
</tr>
</tbody>
</table>
Once collected, our faculty in consultation with other key stakeholders of the program analyzes each of these data elements and evaluates the best course of action to respond to identified trends or areas of concerns. While the initial analysis is done by the program coordinator, other faculty in the program, our advisory board, industry professionals, and students are collaborated with as needed to provide additional context or insights into this analysis.

While we have an opportunity to improve upon our course level: key assessments analysis as well as tying that to our overall assessment efforts, we have begun to incorporate this into the rhythm our business staring fall 2018. This documented rhythm as well as all of the assessments listed above was generated as a result of consultation with our department, program faculty, and advisory board. While many of these assessment activities have been ongoing for a number of years, their standardization, re-assessment of their validity, and operationalization of their execution and analysis is a new process for our program. Moreover, as we work towards being more purposeful with our course level key assessments we also are working on re-structuring our current surveys to ensure that they assess not just our Operations Management program but provide those keen insights into the nuances of our Project Management program as well.

Finally, these assessments and consultations with key stakeholders are calendarized into our biweekly program meetings, monthly milestones, and semester level milestones. Our faculty has also incorporated this assessment lifecycle into our professional development plans and review. This ensures we are holding ourselves accountable towards our execution this plan. Finally, our University also has a formalized assessment process that we adhere to. Our assessment lifecycle not only supports the accreditation efforts across all three programs but to also meet the needs of our University assessment process and in support of our HLC accreditation when we need to reaffirm it.

D.7.3.2: Analysis of assessment data showing the extent to which students have achieved the GAC core areas of focus for program learning outcomes and use of these data for continuous program improvement.

Based upon the results of our students’ CAPM exams, our exit and alumni surveys, as well as consultation with out key industry stakeholders, we are actively exploring and pursuing a number of program changes.

Exit Survey Results
Until August 2018, our exit survey questions were designed around our Operations Management program objectives. While not ideal, this data did influence and affirm particular programmatic and curricular choices and changes that have been made. As is seen, in the supplement to D.7 in table Alignment with Operations Management Program Outcomes (filtered by PM students), Over 73% report an above average or excellent learning experience as it relates to communications skills. With the inclusion of the Dale Carnegie course to our curriculum starting in 2019, we expect these results to be even better. Over 63% report that our program prepared them in information technology skills at a level of above average or higher. This has been in large part to OM 395 Computers for Technologists and the use of these technologies in other contexts across our curriculum as well as students using these technologies for the use of managing
and collaborating on group projects. The same survey indicates that our PM over 73% of our PM students feel that our program prepared them to apply and understand quality management principles at a level of *above average or higher*. Like the results we found on their preparation related to computers and technology, over 63% of our PM graduates report that they are *above average or higher* in terms of preparedness on project management and leadership. What is not clear from these results are why 4 respondents reported that this was NA.

Finally, nearly 73% of our PM graduates indicated that they feel prepared in the area of *positive personal habits* at a level of *above average or higher*. It is also important to note that prior to spring 2018, our exit surveys did not ask the graduate if they were an OM, PM, or GSCM graduate. As such, we are unable to extrapolate a significant amount of detail specific to or PM graduates on a historical basis. That said, our newly designed survey that includes PM specific questions, has been distributed to our graduates since summer graduation in August. This important change will provide us much needed nuanced data.

Finally, our exit survey from spring 2018, indicated that 100% of our PM graduates found the quality of the teaching faculty as well as our faculties’ accessibility to be above average or higher. While these specific measurements do not align with specific program objectives, they do support and back up the course evaluation data analysis found in D.4.

**CAPM Results**

See section 2.7 for details on CAPM data and how this aligns with program learning outcomes.

**Course Level Assessments**

As outlined in section 7.2, one of the key areas we are actively working on improving specific assessments related to course level and program level outcomes. While our current course level assessments do align with course level outcomes and those outcomes align to program level outcomes, as a program we have not sought out aggregations of this data from our faculty. Starting in the fall of 2018, we have adjusted our approach to this and will have this data on a programmatic level moving forward.

**D.7.3.3:** The means by which faculty, students, and staff are involved in curricula review and revision.

As is outlined in the curriculum approval flowchart found in the supplemental materials for Standard 2, our university has a well-defined process for including new curriculum and its approval procedures. Additionally, these procedures involved a number of areas of oversight and collaboration with other stakeholders both inside and outside the academe.

Our program follows this same procedure. We spend a great deal of time on the *parallel consultation* stage of this process. As part of our own procedures and professional integrity, we commonly involve numerous industry professionals, colleagues, and occasionally students (current or alumni) to gather their insights, concerns, or suggestions for improvement or applicability of the revisions or new courses. In addition, we will commonly do informal reviews of entire curriculums, courses, and the like with new industry contacts we encounter where appropriate.
This approach provides us not only keen and emerging insights from the discipline across industries but ensures that we are not resting on our laurels.

Finally, as part of our assessment processes we will commonly reassess the viability of curricular items, course objectives, or entire programmatic objectives based upon these consultations if we see emerging trends that required additional focus or refocusing on the dynamic disciplinary aspects of the project management discipline.

D.7.4: Evidence of how the effectiveness of faculty and staff is assessed and how the assessment data are used to inform continuous improvement.

Our full-time project management faculty are required to provide our students the opportunity to provide feedback on each course they teach. While the results of these surveys are viewable by default with the only the Dean of the college as well as the faculty member, our faculty have agreed to share their student evaluation scores and details with each other for both the purposes of collaboration but to support our overall assessment life cycle and the evaluation of these assessments. The surveys are consolidated into our course evaluation database at the end of each semester. This is done strictly for the purposes of data collection and overall program analysis. Any use of this data for the purposes of coaching is done by the Dean of our college.

Finally, as part of our alumni and exit surveys, our students are surveyed about the effectiveness of our instructors as well as other functions of our instructors' faculty responsibilities that impact the students and that they (the student) would have insight into. This data is reviewed in the months of August and May. The August review encompasses our spring and summer graduates while the May analysis encompasses our fall graduates. This data is used along with employer surveys as well as other campus data sources to review our program holistically through the triangulation of these various informal assessments.

These data points and the holistic evaluation of the program are shared with our key stakeholders during our advisory board meetings. The board provides additional oversight and input on the strategies, mission, short and long-term goals of the program based upon these assessment tools.

The program improvements we are currently pursuing were outlined in section 7.2. Additionally, based upon our assessment and collaboration efforts with our key stakeholders, we have developed long and short term goals as outlined in the supplements at the end of this self-study report: Operations Management/Project Management/ Global Supply Chain Management Long-Term and Short-Term Goals.

If needed, additional information related to the applicant program’s response and evidence for Accreditation Standard D.7 may be included in Supplement to Section D.7: Program Improvement.
Supplements

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Satisfaction with program

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Gender Analysis

Student Classification

Age Band

Admission Status

CAPM Exam Results

CAPM Pass Rates by Year

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Supplement to Section D.1: Program Mission

MSUM Project Management Mission Statement

Accreditation of Project Management

North Central Association

Minnesota State University Moorhead is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, (www.higherlearningcommission.org, 312.263.0456) to offer undergraduate four-year college programs leading to Baccalaureate degrees. Online undergraduate programs have been approved in Business Administration, Operations Management, and Project Management.

Operations Management and Project Management Program Mission Statement

To transform lives by providing rigorous and applied education for technical and non-technical students.
### MSUM University Mission and Vision Statements

#### Strategic Framework

**OUR PURPOSE**

**Purpose**

Our purpose, in its simplest and most idealistic form, is to transform the world by transforming lives.

#### OUR MISSION

**Mission Statement**

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

#### OUR CORE VALUES

**Grit**

- We are “scrappy” and resourceful.
- We have big goals and the tenacity to achieve them.
- We have the courage to do what’s right.

**Humility**

- We’re all on the same team and everyone’s role is important.
- We seek the best ideas and know they can come from anywhere and anyone.

**Heart**

- We go the extra mile for our students and each other.
- We are passionate about our purpose.
- We are fiercely loyal to MSUM.
MSUM Strategic Anchors and Supporting Objectives

**OUR STRATEGIC ANCHORS**

We will achieve our purpose by anchoring our work with three key strategies. While we may prioritize these strategic anchors differently at different times, the anchors themselves will remain constant for the foreseeable future. These are the strategies that will enable us to achieve our purpose of transforming the world by transforming lives:

*Strategy 1: Our Students.*
Focusing relentlessly on student achievement and students’ return on their investment.

*Strategy 2: Our University.*
Creating a campus community that is diverse, inclusive, globally aware, and just.

*Strategy 3: Our World.*
Being indispensable to the social, cultural, and economic advancement of Moorhead and the surrounding communities.

**Strategy 1:**
We will focus relentlessly on student achievement and students’ return on their investment.

**WE WILL**

- Ensure student learning and achievement are at the center of our work
- Assess the effectiveness of our curriculum and pedagogy and make continuous improvement
- Engage students with the community in educationally purposeful ways
- Celebrate students’ outstanding achievement in academics, the arts, athletics, service, and leadership
### Strategy 2:
We will create a campus community that is diverse, inclusive, globally aware, and just.

### WE WILL
- Create a campus community that reflects the diversity of society
- Ensure MSUM is accessible and welcoming to students and employees who have historically been under-served by higher education
- Create a campus culture that values and celebrates diversity of ideas, perspectives, and people
- Create a campus community that is just and equitable

### Strategy 3:
We will be indispensable to the social, cultural, and economic advancement of Moorhead and the surrounding communities.

### WE WILL
- Attract and retain talent to Moorhead and the region
- Contribute leadership and expertise to address community issues and economic development
- Enrich the community through academic, athletic, arts, service, and leadership opportunities.
MSUM Project Management General Program Outcomes

B.S. Degree in Project Management

Description
This major is designed for individuals who like to lead projects, get things done, and make an impact with their work. Project managers are needed in all industries and across all professions. It is a degree designed to be flexible and allows you to take up to 30 credits in your area of interest and transfer in your 2-year AAS or AA degree. It is also a great fit for A2 transfers. The degree can be paired with an area of emphasis, a minor or even a double major. Project management is a particularly great fit for business, marketing, computer science, human resources, and medical professionals. Project managers are equipped to deal with a wide variety of different problems and provide solutions in most professional fields, making their skill set highly demanded by the workforce.

The degree is designed to guide students to become effective project managers, equipped with technical skills and leadership skills necessary to deliver successful projects in their area of passion. A project management education coordinates the Project Management Body of Knowledge (PMBOK) areas with a student's area of emphasis, minor, double major, or transfer degree. This degree was built on one fundamental principle: regardless of industry, regardless of discipline or job title, everyone needs to get things done. Students who successfully complete the required project management courses offered in this program are eligible to also earn and have MSUM pay for the globally recognized CAPM certification.

Student Learning Outcomes
Project Management General Learning Outcomes

Technical Expertise
- Understand the fundamentals of the PMBOK knowledge areas, process groups, and tools in projects to meet the competitive needs of global, regional, and local businesses.
- Examine and define process improvement theories and applications in a project context.

Behavioral Expertise
- Assess and create positive personal and ethical leadership, communication, and team management skills, and apply to stakeholder engagement and project teams globally.

Strategic Awareness
- Assess the strategic, business, cultural, and operational drivers required to inform decisions and deliver sustained competitive advantage in the project management context.
- Apply the fundamentals of the project management interdisciplinary degree to enhance job opportunities and career advancement.

Project Management Student Learning Outcomes

Technical Expertise
- Create project management plans using appropriate techniques and tools per the PMBOK Guide.
- Examine the five project development process groups and knowledge areas within the PMBOK Guide.
- Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risks.
- Identify tools, principles, and techniques of continuous process improvement.
- Create a proactive risk management and quality plan and develop contingency plans.

Behavioral Expertise
- Examine the fundamentals of effective communication, team management, and leadership skills with a project team and stakeholders.
- Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.

Strategic Behavior
- Discover how project managers align organizational strategy, culture, and operational drivers to inform decisions to satisfy project requirements.
- Apply fundamental business, Lean, and quality processes to the multidisciplinary, industry, and global project environment.
- Employ management and integration of organizational programs and project portfolios.
Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes

Curriculum Approval Process

[Diagram of the Curriculum Approval Process]

Version 3.0
March 15, 2017
Advisory Board input into program outcomes and courses

Spring 2018
Operations Management, Project Management, and Global Supply Chain Management Advisory Board Meeting

Meeting called by: Pam McGee
Type of meeting: Advisory Board Meeting
Facilitator: Kathy Cochran
Note taker: Alec Gausman

Purpose: Accreditation
Attendees: Faculty, administration, staff, industry, alumni, 2-year partners, students

Please read:
Please bring: Nothing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
<th>Action Items/ Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Introductions, Welcome</td>
<td>Kathy Cochran</td>
<td>Welcome to Kalie Olson and Ryan Stall as new members</td>
</tr>
<tr>
<td>Accreditation Update</td>
<td>Josh Behl</td>
<td>21 standards, 20 compliant, 1 partial compliant.</td>
</tr>
<tr>
<td>✓ Program(s) Update</td>
<td>Pam McGee</td>
<td>High/Low/Opportunity/Other Discussion and Update Action Item:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Strategic Planning Session</td>
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<td></td>
<td></td>
<td>▪ Review PM Society</td>
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<td></td>
<td></td>
<td>▪ Scholarships</td>
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<td>▪ Alumni Engagement</td>
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<td></td>
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<td>▪ GSCM Growth and Connection to Trade Office</td>
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<td></td>
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<td>▪ Program Level Marketing Campaign</td>
</tr>
<tr>
<td>✓ Project Management Accreditation Overview and Timeline</td>
<td>Josh Behl</td>
<td>GAC Process Review</td>
</tr>
<tr>
<td>✓ Industry Input on PM</td>
<td>Josh Behl</td>
<td>Action Items: Reviewed Program Outcomes</td>
</tr>
<tr>
<td>✓ Review of current list of classes as well as our proposed changes</td>
<td>Josh Behl</td>
<td>▪ Include more applied/demonstrated language</td>
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<td></td>
<td>▪ Provide more outcomes under the behavioral people category</td>
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<td></td>
<td>▪ Include “context” language</td>
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<tr>
<td>Action Items</td>
<td>Alumini Social Event (PMI Society Sponsor)</td>
<td>Pam McGee</td>
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<td>------------------------------------------</td>
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<tr>
<td>✓ Alumni Social Event (PMI Society Sponsor)</td>
<td>Pam McGee</td>
<td></td>
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<tr>
<td>✓ Next Board Meeting</td>
<td>Kathy Cochran</td>
<td>First Friday in October</td>
</tr>
<tr>
<td>Action Items</td>
<td>Kathy Cochran</td>
<td>Schedule virtual meeting over the summer to continue to approve the curriculum and program changes</td>
</tr>
</tbody>
</table>

- Include under communication “Listening”
- Include financial acumen
- Include agile information
- Provide multiple tools
- Incorporate data analysis
- Review Program Changes
  - Approved MRKT 270 change
- Add both Dale Carnegie and simulation
- Add more change management
- Keep financial analysis and business mindedness
- Interested in CRM
- Requested data extraction skills
Detailed Syllabi for PM Program Courses

PMGT 300 Project Management and Scheduling

Example of Course Syllabus from Fall 2017 (Pam McGee)

- GO #1 Communication Skills
- GO #2: Information Technology
- GO #8 Professional Management
- GO #9 Project management and project leadership
- GO #10 Global and cultural awareness

STUDENT COMPETENCIES (COURSE OUTCOMES)
1. Identify the PMBOK project management methodology, knowledge areas, process groups and project processes (GO #8)
2. Create a project plan including a charter, scope plan, stakeholder plan, and communication plan (GO #1, GO #2, GO #8, GO #9, GO #10)
3. Develop a project schedule electronically that has baseline, resources, and budgets including WBS and Gantt Charts (GO #2, GO #8)
4. Define and analyze project risk, constraints, and assumptions (GO #8)
5. Describe ancillary plans related to the project plan including a quality management plan, supply chain management plan and risk management plan (GO # 8, 6)
6. Describe team stages of development, characteristics of high performing teams, and different roles in a project environment (GO #1,8,9, 10)
7. Examine different ways to track progress and close projects (GO #2,9)
8. Discuss the global and diversity implications in a project environment (GO #1, #GO #9, GO #10)

STUDENT COMPETENCY MEASURES / ASSESSMENTS--TBD

COURSE CALENDAR *DRAFT AND SUBJECT TO CHANGE. D2L IS ALWAYS THE MOST ACCURATE*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>CLASS MATERIALS</th>
<th>INDIVIDUAL ASSIGNMENTS</th>
<th>GROUP ASSIGNMENTS</th>
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<tbody>
<tr>
<td>0</td>
<td>Getting started</td>
<td>Instructor Welcome Video Getting Ready for Class to Start Video Course Syllabi Email Order Textbooks Email Course Expectations Video</td>
<td>Discussion Board Introduction Post your Picture in D2L</td>
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</tr>
<tr>
<td>1</td>
<td>M1: Project Introduction</td>
<td>Kloppenborg Ch 1, Ch 2, Ch 3 Whittacker Ch 1 PMBOK Introduction</td>
<td>Quiz: Ch 1, Ch 2, Ch 3 PMBOK Introduction Worksheet</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>M2: Project Leadership and Teams</td>
<td>Kloppenborg Ch 13 Whittacker Ch 5</td>
<td>Quiz Ch 13</td>
<td>Form Groups and Assign Roles Pick Project Topic</td>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>(9/7-9/14)</td>
<td>M3: Project Set up</td>
<td>Kloppenburg Ch 4,5,6 Whittaker Ch 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz: Ch 4,5,6 Create Project Charter, Stakeholder Analysis and Scope Plan</td>
</tr>
<tr>
<td>4</td>
<td>(9/14-9/21)</td>
<td>M4: Project Schedule</td>
<td>Kloppenburg Ch 7,8,9 Whittaker Ch 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz Ch 7,8,9 Electronic Schedule Create Schedule, including tasks, resources, and budget</td>
</tr>
<tr>
<td>5</td>
<td>(9/21-9/28)</td>
<td>M5: Project Plans (ancillary)</td>
<td>Kloppenburg Ch 10, 11, 12 Whittaker Ch 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz Ch 10, 11, 12 Create Risk Plan and Agenda for Kickoff meeting</td>
</tr>
<tr>
<td>6</td>
<td>(9/28-10/5)</td>
<td>M6: Project Tracking and Close out</td>
<td>Kloppenburg Ch 14, 15 Whittaker Ch 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz Ch 14, 15 Whittaker Bonus Points Paper Final Project Close Out Meeting</td>
</tr>
<tr>
<td>8</td>
<td>(10/5-10/12)</td>
<td>Final Group Project Close Out Meeting</td>
<td>*An in person and online comprehensive review session will be available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Comprehensive Final</td>
</tr>
</tbody>
</table>

• ALL ASSIGNMENTS ARE DUE THE FOLLOWING THURSDAY AT 6:00PM PRIOR TO CLASS.

**GRADING:**
This is a rough estimate of the total points. They may vary based on assignments that are added and deleted per instructor discretion.

**Grading Scale:**
>93% A, >85% B, >75% C, >65% D, <64% failing

<table>
<thead>
<tr>
<th>Estimated Points for Assignments</th>
<th>Points</th>
<th>WT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>450</td>
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<tr>
<td>Discussions</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Group Project Close Out Meeting</td>
<td>150</td>
<td>25%</td>
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<tr>
<td>Final Project Plan</td>
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<td>20%</td>
</tr>
<tr>
<td>MS Project Assignments</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm and Final</td>
<td>200</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**IF YOU HAVE QUESTIONS ON CALCULATING A WEIGHTED GRADE, PLEASE CONTACT SUPPORT AT support@mnstate.edu OR USE ONLINE CALCULATOR AT http://blacksdomain.com/files/Notes/Calculating_WA.php**

**STUDENT RESOURCES**
All student resources can be found under the resources tab in D2L course shell: Including...

• General Resources: http://www.mnstate.edu/current-students/
• Academic Support Center: http://www.mnstate.edu/asc/?terms=academic%20support%20center
• Career Development Center: http://www.mnstate.edu/career/
• D2L Accessibility and Tutorial: http://www.mnstate.edu/career/
• Disability Services: http://www.mnstate.edu/disability/
• Eservices: http://www.mnstate.edu/eservices/
• Hendrix Clinic & Counseling Center: http://www.mnstate.edu/current-students/
CLASSROOM AND UNIVERSITY POLICIES

LATE POLICY
I know we all have things that come up with our schedule so if you do your best to get things in on time, I will do my best to hand back in a timely manner. In the event, something has to be handed in late please put in the Late Drop box. All late work will be graded at 50%. If you hand in more than 2 pieces of late work, your grade will drop a letter grade for each 2 pieces of late work. This is a project management class and very important that we hold ourselves accountable to deadlines.

Assignments that you cannot ‘hand in ‘late” are discussions, in class assignments because there will be no one to ‘discuss ‘anything with because the discussion will be closed. You can also not hand in the final assignments late, including the final exam, final project (if this class has one), or any final bonus points.
Let’s work together on avoiding this issue. The only excused late work that will not be counted towards accepted are items that are late because of illness (Dr. excuse required), a family emergency /crisis, or a death in an immediate family (Obituary required).

DISABILITIES SERVICES
"Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange accommodations.
If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the DRC at (218) 477-4318 (V) or (800)627.3529 (MRS/TTY) to schedule an appointment for an intake.
Additional information is available on the DRC website: http://www.mnstate.edu/disability/
If you are registered with the DRC and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss implementation of your accommodations."

SEXUAL VIOLENCE
Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.
MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.
If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Coordinator of Sexual Assault Services at Hendrix Clinic and Counseling Center, 218-477-2211, or Ashley Atteberry, Title IX Coordinator in Owens Hall 208 (218-477-2174; ashley.atteberry@mnstate.edu). Additional information is available at: www.mnstate.edu/titleix

PLAGIARISM POLICY
Plagiarism is passing off somebody else’s writing or ideas as your own. There is nothing wrong in consulting any number of sources to help you understand what we are studying (whether an article in The Encyclopedia of Philosophy or a web site or Cliffs Notes) but it is stealing to take material without first paraphrasing it
completely into your own words, or without placing it in quotation marks. (Rule of thumb: if you take more than two consecutive words from a source, put them in quotation marks, and if the idea behind a sentence comes from an outside source, acknowledge that source!) Any time you consult and draw on ideas from any source, you should cite your source. Taking ideas from another person and pretending that they are your own, original thoughts, is also plagiarism. The fact that your source was an assigned text for the course does not mitigate or lessen the seriousness of plagiarism. Students sometimes claim unintentional or accidental plagiarism. It is difficult for an instructor to judge whether the plagiarism was intentional or unintentional. Basically, the latter occurs when a student reads a secondary source or takes notes, writes a paper without looking at the source or the notes, and accidentally uses phrasing and ideas from that source. Or a student may attempt to paraphrase an author's ideas but fails to put it completely into his or her own words. (If you paraphrase and don’t cite your source, that's evidence of intentional plagiarism.) If evidence demonstrates that you have plagiarized any part of any written assignment for the course, the offense will be reported to the Vice President for Student Affairs and you will receive a failing grade for the course. In short, if you use an outside source, simply provide footnotes or citations in parentheses where appropriate.

**Supporting Assessments and Coursework for PMGT 300**

<table>
<thead>
<tr>
<th>Type</th>
<th>Course curriculum or assessment description</th>
<th>Attached Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise/Worksheet</td>
<td>M1: Worksheets: 10 Knowledge Areas, 5 PG, and 47 PP Worksheet</td>
<td><img src="" alt="Microsoft Word Document" /></td>
</tr>
<tr>
<td>Exercise/Worksheet</td>
<td>M4: Birthday Party Schedule Assignment</td>
<td><img src="" alt="Microsoft Word Document" /></td>
</tr>
<tr>
<td>Group Project</td>
<td>M3: Chunnel Case Study Project Charter</td>
<td><img src="" alt="Microsoft Word Document" /></td>
</tr>
<tr>
<td>Group Project</td>
<td>M3: Chunnel Stakeholder Management</td>
<td><img src="" alt="Microsoft Excel Worksheet" /> Stakeholder Engagement Assessment Matrix.xlsx</td>
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<td></td>
<td><img src="" alt="Microsoft Excel Worksheet" /> Stakeholder Prioritization Matrix.xlsx</td>
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<td><img src="" alt="Microsoft Excel Worksheet" /> Stakeholder Register.xlsx</td>
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<tr>
<td>Type</td>
<td>Course curriculum or assessment description</td>
<td>Attached Document</td>
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<tr>
<td>Group Project</td>
<td>M3: Chunnel Scope Statement and WBS</td>
<td>Microsoft Word Document</td>
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<tr>
<td></td>
<td></td>
<td><em>Project Scope Statement.docx</em></td>
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<td><img src="" alt="Document" /></td>
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<tr>
<td></td>
<td></td>
<td><em>Chunnel Work Break Down Structure.docx</em></td>
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<td><img src="" alt="Document" /></td>
</tr>
<tr>
<td>Group Project</td>
<td>M4: Software Assignments Dropbox</td>
<td>Microsoft Word Document</td>
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<tr>
<td></td>
<td></td>
<td><em>Group Project Software Selection Worksheet.docx</em></td>
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<td><img src="" alt="Document" /></td>
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<tr>
<td></td>
<td></td>
<td><em>Group Scheduling Project on Graduation Party</em></td>
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<td></td>
<td><img src="" alt="Document" /></td>
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</tbody>
</table>
Instructor Information  
Instructor: Pam McGee, MBA  
Contact Information: mcgeepa@mnstate.edu, (C) 7013619270; (O) 218.477.2466  
Office Hours: Tuesdays 9:30 to 12:00pm, 1-5:30pm, Wednesday, 9-12:pm or by appointment

Course Descriptor  
Fall/Spring: All Years  
This course focuses on the development of project leadership with emphasis on advancing your own personal leadership style, learning how to assemble and build a team, managing performance, basic human resource functions and problem solving, negotiation, emotional intelligence, communication, coaching, and resource planning. Case studies, class discussion, written assignments, and oral presentations are utilized in instructional delivery.

OUTLINE OF MAJOR CONTENT AREAS  
1. Project leadership and team management.  
2. Motivating self and others  
3. Performance management.  
4. Basic introduction to human resources planning.  
5. Negotiation skills.  
6. Communication and coaching.  
8. Change management.  
9. Implementing strategy.
LEARNING OUTCOMES (General)

1. Study different leadership styles and create a definition of leaders.
2. Apply contemporary motivational theories.
4. Assess and define leadership emotional intelligence.
5. Apply a team coaching model.
6. Develop a leadership communication style.
7. Understand the basics of team leadership.
8. Understand how leaders influence.
10. Create a change management plan.
11. Explain basic HR functions.
12. Apply a basic performance management process.
13. Interpret strategy into implementation.
14. Study leadership inspiration.

Required Texts/Readings

*Leadership: Theory, Application & Skill Development* by Lussier, 5th Ed

*Our Iceberg is Melting* by Kotter

*The One Minute Manager Meets the Monkey* by Blanchard

The books are available at the MSUM Bookstore or may be purchased online from a bookstore or another source like Amazon.com

Required Technology

*Office 2010 or Office Converter*

Grading

- Each assignment will be graded and return to the drop box with comments within one week of its due date.
- Each quiz, midterm and final will be automatically graded and submitted to the grade book.
**Course Requirements**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points per assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments (3-5)</td>
<td>30-50 points per assignment</td>
</tr>
<tr>
<td>Quizzes (5-7)</td>
<td>50-70 points per assignment</td>
</tr>
<tr>
<td>Discussions (3-5)</td>
<td>30-50 points per assignment</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>100</td>
</tr>
<tr>
<td>Book report</td>
<td>50</td>
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</tbody>
</table>

*Grade of “A” requires a 93 percent or more*
*Grade of “B” requires an 85% percent or more*
*Grade of “C” requires a 75% percent or more*
*Grade of “D” requires a 65 percent*
*Grade of “F” = 64 percent or less*

**Expectations of the Class**

**Late Homework:**
- All late homework should be turned into the Late Homework drop box.
- All late work receives a 25-50% penalty.
- All late homework is only graded if the student is within 1% point from the next grade level and has had consistent positive performance in class.

**Discussion Question Participation**
- You will be graded on your participation and quality of answer. It is very important that you participate in this discussion.
- Professionalism is expected at all times in your discussion. You should attack the idea not the person. If at any time, a student acts inappropriately in posted material. They will be given one warning and asked to leave the class.
- Remember, a discussion post should be grammatically correct and well written. You only get 10 points per discussion, so don’t lose points on poor writing style.

**Email**
- You are required to check email for updates and enhancements to the class. I will use your mnstate email only so please check that email and/or have the MNSTATE email forwarded to an email account you regularly check. You can forward email by going to Dragonmail.mnstate.edu/ and clicking on preferences.

**Writing Guidelines**
- Your written material will be graded 70% on content and 30% on grammar
- Be sure to read your work aloud, it catches over 80% of the mistakes a writer makes.
- Be sure to use MLA or APA style to reference materials
- Be sure each piece of writing has an opening, body and conclusion
• Be sure your opinion is justified with examples or anecdotes.
• Please save your files with First Name_Last Name_Name of Assignment. You will be given one cautionary note and if the file is saved with any other title format, it will be returned and not graded.

Handing in Course Material

• All course material should be submitted on time in the corresponding drop box or in class based on the instructor’s instructions.
• All course material is due on a weekly basis by Sunday at 11:59pm. Any course material submitted after 11:59 pm is considered late. (even 12:01).

Instructor Availability

• The instructor will be available via email and phone calls. When emailing the instructor, be very clear what the issue is and what you would like for assistance. The instructor will return emails within 24 hours.
• You may also schedule an appointment with the instructor during office hours. If office hours are not convenient for you, please contact the instructor for a mutually agreed upon meeting time that works for both student and instructor.

PROGRAM LEARNING Outcomes

Primary SLO

Outcome #9: Project Management and Leadership. The graduate will be able to apply skills of organizing and managing resources to deliver the a temporary or one-time endeavor project with a defined scope, time and cost constraints. The graduate will also understand the changing workplace structure and be a positive contributor.

Supporting SLOs

Outcome #1: Communication Skills. The graduate will be able to apply oral, written, graphic, and listening skills and be able to contribute and facilitate team efforts.

Outcome #9: Positive Personal Habits. The graduate will be able to apply appropriate management skills, demonstrate ethical actions and conduct, be aware of the personal value for involvement and contribution to the community and knowledge of industry expectations.

Outcome #10: Global and Cultural Awareness. The graduate will exhibit an understanding and acceptance of human and cultural diversity, and a concern for ethical treatment of all persons. Additionally, graduates will have a realistic understanding of the internationalization of business and industry.
Appendix Items

Plagiarism Policy

Plagiarism is passing off somebody else’s writing or ideas as your own. There is nothing wrong in consulting any number of sources to help you understand what we are studying (whether an article in The Encyclopedia of Philosophy or a website or Cliffs Notes) but it is stealing to take material without first paraphrasing it completely into your own words, or without placing it in quotation marks. (Rule of thumb: if you take more than two consecutive words from a source, put them in quotation marks, and if the idea behind a sentence comes from an outside source, acknowledge that source!) Any time you consult and draw on ideas from any source, you should cite your source. Taking ideas from another person and pretending that they are your own, original thoughts, is also plagiarism. The fact that your source was an assigned text for the course does not mitigate or lessen the seriousness of plagiarism. Students sometimes claim unintentional or accidental plagiarism. It is difficult for an instructor to judge whether the plagiarism was intentional or unintentional. Basically, the latter occurs when a student reads a secondary source or takes notes, writes a paper without looking at the source or the notes, and accidentally uses phrasing and ideas from that source. Or a student may attempt to paraphrase an author’s ideas but fails to put it completely into his or her own words. (If you paraphrase and don’t cite your source, that’s evidence of intentional plagiarism.) If evidence demonstrates that you have plagiarized any part of any written assignment for the course, the offense will be reported to the Vice President for Student Affairs and you will receive a failing grade for the course. In short, if you use an outside source, simply provide footnotes or citations in parentheses where appropriate.

Note of Disabilities Services

The Disability Resource Center recommends that all University faculty use the following statement on their course syllabi to inform students of the faculty member’s willingness to provide reasonable accommodations. Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the DRC at (218) 477-4318 (V) or (800)627.3529 (MRS/TTY) to schedule an appointment for an intake. Additional information is available on the DRC website: http://www.mnstate.edu/disability.
## Supporting Assessments and Coursework for PMGT 385

<table>
<thead>
<tr>
<th>Type</th>
<th>Course curriculum or assessment description</th>
<th>Attached Document</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Worksheet/Exercises</strong></td>
<td>13 Behaviors Action Plan</td>
<td></td>
</tr>
</tbody>
</table>
| **Discussion**      | **Module 2 Ch 2 EI Preliminary Action Plan**<br>After reading Ch 4 & 5 in Greaves and Bradberry and completing the Emotional Intelligence Action Plan, discuss the highlights of what you are going to do to increase your weak areas in Emotional Intelligence, particularly in the Self Awareness Category. When replying to other students, please offer helpful suggestions on what they are doing and other things they can do to improve that particular area. To get full points for this post, you should  
  - Explain the highlights of your EI action plan  
  - Discuss some specific action items that you are going to change in the Self Awareness Category (chapter 5)  
  - Respond with a helpful suggestion to another student  
  Be sure to post your answers in complete sentences, grammar free, and well written | **NA**              |
| **Discussion**      | **Module 3 Self Management and Trust**<br>After reading Ch 6 Greaves and Bradberry and completing the Trust Assessment and associated Trust reading/video watching, discuss how self management impacts trust—trust in yourself, trust in others, and how others trust you.                                                                 | **NA**              |
| **Discussion**      | **Module 4 Coaching and Conflict**<br>Coaching & Social Awareness: Discuss how social awareness will help you with your coaching conversations when you are a manager. Be sure to use the social awareness strategies and the Lussier content on coaching. | **NA**              |
| **Discussion**      | **Module 5 Team Leader Relationships**<br>Recall a previous manager, teacher, community member, friend who you think was a great role model in building relationships. Discuss with the group some of the EI 2.0 Ch 8 relationship building strategies you think they may have used and how you can apply them when you lead a team. | **NA**              |
PMGT 400: Advanced Project Management, Risk, and Liability

Example from Pam McGee, spring 2018

PMGT 400 ADVANCED PROJECT MANAGEMENT, RISK & LIABILITY

GENERAL COURSE INFORMATION
SUBJECT: PMGT 400 Advanced Project Management, Risk and Liability CREDITS: 3

DESCRIPTION: This course is intended to focus on the leadership of a project and less on the tactical tools and methodologies. Topics will include how to build cross functional teams, advanced budgets, human resource assignments, stakeholders, project communication plans, advanced change management and change order process, advanced analysis of project risks, liabilities and constraints and how to overcome. It will assess the influences of different cultural constraints on a project and how to mitigate the risk of culture impeding a projects success.

The course will utilize a CAPM exam prep process to solidify the content and case studies to apply the advanced leadership topics to case scenarios.

REQUIRED MEETING DATES/TIMES/LOCATIONS: The class is online. Date: 01\08-03\02. Note: There is a proctored exam requirement. More information to be given the first week of class.

INSTRUCTOR INFORMATION
INSTRUCTOR NAME: Pam McGee PHONE/TXT: 701.361.9270 EMAIL: MCGEEPapa@mstate.edu

RESPONSE TIME: I will respond to all emails and voicemails within 24 hours from the time of the call and/or mail.

Late Policy
I know we all have things that come up with our schedule so if you do your best to get things in on time, I will do my best to grade items in a timely manner. You can hand in one late assignment with no penalty. However, for all other late work, here is the policy:
1. For each two late assignments your course grade will drop by a letter grade.
2. Weekly discussions can not be handed in late or made up, points are just foregone
3. All make up quizzes are verbal exams: You need to schedule a 30-minute meeting and take a verbal quiz with the instructor on the phone.
4. Assignments: To make up an individual (non-quiz or discussion) assignment, you should put in the late drop box.

Course learning outcomes
1. Analyze the project politics.
2. Assess and document project risks.
3. Build a cross functional team project plan, including define, plan, execute and close.
5. Create a company charter and implement a case study project plan.
6. Design project costing and budgeting.
7. Develop a project communication plan.
8. Develop a resource plan in a resource constrained environment.
9. Discuss legal environment of project work.
10. Identify the culture constraints of project implementation and develop a transition plan.
11. Implement lean project processes to ensure team efficiencies.
12. Produce a project approval document for appropriate stakeholders.
13. Study the change management process and change order process.
14. Study the role of a project office versus a project team.

**Grading**

**SCALE:**
- >90% A, >80% B, >70% C, >60% D, <60% failing

<table>
<thead>
<tr>
<th>Example Assignments (SUBJECT TO CHANGE AT INSTRUCTORS DISCRETION)</th>
<th>Estimated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Quiz</td>
<td>20</td>
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<tr>
<td>Pre-Test 135 Question Study Plan Activity</td>
<td>15</td>
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<tr>
<td>Weekly Quizzes</td>
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<tr>
<td>Weekly Content Worksheets</td>
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<tr>
<td>Weekly Discussions</td>
<td>50</td>
</tr>
<tr>
<td>Practice Test Study Worksheet Plan</td>
<td>25</td>
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<tr>
<td>Final Exam: 135 Questions (Proctored Exam)</td>
<td>135</td>
</tr>
<tr>
<td>*Proctored Exam information to be given in D2L Instructions</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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</tr>
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# Course Calendar

**CLASS DEADLINES:** All assignments are due at 11:59, Sunday the following week after assigned. See Late Policy for additional information.

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topic</th>
<th>CLO</th>
<th>Weekly Material</th>
<th>Graded Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>0</td>
<td>Pre-1/8-1/14</td>
<td>M0: Getting Started</td>
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<td>Getting Started</td>
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<tr>
<td>1</td>
<td>1/8-1/15</td>
<td>M1: Intro and Life Cycle</td>
<td></td>
<td>Chapters 1, 2</td>
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<tr>
<td>2</td>
<td>1/15-1/22</td>
<td>M2: Processes and Integration</td>
<td></td>
<td>Chapters 3, 4</td>
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<tr>
<td>3</td>
<td>1/22-1/29</td>
<td>M3: Scope and Time Management</td>
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<td>Chapters 5, 6</td>
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<tr>
<td>4</td>
<td>1/29-2/5</td>
<td>M4: Cost and Resources</td>
<td></td>
<td>Chapter 7, 9</td>
<td></td>
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<tr>
<td>5</td>
<td>2/5-2/12</td>
<td>M5: Quality and Risk</td>
<td></td>
<td>Chapter 8, 11</td>
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<tr>
<td>6</td>
<td>2/12-2/19</td>
<td>M6: Communication and Stakeholders</td>
<td></td>
<td>Chapters 10, 13</td>
<td></td>
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<tr>
<td>7</td>
<td>2/19-2/26</td>
<td>M7: Procurement</td>
<td></td>
<td>Chapters 12</td>
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<tr>
<td>8</td>
<td>2/26-3/2*Note this ends on a Friday</td>
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</table>
NOTE OF DISABILITIES SERVICES

The Minnesota State University of Moorhead is committed to a policy of equal opportunity in education and employment and welcomes students with disabilities. We are prepared to offer you a range of services to accommodate your needs. However, students must accept responsibility for initiating the request for services. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-5859.

PLAGIARISM POLICY

Plagiarism is passing off somebody else’s writing or ideas as your own. There is nothing wrong in consulting any number of sources to help you understand what we are studying (whether an article in The Encyclopedia of Philosophy or a web site or Cliffs Notes) but it is stealing to take material without first paraphrasing it completely into your own words, or without placing it in quotation marks. (Rule of thumb: if you take more than two consecutive words from a source, put them in quotation marks, and if the idea behind a sentence comes from an outside source, acknowledge that source!) Any time you consult and draw on ideas from any source, you should cite your source. Taking ideas from another person and pretending that they are your own, original thoughts, is also plagiarism. The fact that your source was an assigned text for the course does not mitigate or lessen the seriousness of plagiarism. Students sometimes claim unintentional or accidental plagiarism. It is difficult for an instructor to judge whether the plagiarism was intentional or unintentional. Basically, the latter occurs when a student reads a secondary source or takes notes, writes a paper without looking at the source or the notes, and accidentally uses phrasing and ideas from that source. Or a student may attempt to paraphrase an author’s ideas but fails to put it completely into his or her own words. (If you paraphrase and don’t cite your source, that’s evidence of intentional plagiarism.) If evidence demonstrates that you have plagiarized any part of any written assignment for the course, the offense will be reported to the Vice President for Student Affairs and you will receive a failing grade for the course. In short, if you use an outside source, simply provide footnotes or citations in parentheses where appropriate.

EMERGENCY PROCEDURES:

Building floor plans showing emergency exit routes, fire extinguisher locations and fire alarm pull stations are conspicuously located in classrooms, labs, conference rooms, departmental main offices and residence halls. The Emergency Preparedness Guides (flip style booklets) are located with the maps. Please review the floor plans as well as the guide so you know how to respond in an emergency situation to help protect yourself and others. If you have questions, please contact Public Safety at dispatch@mnstate.edu or 218-477-2449. https://www.mnstate.edu/publicsafety/
## Supporting Assessments and Coursework for PMGT 400

<table>
<thead>
<tr>
<th>Type</th>
<th>Course curriculum or assessment description</th>
<th>Attached Document</th>
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<tbody>
<tr>
<td>Discussion</td>
<td><strong>Discussion #4: Final Capstone Discussion for PMGT 400</strong>&lt;br&gt;The Project Management Plan consists of the PM plan and all the subsidiary plans. Please discuss the interrelation of the Project Management Plan and the subsidiary plans, the iterative nature of the process, and how having a solid plan will reduce risk of project failure and increase risk of project success.&lt;br&gt;<strong>To get all 20 points for this discussion, you should:</strong>&lt;br&gt;1. Write a compelling post that shows the interrelation and iteration of developing the Project Management plan and its subsidiary plans. This question requires careful review of the PM plan and all the subsidiary plans, as well as a carefully formed opinion backed by evidence. Evidence can be in the form of direct citation from PMBOK book, online resource, or other hard copy resource.</td>
<td>NA</td>
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<tr>
<td>Discussion</td>
<td><strong>Discussion #4: Risk Synthesis and Case Study Discussion</strong>&lt;br&gt;Advanced Risk Management requires you to synthesize a lot of information across the 10 knowledge areas, the 5 process groups, and of course the Risk Management Knowledge Area.&lt;br&gt;For this week’s discussion, you are going to read a case study at Vintel Corp and discuss two questions facing the Project Manager in the case study. The two questions are at the end of the end of the Case Study PDF File.&lt;br&gt;Here are some tips on how to be successful in this discussion:&lt;br&gt;1. Imagine you are Salvatore, the PM and think hard about what you would do (BASED on what you have learned so far in the class)&lt;br&gt;2. Be comprehensive in your answers and draw on Chapters 1-10, as there are other</td>
<td>NA</td>
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</table>
things Salvatore should do that you have learned from other project processes and Knowledge areas.

3. Don't just voice an opinion, support your thinking with direct citations from PMBOK or other reputable online sources. You decide what is reputable.

4. When you post your answer, be clear in your explanation, why you choose that answer, and what the impact on the project risk is.

5. When you reply to one other person's post, examine their thinking as if you were the project sponsor. What else would you want to know about their choice, what questions would you ask if you were the real sponsor and accountable to the project success?

6. Avoid the "good jobs', etc. This is a real project dialogue. Go hard after the right answer.

Points: 10 points for post, 5 points for reply.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Discussion #3: Plans</th>
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<tbody>
<tr>
<td></td>
<td>Discuss some of the risks that a project manager would confront without a quality plan and/or HR plan. Give an example.</td>
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<tr>
<th>Discussion</th>
<th>Discussion #2: Scope and Risk</th>
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<tbody>
<tr>
<td></td>
<td>You are a project manager at Coca Cola. You have been assigned to a large project that creates Internships for MSUM Graduates. You have been given this description of deliverables in the approved charter: 1. Create an Internship Handbook 2. Create a hiring process that is faster for interns 3. Create 5 university connections in the Midwest. How can you utilize 3-4 of the Scope project planning process to reduce risk and liability on this project? Be specific in which ones, what they are, how you</td>
</tr>
</tbody>
</table>

| NA | NA |
would use them and why they would reduce risk?

Reply to one other person's posts and give them advice on their answer that makes them smarter as a project manager.

Discussion | **Discussion #1: Tools**
--- | ---
Discuss For the Project Integration Management Knowledge area, explain the differences between inputs, tools and techniques and outputs for each project process discussed? Give an example of at least one of each on a project at your work or your dream job.

Reply to one other person's post with an additional input, tool or technique and output for the project their project.

Worksheet/Exercise | **Chapter 2: Organizational Influence and Project Life cycle (Framework)**
--- | ---
Worksheet/Exercise | **Chapter 7: Cost Management Problems**
--- | ---
Worksheet/Exercise | **Chapter 9 Human Resources: People and Projects**
--- | ---
Worksheet/Exercise | **Chapter 6 Critical Path Worksheet Problems**
--- | ---
Worksheet/Exercise | **Chapter 13 Stakeholder Management Worksheet**
--- | ---
Worksheet/Exercise | **Chapter 1 Introduction**
--- | ---
Worksheet/Exercise | **CH 3 PROJECT MANAGEMENT PROCESS REVIEW SHEET**
<table>
<thead>
<tr>
<th>Worksheet/Exercise</th>
<th>CH 4 PROJECT INTEGRATION MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet/Exercise</td>
<td>CH 5 SCOPE MANAGEMENT PAPER</td>
</tr>
</tbody>
</table>
GENERAL COURSE INFORMATION

SUBJECT: PMGT 492 Project Management Capstone

CREDITS: 3

TITLE: Project Management Capstone

DESCRIPTION: This class creates a venue for you to learn about the PMI’s CAPM certification, study for the CAPM exam, and take the exam.

In addition, you will use this class to become a member of PMI organization, post your resume (if interested), attend a PMI event in your local area or online, and familiarize yourself the resources available for you as a PM on the PMI website.

The last part of the class purpose is to have you practice the tools as a PM on a case study, project, or assignment distributed by the instructor.

WHAT IS THIS CLASS REALLY LIKE? It’s a class that helps you study for a comprehensive exam like the CPA, BARS, a license. It’s a lot of memorization, practice, and repetition. It’s about helping you understand the industry standard and become connected the PM industry PLUS it is more than just studying, it is applying the material you are studying for to a real industry experience, case study, or example.

PRE-REQUISITES: PMGT 300 Introduction to Project Management and Scheduling, PMGT 400 Advanced Project Management

REQUIRED MEETING DATES/TIMES/LOCATIONS: The class is online, and you do not have to come to campus. Keep in mind these required items:

• Meet with your group and the instructor (as needed).

• You also have 2 Proctored Exams. You have three choices on how to take your Proctored Exam:
  • 1. Go to a Proctored MNSCU site in your area
  • 2. Work with your instructor on a Proctored Exam if there is not a MNSCU school within 25 miles from your location.
  • 3. Take the Proctored Exam online with Proctored RNOW. You will be responsible for working with their organization, learning the rules, and setting up your computer.
• At this time, there are only 2 proctored exams—Midterm and Final Exam (taken prior to your CAPM exam)

• Between May 2 and May 10th: You also will need to go to a Prometric Testing Site in your area where you will take the PMI CAPM Global Certification.

GENERAL INSTRUCTOR INFORMATION

INSTRUCTOR NAME: Pam McGee
PHONE: 218.477.2644/701.361.9270
EMAIL: mcgeepa@mnstate.edu

RESPONSE TIME: I will respond to all emails and voicemails within 24 hours from the time of the call and/or mail.

REQUIRED READING MATERIALS

Ucertify Subscription Classroom Code: UCertify is your online textbook and CAPM exam resource. You will need two codes to use:
1. Class Code: K-SPUL-LX2D-UNBM. This is the same code for everyone. It will give you access to our instructor led course.
2. Individual Code: This is the code you got from the bookstore. Each one of your codes are different.

Optional: PMBOK 5th Edition (DO NOT ORDER IF YOU DON’T HAVE A COPY FROM PMGT 400)

COURSE LEARNING OUTCOMES

• To prepare for the CAPM Examination offered by PMI
• To become a registered student member of PMI and explain their valuable resources, events, and connections
• To attend an industry PMI type event and learn how to apply the content to your current or first PMI job
• To apply a cross selection of strategic, behavioral, and technical Project Management skills in an experiential learning situation chosen by the instructor.
FOUR GROUPS OF HOMEWORK

<table>
<thead>
<tr>
<th>UCertify Practice</th>
<th>Complete the CAPM Application Process</th>
<th>PMI Student Membership and Industry Events</th>
<th>Group Project/Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>This will help you prepare for the CAPM Exam.</td>
<td>You are required to sign up and take the CAPM Global Certification, you have to fill out an application that is approved by PMI.</td>
<td>You will do assignments on the resources available to you on the PMI Website</td>
<td>Each week your group will working something in Project Management that is applied. You may have to complete a charter, project schedule, cost analysis, more to COME!</td>
</tr>
<tr>
<td>It is self-paced with Instructor Recommendations on study plan</td>
<td>I will guide you through this process</td>
<td>You will also attend one PMI sponsored in person or virtual event and do a paper on the experience.</td>
<td>This is going to be in the form of a project that you have to DO!</td>
</tr>
<tr>
<td>Your graded midterm and final are based on this database</td>
<td>You do NOT have to pass the exam to pass the class.</td>
<td></td>
<td>Yes, you can do this online. Have done it online for years!</td>
</tr>
</tbody>
</table>

GRADING

- 90,80, 70, 60, 50 Grading Scale
- Your grade is based on the following:
  - Midterm and Final (100 Points total, 50 points each)
    - Yes you have the final and the CAPM certification, the final is good prep
  - CAPM Certification is Graded on Results: (100 points)
    - If you get below proficient and fail, you get 70%
    - If you get moderately proficient and fail, you get 80%
    - IF you pass the exam, you get 100%
    - Certification results are based on 100 points
    - You do not have to pass the CAPM exam to pass the class
    - You do have to take it though
• Industry / PMI Assignments (100 Points)
  • Individually graded, but are about 100 points for the class
• Group (100 Points)
  • One grade per team

LATE POLICY

It's up to you. I don't grade anything after the due date and I don't give make up assignments. In the unlikely event you have an emergency, like you are abducted by aliens, we can discuss at that time. All jokes aside, the only late work you can submit is your individual assignments and PMI events and assignments. You should put them in the late drop box. I will grade late assignments at the end of the semester and I will only grade 2 late assignments of my choice and ONLY grade if they will affect your final grade. Moral of the story — don't hand stuff in late, you are a project manager!

WHEN IS HOMEWORK DUE?

Sundays at 11:59 pm

HOW DO I HAND IN MY ASSIGNMENTS?

All course material should be submitted on time in the corresponding drop box. Please don't email the instructor the assignment.

HOW DO I ASK QUESTIONS FOR THIS CLASS?

• I will only answer general questions through the Class Q/A. The reason for this is that all students benefit from your questions and the answers. Plus, sometimes students can answer your questions faster and better than I can. Lastly, I get over 200 emails a day and I don't want to miss your email.

• Now, if it is a personal question on a grade or something of that nature, by all means, txt, email, or call me at mcgeepa@Mnstate.edu or 7013619270 or 2184772466.

WRITING GUIDELINES

As a Project Manager, it is critical that you write well and as error free as possible. For this class, the following guidelines will apply:
1. If you have three or more grammatical mistakes in your paper, you automatically lose 5 points.
2. All papers should have a Title (even Review questions)
3. When answering review questions, be sure to following this format:
   Q1. Type out Question Here
   A1: Type out Answer here
4. All paper should have 1-inch margins, 10-12 point font, and be double spaced.
5. All papers more than one page long should have page numbers
GROUP PROJECT

- You will self-select your teams as part by participating in a group discussion online.
- It is your responsible to form a team, ask people to be on your team or ask to be on a team.
- Part of the class is to work with a group and apply the PMBOK 47 project processes across the project Lifecycle and knowledge areas. This may take the form of applying the content to individual /small work problems (Often in the case study format), group project decided upon by your instructor or a group project that your team decides upon.
- More instructions in D2L on the specifics of the Group Project.

VIRTUAL MEETING TOOLS

Good Virtual Team Scheduling Practices

Take the time to schedule one re-occurring meeting each week that works for everyone. This will reduce the amount of time you spend being a secretary and finding a time each week that works to get together. Make the meeting a priority.
If someone misses more than 2 meetings, feel free to contact them and ask them to join another team. You can use Skype or Vyew for on line virtual meetings. Take the time to do some training before your first meeting so you know how to utilize the software.
Get each other’s cell phone numbers so you can each other in the event you experience difficulties getting logged in

Virtual Meeting TOOLS:

Google Doc’s: http://www.google.com/google-ds/tour1.html Google Doc’s is a great website to work collaboratively on your research projects, presentations and buddy assignments. It is easy to set up and easy to administer.
Wikis: http://www.wikihow.com/Start-a-Wiki Wikis are another great way to work collaboratively on line on your research projects, presentations and buddy assignments. It is easy to set up and easy to administer.
Skype: http://www.skype.com/intl/en-us/home Skype is a free conferencing call system. You call other people over the computer. Take some time to connect with your team. You can have multiple people on line talking via their computers at the same time.
Vyew: http://vyew.com/site/ Is a real time conferencing calling system. You can use it for just conference calls or you can conduct live web meetings and share content. It is free and easy to use.
Google Hangout: https://tools.google.com/dlpage/hangoutplugin Google hangout allows you to have up to 10 friends free video chat or conference call.
Free Conferencing Call online: https://www.freeconferencing.com/ It is a real time conference call system that allows screen sharing.
oVoo Video Conferencing: http://ooovoo.download-assist.com/
Free software downloads for video conferencing.
UNIVERSITY POLICIES

NOTE OF DISABILITIES SERVICES

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Supporting Assessments and Coursework for PMGT 492

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<tr>
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<tbody>
<tr>
<td>Group Project</td>
<td>Stakeholder Register</td>
<td><a href="#">Microsoft Excel Worksheet</a></td>
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</table>
**Phase 2: Plan the Project Worksheet**

**Project Management Plan Overview**
The develop project management plan process defines, prepares, coordinates, and integrates all subsidiary plans, into one plan called the project management plan. It becomes an input to all four other processes of integration management such as direct and manage project work, monitor and control project work, perform integrated change control, and close project or phase.

This process involves defining and documenting the processes you're going to use to manage this project. For example, let's say you and the project team have determined that you will use project management processes involving costs, human resources, risks, and a project schedule. Each particular process might have a management plan that describes it. For instance, a cost management plan (an example of a subsidiary plan) would describe how costs will be managed and controlled and how changes to costs will be approved and managed throughout the project. The Develop Project Management Plan process brings all these subsidiary plans together, along with the outputs of the Planning group processes, into one document called the project management plan.

**Project Management Plan**
(For your project, you should define for this section how the project management plan defines how the project is executed, how it's monitored, and how it's controlled. It is progressively elaborated over the life of the project.

Include a brief description of Inputs and Tools and Techniques used to Develop Project Management Plan, use the ones recommend by PMBOK)

**Subsidiary Project Plans**
For the class project, you should include plans for the following subsidiary plans:

(Be sure to include a brief explanation at the beginning of each plan on what inputs, tools and techniques you used to develop each plan. Use the ones recommended by PMBOK)

(You should do all of these plans up front and use Lessons on UCerti to guide you on what you should include. These plans lay the ground work as INPUTS to most other sections. I did NOT assign these as chapters, but you should research the information included in your PMBOK 5th edition or in UCerti. Remember, these are the high-level plans, policies, practices on how YOU are going to run your project, not the detail.)

**Scope management plan:** Describes the process for determining project scope, facilitates creating the work breakdown structure.
(WBS), describes how the product or service of the project is verified and accepted, and documents how changes to scope will be handled.

**Requirements management plan:** Describes how requirements will be analyzed, documented, traced, reported, and managed throughout the project.

**Schedule management plan:** Describes how the project schedule will be developed and controlled and how changes will be incorporated into the project schedule.

**Communications management plan:** Describes the communication needs of the stakeholders, including timing, frequency, and methods of communications.

**Risk management plan:** Describes how risks will be managed and controlled during the project. This should include risk management methodology; roles and responsibilities; definitions of probability and impact; when risk management will be performed; and the categories of risk, risk tolerances, and reporting and tracking formats.

**Human resource management plan:** Documents the roles and responsibilities for project team members, their reporting relationships, and how the team will be managed.

**Stakeholder management plan:** Documents what strategies to use to encourage stakeholder participation, documents the analysis of their needs and interests and impacts, and documents the process regarding project decision making.

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<tr>
<th>Plan the Project—Scope Management Process</th>
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**Collect Requirements**

(Include for your project the Inputs, Tools and Techniques used for Collecting Project Requirements. This section should list the final requirements for the project to be successful and accepted by the customer. For example, you might use as an INPUT the Charter; you might use expert judgement as a technique and a meeting with sponsor to collect a list of requirements for the end product. This is NOT your WBS that lists all the tasks to complete the project, this is what the project requires to be successful. For example, the Center for Innovation student Project requires research, bench mark institution list, etc. Remember your PROJECT is not about executing on opening a Center of Innovation, but to do the research and presentation on what a Center of Innovation at MSUM COULD BE, SHOULD BE, MIGHT BE).
**Project Scope Statement:**
It is the narrative description of the project scope. It includes major deliverables, project assumptions, project constraints, and a description of work. It helps developing a common understanding of project scope among the stakeholders. It is a documented description of the project to answer questions such as What is being produced? How is it being produced?, What is included?, etc.

(For the purposes of the Center of Innovation Project, include the following categories in your SCOPE Statement. Remember to include what Inputs and Tools / Technique’s you used to create the scope statement)

*Product scope description:* It describes the characteristics of the product, service, or result of the project.

*Acceptance criteria:* It includes the process and criteria that will be used to determine whether the deliverables and the final product, service, or results of the project are acceptable and satisfactory. It helps you describe project success because it defines the specifications the deliverables must meet in order to be acceptable to the stakeholder. Acceptance criteria might include any number of elements, such as quality criteria, fitness for use, and performance criteria. This component should also describe the process stakeholders will use to indicate their acceptance of the deliverables.

*Project deliverables:* These are measurable outcomes, measurable results, or specific items that must be produced or performed to consider the project or project phase completed. Deliverables should be specific and verifiable.

*Project exclusions:* These identify what is excluded from the project.

Project constraints: These are anything that either restricts the actions of the project team or dictates the actions of the project team. You're likely to encounter the following constraints on your future projects:

*Time constraint:* Time can be a project constraint. This usually comes in the form of an enforced deadline, commonly known as the "make it happen now" scenario.

*Scope constraints* Scope is the third element of the original triple constraints. Scope defines the deliverables of the project, and you may have situations where scope is predefined by your project sponsor. Alternatively, sometimes budget constraints will impact the scope of the project and require you to cut back on the deliverables originally planned.

*Schedule constraints:* Schedule constraints can cause interesting dilemmas for the project manager.
**Project assumptions:** These are the factors in the planning process that is considered to be true, real, or certain, without proof or demonstration.

**WBS**
Create WBS process subdivides project deliverables and project work into smaller, more manageable components. It provides a structured vision of what has to be delivered. The Work Breakdown Structure (WBS) depicts the hierarchy of tasks in the project as an outline or organizational chart. It is an outcome-oriented analysis of the actual activities involved in a project. (For the Center of Innovation Class Project, be sure to include what inputs and tools/techniques you use to create WBS. You should list the tasks to the WBS package level. You should include activities that are for running the project and activities from collect requirements for actually creating the end product. Remember the end product for the Center of Innovation is a presentation based on research, best practices, other Innovation centers across the globe on what MSUM should do, could do to create an MSUM Center of Innovation)

Ex. Hierarchy

![Construction of a House](image)

OR
Ex. Outline
1. Item 1
   1a. Item 1a
   1b. Item 1b
2. Item 2
   2a. Item 2a
   2b. Item 2b

Template attached.

**Project Schedule**
Per the faculty Unit 3 Plan the Project Part 2 Video, you are to create a project schedule in an electronic format. I recommend project, excel or smart sheets. You need to include the following in your project schedule:

1. Milestones

2. Activities

3. Sequencing

4. Duration

5. HR assignment to each task

Save one schedule per team in the drobox.

Note: Include total scope in your project (project activities and product activities).
OM 483: Cost Analysis (Atif Osmani, 2017)

Instructor: Atif Osmani, Ph.D. Email: atif.osmani@mnstate.edu

Catalog Description: The objectives of the course are to analyze cost behavior and to develop and interpret financial information at the process, project, and organization levels for purposes of management decision making.

Prerequisite: ACCT 230


Accreditation Competencies Identified with this Course: The graduate will be able to demonstrate skills for determining the cost advantage of different processes and performing cost estimates. The student will also understand and be able to document the costs and benefits associated with production concepts such as Just-In-Time and Total Quality Management.

Student Learning Outcomes: At the completion of this course, the students will be able to:
1. Compare and contrast traditional economic analysis techniques and contemporary financial topics and techniques.
2. Read and understand financial statements, Income Statements, Balance Sheets, and Cash Flow Statements, and then interpret the impact from economic decisions to these documents.
3. Analyze a business organization’s financial documents using common financial ratios.
4. Explain the linkage between economic analysis problem solving and the external factors of organizational, human, and other non-financial influences on decisions.
5. Evaluate the impact of business taxes on an organization’s profitability.
6. Determine whether a purchase or a lease of assets is the better financial decision for the organization.
7. Explain the financial importance of quality economics (cost of quality).
8. Explain the importance of “responsibility accounting” – a team approach to the reporting of information to facilitate the control of operations and evaluation of performance.

OM 483 address the following general outcomes of the Operations Management program:
#5: Economics and Cost Estimating
#6: Total Quality Management
#7: Production Inventory Management
#10: Global and Cultural Awareness

Course Requirements: Students are expected to complete assignments and exams by the deadline. Late submissions will not be considered without prior approval of the instructor. All submissions must be turned in via D2L. Submissions sent by email will not be accepted.
Table of Contents:
- Cost Analysis Overview
- Economic Factors
- Nominal and Effective Interest Rates
- Present Worth Analysis
- Annual Worth Analysis
- Rate of Return Analysis
- Benefit/Cost Ratio Analysis
- Replacement Analysis
- Effects of Inflation
- Depreciation

Grading Criteria:  
Exams (6 exams, 150 pts each) 900 pts
Case Study 80 pts
Class Participation 20 pts
TOTAL 1000 pts

Grading Policy:  
900-1000 = A 
800-899 = B 
700-799 = C 
600-699 = D 
under 600 = F

Academic Honesty Statement (see Student Handbook for details)
I expect the work (i.e. Exams, Case Study, Assignments, etc.) you submit to be an individual effort - you must submit your OWN work. If the work shows clear collaboration - similar structure, identical calculations, etc., ALL the students involved will receive 0 points for that submission. Repeat offenders will automatically receive an overall F grade and will be expelled from the course.

Special Accommodations Statement
Minnesota State University Moorhead is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange accommodations.
- If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the DRC at 218-477-4318 (V) or (800)627-3529 (MRS/TTY) to schedule an appointment for an intake.
- Additional information is available on the DRC website: http://www.mnstate.edu/disability/
- If you are registered with the DRC and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss implementation of your accommodations.

Sexual Violence Statement
Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.
MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed,
consistent with the requirements of the law. These disclosures include but are not limited
to reports of sexual assault, relationship violence, and stalking.
If you have experienced or know someone who has experienced sexual violence, services
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Counseling Center, 218-477-2211, or Ashley Atteberry, Title IX Coordinator in Owens
Hall 208 (218-477-2174; ashley.atteberry@mnstate.edu). Additional information is
available at: www.mnstate.edu/titleix

### Supporting Assessments and Coursework for OM 483

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Case Study</td>
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OM 380: Methods Improvement (Atif Osmani, 2017)

Instructor: Atif Osmani, Ph.D.  Email: atif.osmani@mnstate.edu

I will respond to emails within 48 hours

Catalog Description: Study and analysis of productive and non-productive work elements for the purpose of productivity improvements and establishing time standards.

Text: "Lean Production Simplified, 2nd Ed by Pascal Dennis" can be purchased from the MSUM bookstore or other on-line book stores

Accreditation Competencies identified with this Course:

- Develop a familiarity with skills and responsibilities associated with management.
- Develop and awareness of changes taking place in modern organizations.
- Gain an understanding of the theories of organizing workflow.
- Develop an understanding of the methods used in the industrial and construction sectors.
- Understanding of the techniques and methods for systematic improvement of work environment.
- Learning about methods of identifying value-added and non-value-added activities for the purpose of productivity improvement.

Course Objectives: At the completion of this course, the students will possess a working knowledge of:

- Current methods for productivity improvement.
- Continuous improvement concepts and techniques as practiced by industry.

OM 380 address the following general outcomes of the Operations Management program:

#1: Communication Skills
#5: Economics and Cost Estimating
#6: Total Quality Management
#7: Production Inventory Management
#8: Project Management and Leadership
#9: Professional Management
#10: Global and Cultural Awareness

Course Requirements: Students are expected to complete assignments and exams by the deadline. Late submissions will not be considered without prior approval of the instructor. All submissions must be turned in via D2L. Submissions sent by email will not be accepted.

Academic Honesty Statement (see Student Handbook for details)
http://www.mnstate.edu/WorkArea/DownloadAsset.aspx?id=2147502229

Table of Content:
- Lean Manufacturing Overview
• Toyota Production System (TPS)
• 5S Overview
• Total Productive Maintenance
• Standardized Work: Metrics for Lean
• Just-In-Time (JIT)
• Value Stream Mapping
• Jidoka Principle
• Conducting Kaizen events
• Hoshin Planning
• Implementation of Lean Culture
• Introduction to six sigma

Grading Criteria: Grading Policy:
Quizzes 470 pts  
HW & Case Studies 430 pts  
Online Discussions 100 pts  
TOTAL 1000 pts

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<td>under 600</td>
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In addition, up to 80 bonus points are available for students who submit a critical review of the book “The Goal: A Process of Ongoing Improvement” by Eliyahu M. Goldratt and Jeff Cox (Any Edition of the book is acceptable for review purposes).

Special Accommodations Statement
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- If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the DRC at 218-477-4318 (V) or (800)627-3529 (MRS/TTY) to schedule an appointment for an intake.
- Additional information is available on the DRC website: http://www.mnstate.edu/disability/
- If you are registered with the DRC and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss implementation of your accommodations.

Sexual Violence Statement
Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.
MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed,
consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.
If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Coordinator of Sexual Assault Services at Hendrix Clinic and Counseling Center, 218-477-2211, or Ashley Atteberry, Title IX Coordinator in Owens Hall 208 (218-477-2174; ashley.atteberry@mnstate.edu). Additional information is available at: www.mnstate.edu/titleix

**Supporting Assessments and Coursework for PMGT OM 380**

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<td>Module 4</td>
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OM 482: Quality Implementation (Josh Behl, 2018)

OM 482 QUALITY IMPLEMENTATION

Instructor Information
Instructor: Josh Behl
Contact Information: Joshua.behl@mnstate.edu, (0) 218.477.2667
Office Hours:
Mondays 9-12 and 1-3
Tuesdays 9-12 and 1-3
Wednesdays 9-12 and 1-3
Thursdays 9-12 and 1-3
Available by appointment as well

Course Descriptor
Focusing on expanded managerial philosophies and techniques of quality control including the comprehensive treatment of quality management and control issues. This course provides practical applications of management theory by balancing managerial and technical material.

OUTLINE OF MAJOR CONTENT AREAS

1. Global quality and quality standards
2. The voice of the customer and the market
3. Quality in product and process design
4. Designing quality services, managing supplier quality in the supply chain
5. The tools of quality and implementing quality
6. Statistically based quality improvement for variables
7. Six sigma management and tools
8. Different perspectives on quality
9. QUALITY THEORY
LEARNING OUTCOMES (General)

1. Identify the various quality theories and the quality leaders who developed them.
2. Compare different quality standards used around the world and how they impact quality management in the United States and abroad.
3. Explain how leadership, strategy, ethics, and business results align with quality initiatives and impact their success.
4. Discuss how the voice of the customer impacts successful quality initiatives.
5. Develop tools to gather customer feedback.
6. Identify and apply quality management benchmarking and statistical methods.
7. Examine and apply different quality design methodologies.
8. Compare and contrast service and manufacturing quality strategies, models, and design considerations.
9. Identify and explain supply chain and supplier impacts on quality.
10. Explain and apply Six Sigma Management and Lean tools.
11. Develop quality initiatives, processes and projects that utilize the project quality framework as outlined in the PMBOK Field Guide.

General Outcomes (Program Outcomes)

OM 482 addresses the following general outcomes of the Operations Management program
- #1: Communication Skills
- #3: Scientific and Technical Skills
- #5: Economics and Cost Estimating
- #6: Total Quality Management
- #7: Production Inventory Management
- #8: Project Management and Leadership
- #10: Global and Cultural Awareness

Advice

Because this is an online course and is accelerated, do not get behind. You should plan ahead by looking through the problems that are due each week. Because this is a 400-Level course, the work and effort you’ll be required to do will be significant.

Required Texts/Readings

- Additional reading materials will be provided to you on D2L

Required Technology

Office 2016, Office 2013, Office 2010 or Office Converter

D2L Tutorial:
https://www.mnstate.edu/instructional-technology/desire2learn/#tabs-4

Required Technical Skills

For this course, you are required to have basic computer skills. This would include: browsing the internet, using D2L, watching online videos, use of Microsoft Word or another word processing application. You may also find it valuable to understand how to use basic functionality in Microsoft Excel.

Grading

- Any problems that are assigned will be graded and returned to the drop box with comments within one week of its due date.
• Each quiz and final will be automatically graded and submitted to the grade book.
• Discussion board postings will be graded within one week of the due date.

## Course Requirements

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<td>Discussion Boards (10)</td>
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<td>Below 60%</td>
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## Expectations of the Class

### Late Homework:
- All late homework is automatically identified by D2L.
- All late work receives a 20% penalty.

### Discussion Question Participation
- There are numerous postings required on D2L. These postings will be your responses to weekly case studies.
- Professionalism is expected at all times in your discussion. You should attack the idea not the person. If at any time, a student acts inappropriately in posted material. They will be given one warning and asked to leave the class.
- Remember, a discussion post should be grammatically correct and well written. So don’t lose points on poor writing style.
- Given the diverse nature of our students, university, and the world around us, please be aware of and sensitive to the cultural, sociological, and other differences that exist amongst us.
Email

You are required to check email for updates and enhancements to the class. I will use your mnstate email only so please check that email and/or have the MNSTATE email forwarded to an email account you regularly check. You can forward email by going to Dragonmail.mnstate.edu/ and clicking on preferences. For more detailed instructions, go to: https://www.mnstate.edu/InternalTemplate.aspx?pageid=2147500296&terms=forward%20email#18

Writing Guidelines

• Your written material will be graded 70% on content and 30% on grammar
• Be sure to read your work aloud, it catches over 80% of the mistakes a writer makes.
• Be sure to use MLA or APA style to reference materials
• Be sure each piece of writing has an opening, body and conclusion
• Be sure your opinion is justified with examples or anecdotes.
• Please save your files with First Name_Last Name_Name of Assignment. You will be given one cautionary note and if the file is saved with any other title format, it will be returned and not graded.

Handing in Course Material

• All course material should be submitted on time in the corresponding drop box or in class based on the instructor’s instructions.
• All course material is due on a weekly basis by the date posted at 11:59pm. Any course material submitted after 11:59 pm is considered late. (even 12:01).

How quickly will Josh follow up with you?

• You can expect feedback on your submitted assignments within 5 business days.
• You can expect feedback on discussion board posts within 1 business day.
• You can expect a response to emails within 1 business day.
• You can expect a returned phone call within 2-3 hours M-F (8 AM-5PM)
• You can expect a response to Skype for Business or Skype calls or instant messages within 2-3 hours M-F (8 AM-5 PM)

Instructor Availability

• The instructor will be available via email and phone calls. When emailing the instructor, be very clear what the issue is and what you would like for assistance.
• You may also schedule an appointment with the instructor during office hours. If office hours are not convenient for you, please contact the instructor for a mutually agreed upon meeting time that works for both student and instructor.
• If you prefer to use Skype, please let me know. I would be happy to communicate that way as well. My Skype handle is Joshua.behl
Appendix Items

Plagiarism Policy
https://www.mnstate.edu/policies/academichonesty.aspx

Plagiarism is passing off somebody else's writing or ideas as your own. There is nothing wrong in consulting any number of sources to help you understand what we are studying (whether an article in The Encyclopedia of Philosophy or a web site or Cliffs Notes) but it is stealing to take material without first paraphrasing it completely into your own words, or without placing it in quotation marks. (Rule of thumb: if you take more than two consecutive words from a source, put them in quotation marks, and if the idea behind a sentence comes from an outside source, acknowledge that source!) Any time you consult and draw ideas from any source, you should cite your source. Taking ideas from another person and pretending that they are your own, original thoughts, is also plagiarism. The fact that your source was an assigned text for the course does not mitigate or lessen the seriousness of plagiarism. Students sometimes claim unintentional or accidental plagiarism. It is difficult for an instructor to judge whether the plagiarism was intentional or unintentional. Basically, the latter occurs when a student reads a secondary source or takes notes, writes a paper without looking at the source or the notes, and accidentally uses phrasing and ideas from that source. Or a student may attempt to paraphrase an author's ideas but fails to put it completely into his or her own words. (If you paraphrase and don't cite your source, that's evidence of intentional plagiarism.) If evidence demonstrates that you have plagiarized any part of any written assignment for the course, the offense will be reported to the Vice President for Student Affairs and you will receive a failing grade for the course. In short, if you use an outside source, simply provide footnotes or citations in parentheses where appropriate.

Note of Disabilities Services
(https://www.mnstate.edu/disability/)

The Minnesota State University of Moorhead is committed to a policy of equal opportunity in education and employment and welcomes students with disabilities. We are prepared to offer you a range of services to accommodate your needs. However, students must accept responsibility for initiating the request for services. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 218-477-5859.

Sexual Violence Prevention

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<table>
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<tr>
<th>Week</th>
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| Week 1 (10/15-10/23) | Chapters 1, 2, 3  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Quiz |
| Week 2 (10/26-10/30) | Chapters 4, 5  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 4: Problems 1 and 2  
Chapter 5: Problems 3 and 4  
Quiz |
| Week 3 (11/2-11/6) | Chapters 6,7  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 6: Problems 1, 2, and 3  
Chapter 7: Problems 3 and 6  
Quiz |
| Week 4 (11/9-11/13) | Chapters 8,9  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 8: Problems 1, 2, 9 and 10  
Quiz |
| Week 5 (11/16-11/20) | Chapters 10,11  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 10: Problems 1,2,13, 25, and 26  
Chapter 11: Problems 1,2,3,5,19, and 20 |
| Week 6 (11/23-11/27) | Chapter 12  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 12: Problems 1,2,16,21,and 22 |
| **Thanksgiving Break** | | |
| Week 7 (11/30-12/4) | Chapter 13, 14  
Deming Documentary Video  
Deming’s Red Bead Experiment video  
Steve Jobs on Joseph Juran and Quality  
Juran’s Pareto Principle | Discussion Board Postings  
Chapter 13: Problems 1,2,8,9,11 and 15 |
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**Supporting Assessments and Coursework for OM 482**

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<tr>
<th>Type</th>
<th>Course curriculum or assessment description</th>
<th>Attached Document</th>
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</thead>
</table>
| Discussion | **Discussion chapter 14 #1**  
Briefly describe the five stages of the life cycle of a team. Is it important for a team to pass through each of these stages? Why or why not? | NA                |
| Discussion | **Discussion chapter 14 #2**  
What are the primary sources of conflict in work teams? What are some of the methods for resolving team conflict? | NA                |
| Discussion | **Discussion chapter 14 #3**  
Describe the critical path method for organizing work projects. When is the use of this method appropriate? | NA                |
| Exercises  | **Chapter 14 problems: Project Management and Quality**                                                                         | Microsoft Word Document |
| Exercises  | **Chapter 10 problems: Seven Basic Tools of Quality**                                                                          | Microsoft Word Document |
| Exercises  | **Chapter 13: Six Sigma Calculating Project Risk and Return Exercises**                                                         | Microsoft Word Document |
Instructor: Atif Osmani, Ph.D.
Phone:  218 477 2489 (Off)
e-mail: atif.osmani@mnstate.edu

Class Time & Location:  ID # 000808; 1:30 pm - 2:45 pm (Tu, Th); CB 200

Office Hours: Hagen Hall 211F from 9:00 am – 12:00 pm (M) and 9:30 am – 1:00 pm (Tu, Th)

Course Website: A website for the course has been created using the D2L Platform. This website will be used for the distribution of course material and assignment submission.

Mission Statement of the Paseka School of Business: We provide a quality business learning experience designed to prepare students for successful and responsible careers. Faculty intellectual contributions are focused on learning and pedagogical research, discipline-based scholarship, and contributions to practice. Through involvement in professional activities, the faculty also serves students, the University, and the community.

MSUM Paseka School of Business Vision: The Paseka School of Business will provide a quality business learning experience designed to prepare students for successful and responsible careers.


Course Prerequisites: MGMT 260

Course Description and Objectives: the normal organizational structure is deemed to be inadequate to accomplish the tasks required. Projects may include R&D studies, campaigns, construction, emergency operations, and other such endeavors. This course investigates the principles and techniques used in managing projects to accomplish those limited duration tasks in many organizations. Microsoft project management software will be used in this course. The objectives of the course are:
1. Describe projects, project goals, project life cycles, and project selection methods.
2. Describe project managers, project organization and project teams.
3. Describe the process and tools for planning and launching a project.
4. Describe methods of budgeting the project and ways to improve cost estimation.
5. Determine the schedules of the project using PERT/CPM/GANTT Charts.
6. Allocate resources to activities in the same or among multiple competing projects.
7. Monitor, evaluate and control the progress of the project.
8. Describe the process of auditing a project, and the ways of terminating projects.
9. Utilize Microsoft Project in performing project management tasks.

Grading Policy

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</tr>
<tr>
<td>70-79%</td>
<td>C</td>
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</tbody>
</table>

90-100% = A
80-89%  = B
70-79%  = C
General Information

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   - If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) please contact the DRC at (218) 477-4318 (V) or (800)627.3529 (MRS/TTY) to schedule an appointment for an intake.
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   - If you are registered with the DRC and have a current Accommodation Letter, please schedule an appointment to visit with me, during my office hours, to discuss implementation of your accommodation.

2. **Need Tutoring Help:** If you need tutoring for this class the Academic Assistant Program can help. Stop by the Academic Support Center located in Flora-Frick Hall 154 and pick up a Tutor Request Form. Tutors are available on a first come, first serve basis, however, if we do not have tutors available we will locate one for you. For more information on MSUM’s tutoring program check out our website at [http://www.mnstate.edu/asc/](http://www.mnstate.edu/asc/).

3. **Paseka School of Business Student Learning Goals:** Students who graduate from Minnesota State University Moorhead with a major from the Paseka School of Business should be able to:
   - Exhibit basic knowledge of business principles and processes.
   - Write in a clear and professional manner.
   - Prepare and deliver an effective business presentation.
   - Identify and analyze ethical issues in a professional context.
   - Demonstrate basic understanding of a business from a global perspective.

4. **End of Chapter Quizzes, Mid-term Exam and Final Exam:** For every chapter, there will be an end of chapter quiz. Each quiz will be over the contents of the chapter and there will be no make up for missed quizzes. Quizzes will be open book and notes and will be administered online. The mid-term and the final exam will also be administered online and will have a combination of multiple-choice and short answer type questions covering concepts and issues discussed in the text and in class. The breakdown between the two types of questions will be determined by the instructor.

5. **Class Participation:** Grades for class participation will be decided on the basis of your overall contribution to the class. Desirable contributions include asking and answering questions, modeling and solving homework assignments problems for the class, and feedback to improve the learning experience.

6. **Code of academic responsibility and conduct:** Minnesota State University Moorhead policy on academic dishonesty will be strictly followed with no exceptions.

7. **Sexual Violence Statement:** Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

   MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.
If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Coordinator of Sexual Assault Services at Hendrix Clinic and Counseling Center, 218-477-2211, or Ashley Atteberry, Title IX Coordinator in Owens Hall 208 (218-477-2174; ashley.atteberry@mnstate.edu). Additional information is available at: www.mnstate.edu/titleix

8. **Disclaimer:** The tentative course schedule is a guide and may be revised to accommodate instructional and/or student needs. The grading policy is approximate and subject to minor modifications.

### Tentative Course Schedule

Assignments for each chapter will be made available on the day we start the chapter.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s)</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>To be assigned in class (TBAIC)</td>
</tr>
<tr>
<td></td>
<td>Ch.1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ch.2</td>
<td>TBAIC</td>
</tr>
<tr>
<td>3</td>
<td>Ch. 3 &amp; 4</td>
<td>TBAIC</td>
</tr>
<tr>
<td>4</td>
<td>Ch.5</td>
<td>TBAIC</td>
</tr>
<tr>
<td>5</td>
<td>Ch.5</td>
<td>TBAIC</td>
</tr>
<tr>
<td>6</td>
<td>Ch.5 &amp; Ch.10</td>
<td>TBAIC</td>
</tr>
<tr>
<td>7</td>
<td>Ch.6</td>
<td>TBAIC</td>
</tr>
<tr>
<td>8</td>
<td>Review Mid-term Exam</td>
<td>TBAIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ch.6</td>
<td>TBAIC</td>
</tr>
<tr>
<td>11</td>
<td>Ch.8</td>
<td>TBAIC</td>
</tr>
<tr>
<td>12</td>
<td>Ch.8</td>
<td>TBAIC</td>
</tr>
<tr>
<td>13</td>
<td>Ch. 9</td>
<td>TBAIC</td>
</tr>
<tr>
<td>14</td>
<td>Ch. 9</td>
<td>TBAIC</td>
</tr>
<tr>
<td>15</td>
<td>Ch.13</td>
<td>TBAIC</td>
</tr>
<tr>
<td>16</td>
<td>Ch.13</td>
<td>TBAIC</td>
</tr>
</tbody>
</table>
## Supporting Assessments and Coursework for MGMT 456

<table>
<thead>
<tr>
<th>Type</th>
<th>Course curriculum or assessment description</th>
<th>Attached Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Exam 2</td>
<td>Quiz 02_Answers.pdf</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam 5</td>
<td>Quiz 05_Answers.pdf</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam 6</td>
<td>Quiz 06_Answers.pdf</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam 8</td>
<td>Quiz 08_Answers.pdf</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam 9</td>
<td>Quiz 09_Answers.pdf</td>
</tr>
</tbody>
</table>
PM/OM/GSCM Annual Assessment Lifecycle
Part of assuring the quality of our program is the utilization of a closed loop assessment process. Figure: Closed Loop Assessment Process provides a high-level overview of how the outcome measures are used to close the loop on assessment for our program.

Figure 3 Closed Loop Assessment Process (Outcomes and Outputs)

Step One: Identify general outcomes:
As referenced in standard one, general outcomes for the program were identified, validated and approved by external experts on the Industry Advisory Board. They were originally developed in 2013. During our spring 2018 advisory board meeting (4/6/2018), the advisory board began the review process and assessment of how well our current, published standards align with the needs of their industries as well as what is in the best interests of our students and other stakeholders. The meeting minutes can be found in the supplemental materials section of this self-study (Spring Advisory Board Minutes).

Step two: Student Competency Identification and Validation:
The Project Management program utilizes measurable competencies that are assessed and validated on an annual basis. As is evident in charts A, B, and C, our curriculum not only aligns directly with the key focus areas but are aligned and assessed based upon our programmatic student learning outcomes. We actively gather feedback from our industry stakeholders as well as our current and former students.

In addition to industry validation and recommendation changes in the student competencies as linked to the general outcomes, the university has an arduous curriculum approval process. Anytime the course outline, which includes the course description and course outcomes changes, it needs to be reviewed by the curriculum process and approved by the university. An overview of our campus curriculum approval process can be viewed in the supplemental materials area of this self-study (Curriculum Approval Process).

Step three Data Gathering (and Analysis) Process:
The process for reviewing information and making changes is based on accreditation requirements, university reporting requirements, and faculty and department policy and program meeting habits. While the GAC standard number 7 focuses on program improvement practices by the respective accredited program or those seeking accreditation, our University reporting requirements include submitting an annual work plan, annual
assessment plan, annual work plan and assessment report and faculty Professional Development Plan and Report (based on IFO Union Contract: see Article 22).

IFO faculty union (Article 20) requires departmental approval for all program changes, engaging faculty in the continuous improvement process. In addition, the OM faculty meet weekly to discuss programmatic and operational issues and improvements.

The Outcome Measurement processes and Tools used to improve the program are below in Figure Closed Loop Assessment Process for OM Program and Table Tool/Audience/Frequency.

**Figure 4: Closed Loop Assessment Process for OM Program**

The cycle is based on continuous gathering of data, review of data by faculty, industry and students, creation of a work plan to make changes based on the data, inclusion of the action items in the faculty Professional Development Plan and Report (PDP and PDR respectively), and discussion with industry board on data and recommended changes.

In addition, course-based assessment occurs in each class, with individual faculty making appropriate adjustments based on course outcome assessment and student evaluations. A variety of tools are used to gather input from students, alumni, industry and employers. Below is a table that outlines the various outcome measures used to assess the program and guide changes to the program curriculum, general outcomes, and program operations.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Audience</th>
<th>Frequency</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction Survey</td>
<td>Current Students</td>
<td>One every 3 to five years</td>
<td>2011 and 2015</td>
</tr>
<tr>
<td>Program Exit Survey</td>
<td>Students who are graduating</td>
<td>Every semester</td>
<td>Every semester when the graduation application is submitted</td>
</tr>
<tr>
<td>University Exit Survey</td>
<td>Students who are graduating</td>
<td>Every semester</td>
<td>Every semester when the graduation application is approved</td>
</tr>
<tr>
<td>Employer Surveys</td>
<td>Employers</td>
<td>Every semester</td>
<td>Every semester in conjunction with the on the job training/ internship class</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Alumni</td>
<td>Once every 3-5 years</td>
<td>2011 and 2015</td>
</tr>
<tr>
<td>University Placement Data</td>
<td>Alumni</td>
<td>Annually</td>
<td>Every year and reported a year later.</td>
</tr>
<tr>
<td>Employer 1:1 Logs</td>
<td>Employers of Graduates and Students</td>
<td>Every semester</td>
<td>Every semester in conjunction with the on the job/internship class</td>
</tr>
<tr>
<td>Advisory Board Meeting</td>
<td>Industry, External Experts, alumni, administration, 2-year partners, and students</td>
<td>Every semester</td>
<td>Every semester in October and April</td>
</tr>
<tr>
<td>Program Meetings</td>
<td>PM/OM Faculty, plus student</td>
<td>Every week</td>
<td>Every week from August to May and sporadically throughout the summer</td>
</tr>
<tr>
<td>Department Meetings</td>
<td>Department Faculty</td>
<td>Every month</td>
<td>Every Month from August to May</td>
</tr>
</tbody>
</table>

Course Level Assessment Process—Gathered each semester, launched in all 2015, based on the best practices of at the University of Massachusetts Academic Assessment model and the Quality Matters assessment model.

Both in the fall and spring semesters, our faculty participate in cooperation with other stakeholders to work through these tactical elements. The diagram below outlines the general tactical elements we focus on by semester.
Figure 5 Annual Rhythm of the Business Assessment Plan
The following table details the specific tasks that will be performed in each semester, by month.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong>—Assemble Data</td>
<td><strong>January</strong>—Update Program Marketing and Student Ancillary Materials</td>
</tr>
<tr>
<td>• Print survey results for Employer Survey, Exit Survey, and Satisfaction Surveys</td>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Update Website, marketing materials</td>
</tr>
<tr>
<td>• Input Internship Logs into Survey Tracker</td>
<td>• 2&lt;sup&gt;nd&lt;/sup&gt; Week: Update advising and sequencing sheets</td>
</tr>
<tr>
<td>• Update Survey tracker with Survey results</td>
<td>• 3&lt;sup&gt;rd&lt;/sup&gt; Week: Schedule Student Program Meeting</td>
</tr>
<tr>
<td>• Request previous years’ data from Institutional effectiveness: Enrollment, Graduation, Career Placement, Retention</td>
<td>• 4&lt;sup&gt;th&lt;/sup&gt; Week: Send Student Satisfaction Survey</td>
</tr>
<tr>
<td>• Update Retention Database, Survey Tracker, Internship Tracker, Graduation Tracker</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong>—Faculty Review &amp; Planning</td>
<td><strong>February</strong>—Strategic Planning</td>
</tr>
<tr>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Review all data in 2nd Weekly Program Meeting in September</td>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Schedule Faculty 4-hour strategic planning meeting (externally facilitated if budget allows)</td>
</tr>
<tr>
<td>• 2&lt;sup&gt;nd&lt;/sup&gt; Week: Review Course Competencies and Measures</td>
<td></td>
</tr>
<tr>
<td>• 3&lt;sup&gt;rd&lt;/sup&gt; Week: Recommend Changes to Program, General Outcomes, and Course Learning Outcomes (Student Competency Measures)</td>
<td></td>
</tr>
<tr>
<td>• 4&lt;sup&gt;th&lt;/sup&gt; Week: Create Work Plan and Review with Faculty</td>
<td></td>
</tr>
<tr>
<td>• 4&lt;sup&gt;th&lt;/sup&gt; Week: Update Assessment Report and Review with Faculty</td>
<td></td>
</tr>
<tr>
<td>• 4&lt;sup&gt;th&lt;/sup&gt; Week: Prepare Report for Board Review</td>
<td></td>
</tr>
<tr>
<td>*Include in PDP</td>
<td></td>
</tr>
<tr>
<td>*Update Table B (for OM accreditation)</td>
<td></td>
</tr>
<tr>
<td><strong>October</strong>—Board Review &amp; Planning</td>
<td><strong>March</strong>—University Reporting</td>
</tr>
<tr>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Present Survey Results and Recommended Changes to the Board</td>
<td>• Submit all university reports: Program Reviews, Work Plan Reports, Retention Report, and Assessment Reports</td>
</tr>
<tr>
<td><strong>November</strong>—Program Changes</td>
<td><strong>April</strong>—Board Review and Strategic Planning</td>
</tr>
<tr>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Create formal program and changes based on board and faculty discussions</td>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; Week: Board Meeting focus is on future opportunities (3-5 years out)</td>
</tr>
<tr>
<td>• 2&lt;sup&gt;nd&lt;/sup&gt; Week: Review Changes with Faculty</td>
<td></td>
</tr>
<tr>
<td><strong>December</strong>—Input Program Changes</td>
<td></td>
</tr>
<tr>
<td><strong>Course Outcomes</strong></td>
<td><strong>May</strong>—External Surveys and Course Level Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Last meeting of the year review the student outcomes and student</td>
</tr>
</tbody>
</table>
### 1st Week: Input formal program and course changes into curriculum navigator

- **evaluations** – Due the first duty day in August.
- Every 4 years an alumni survey and phone-a-thon will be administered.
- Every 5 years an employer survey will be administered in addition to the Employer/On the Job/Internship semester survey.
- Every 3rd year, we review Mission, Vision, and General Outcomes for external validation

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**Step 4 Action Planning:**

As indicated in the data gathering and analysis process, after the survey results and board input are completed, the faculty review the recommended changes and data trends in their spring Professional Development Review and add the recommended action items to the Department Long & Short Goals and Work plan. The university is undergoing a process change in work plan and assessment requirements and reporting processes; however, the PM program faculty still set long term and short-term goals for the program and include in the faculty PDP and PDR process.

For example, it was recommended by the industry advisory board and the supported by industry site visit questionnaires that the OM program and PM programs should include more writing in the curriculum. This change was included in the work plan and also Dr. Osmani’s PDP. In the PDR, Dr. Osmani closed the loop and reported that he had secured university approval for two writing intensive classes in the OM major (OM 380 and PMGT 385).

In addition, all program changes and long term and short-term goals are validated and reviewed by the industry advisory board as is evidence in the Spring 2017 board meeting minutes.
## Chart A

### Name of Applicant Degree or Award: Project Management

### Level of Academic Degree or Award: Bachelor of Science

<table>
<thead>
<tr>
<th>Applicant Program Learning Outcomes*</th>
<th>GAC Core Area of Focus 1: Technical Expertise</th>
<th>GAC Core Area of Focus 2: Professional Behavior</th>
<th>GAC Core Area of Focus 3: Strategic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of projects to meet needs within constraints, with reference to professional standards and guides. (Related to Management of Projects)</td>
<td>Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork. (Related to Management of Projects)</td>
<td>Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage. (Related to Management of Projects)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insert Degree or Award Learning Outcome:</th>
<th>Insert F, S, P or N/A</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
<th>Insert F, S, P or N/A</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
<th>Insert F, S, P or N/A</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1. Create a project management plan using appropriate techniques and tools per the PMBOK Guide</td>
<td>F</td>
<td>In our Project Management and Scheduling (PMGT 300), Advanced Project Management, and Project Management Capstone (PMGT 492), use case studies and hands-on, real life projects to create project plans that are both integrative and help them better understand the importance of scheduling relative to actual projects. As part of these specific courses, students learn about and apply the techniques and tools covered in the PMBOK guide.</td>
<td>S</td>
<td>In our Advanced Project Management, Risk, and Liability course (PMGT 400), the students are required to synthesize the tools and techniques for a Vintal Case Study. The assignment requires them to not only assess risk, but assess the culture, team and company environment to make sound ethical decisions. In PMGT 492 Project Management Capstone, the students substantially apply leadership and teamwork as they create a project plan and presentation for a real work</td>
<td>F</td>
<td>For PMGT 400, the students assess the operational drivers for Coca Cola and Vintal corporation to make recommendations on the project plan that results in a more competitive and risk managed outcome. In PMGT 492, the students are required to research best practices that assist in their recommendations on the project plan deliverables. For example, in Spring 2018, the students analyzed various Centers of Innovation and made recommendations to the MSUM Provost via a project plan and presentation on what MSUM could create that would give them a competitive niche in the innovation space.</td>
</tr>
</tbody>
</table>
There is an Online Cafe that also helps students coach each other with questions on their project. Those questions often include stakeholder and sponsor management issues requiring leadership, teamwork, ethics, and communication as they create their final presentation and project plan.

<p>| T2. Examine the five project development process groups and knowledge areas within the PMBOK Guide | F | In our Project Management and Scheduling (PMGT 300), Advanced Project Management, Risk and Liability (PMGT 400), and Project Management Capstone (PMGT 492), students are introduced to the five project development process groups as per the PMBOK 6th Edition. Further, as those students take their final two program classes (PMGT 400 and PMG 492), they explore how these progress groups are applied as well as learn how to work with both the inputs and outputs of each of these groups. [We also cover this in OM 483 Cost &amp; Analysis] | NA | P | In both PMGT 400, PMGT 492, the students learn and apply the five project process groups and 10 knowledge areas. In PMGT 400, the students assess and discuss the risk inherent in a project if subsidiary plans related to the knowledge areas is absence. In addition, the student strategically assesses, via mini case study discussions how risk is embedded in the five process groups. In PMGT 492, the entire class is based on the execution of a live project in groups--both face to face and online. The students examine the strategic connection of their project to the organization during the Initiation and Planning stages. They are also required to compete with other project teams for a 'special guest' appearance for their presentations. For example, in Spring 2018, the best project teams were invited to present to the MSUM Provost. |
| T3. Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risk | F | In our Project Management and Scheduling (PMGT 300), Advanced Project Management, Risk and Liability (PMGT 400), Project Management Capstone (PMGT 492), and Cost Analysis (OM 483) students are not only introduced to the basic concepts of proper scope, timeline, and budget management, they also delve into the application of sound financial management within an organization as well as the strategic decision making applied to resource allocation and the cost/benefit analysis. Further, students are provided opportunities to demonstrate this learning outcome through holistic application to real-life projects and case studies. | P | In our Advanced Project Management, Risk, and Liability course (PMGT 400), the students are required to synthesize the tools and techniques for a Vintal Case Study. The assignment requires them to not only assess risk, but assess the culture, team and com... | F | In PMGT 492, the students are required to scope a project and create a charter. They are given a high-level descriptor, timeline and vision for the project. It is up to their team to create and prioritize the project needs based on their timelines, cost, budget, and schedules for class deadlines. In addition, the group has to connect the project charter and vision to the strategic priorities of the company or organization. In MGMT 456, the students determine the schedule of projects and allocate resources to activities among multiple competing projects. They also monitor, evaluate and control the progress of the projects to ensure timely completion without undue risk. |
|---|---|---|---|---|
| T4. Identify tools, principles, and techniques of continuous process improvements | F | As part of our Process Methods (OM 380) course, students are exposed to lean principles as well as the tools utilized in lean manufacturing and service implementation projects. In OM 482, students learn about the seven basic quality tools used in quality management. This is done through weekly exercises and case studies. | S | In the PMGT 300 Project Management and Scheduling class, students study the Chunnel Case study and identify techniques for quality improvement in process and communication. In our Advanced Project Management, Risk, and Liability course (PMGT 400), the students are required to synthesize the tools and techniques for a Vintal Case Study. The assignment requires them to not only assess risk, but assess the culture, team and com... | P | In both OM 380 and OM 482, students look at how continuous improvement tools and be used as well as processes in different contexts. Specifically, both courses use a number of case studies to see how the use of these tools and techniques align with strategic initiatives across an organization as well as within sub-divisions of that organization. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T5. Create a proactive risk management and quality plan and develop contingency plans.</td>
<td>F</td>
<td>As part of our Quality Management (OM 482) and Advanced Project Management, Risk and Liability (PMGT 400), students not only learn about quality management principles and tools but also have the opportunity to assess and document project risks, build cross functional teams and project plans, discuss legal environment of project work, and study change management and change order processes vital to managing risk and developing proper contingency plans. In PMGT 492, the group project requires the team to identify and assess risk, with contingency plans and include the risk management plan as a subsidiary plan.</td>
<td>P</td>
</tr>
</tbody>
</table>
leadership style using the big 5 Personality assessment, conflict assessment, and a team effectiveness survey. In addition to the assessment, they discuss their similarities and differences in an in class small group project or an online discussion. Lastly, students examine their beliefs in a diversity paper that is a final project. Lastly, In PMGT 300, the students assess the skills through group projects of the leaders and stakeholders on the Chunnel Case study.

In PMGT 492, the capstone project, which consists of a live work project, the students are required to schedule and manage a sponsor meeting. They are required to identify and manage (with sometimes a meeting) project stakeholders. At a minimum, the group has to decide how to collect requirements from the stakeholders to help define their
B2. Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.

PMGT 385 Process Leadership, the students assess their own personal leadership through the Big 5 Personality assignment and they also assess the needs of stakeholders as they examine the 5 Dysfunctions of a Team in an online discussion board. In addition, students interview an
industry leader and assess their leadership based on Lussier’s style of leadership which is very similar to the PMBOK leadership philosophy and the Agile servant leadership philosophy.

PMGT 300, PMGT 400, and PMGT 492….In PMGT 400, the student learns the agile success factors as a servant leader, they are quizzed on the Project Creed and Code of Ethics, and they assess a PM’s skill set via a case study discussion. In PMGT 492, the project teams are given the opportunity to select their group members based on personal leadership traits as described in their introductions and online profile. They also assess the needs of the sponsor and how best to work with the sponsor based on the group’s leadership strengths and the sponsors strengths and weaknesses and level of engagement. For example, one team met weekly with the
instructor (who was the sponsor for their project); another team delegated one person to assess the needs of the sponsor and communicate accordingly. Lastly, each team is given the responsibility to engage everyone with good ethics on the team. If there is a violation of ethics or commitment to project, the team can 'kick off' the team member by following the class process outlined in the syllabi.

<p>| S1. Discover how project managers align organizational strategy, culture and operational drivers to inform decisions to satisfy project requirements. | P | In PMGT 385 students attend an industry guest lecture (companies include Pepsi, Ferguson, Microsoft, etc.) and they learn about the company and how they as managers can align to their strategies for future employment opportunities as a PM. They are exposed to two decision making models that align strategy to satisfy requirements: The Strategic Triangle and the Four Drivers of Poor Performance (individual and organizational). There is an informal class. | F | In OM 482, our student not only explore how project management applies to the management quality focused initiatives, but they also learn how organizational dynamics impact and influence the definition and identification of quality. This is done through case studies and weekly exercises.... In PMGT 492, the project teams are required to find the organizational strategies online and do an assignment on how their project helps execute on the strategic initiatives. It was included in the Charter and Business case process during the Initiation phase. In MGMT 456, the students demonstrate their competency by working on multiple projects to come up with goals, life cycles, and selection methods while taking into accounts the overall organizational mission and hierarchy structure. The students also |</p>
<table>
<thead>
<tr>
<th>S2. Apply fundamental business, lean and quality processes to the multidisciplinary, industry and global project environment.</th>
<th>writing assignment to apply and discuss both models.</th>
<th>apply the process and tools for planning and launching a project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>In OM 380 the students are required to analyze the productive and non-productive work elements for the purpose of productivity improvements and establishing time standards via a book report. In OM 482, students learn about quality processes, how these align with business concepts, and how to analyze these processes. To facilitate this learning activity, students complete a number of weekly exercises and case studies.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>In PMGT 400 the students are required to explain the difference between programs, portfolios and projects in an online quiz and a worksheet.</td>
<td></td>
</tr>
</tbody>
</table>
**Chart B**

**Key**

**T1:** Create a project management plan using appropriate techniques and tools per the PMBOK Guide  
**T2:** Examine the five project development process groups and knowledge areas within the PMBOK Guide  
**T3:** Prioritize project needs with regard to scope, resources, cost, schedules, procurement, and risk  
**T4:** Identify tools, principles, and techniques of continuous process improvements  
**T5:** Create a proactive risk management and quality plan and develop contingency plans.  
**B1:** Examine the fundamentals of effective communication, team management and leadership skills with a project team and stakeholders  
**B2:** Assess ethical and personal leadership style and apply to the needs of the project team and stakeholders.  
**S1:** Discover how project managers align organizational strategy, culture and operational drivers to inform decisions to satisfy project requirements.  
**S2:** Apply fundamental business, lean and quality processes to the multidisciplinary, industry and global project environment.  
**S3:** Explain management and integration of organizational programs and project portfolios.

### Chart B  
**Mapping courses to program learning outcomes**

**Name of Applicant Degree or Award:** Project Management  
**Level of Academic Degree or Award:** Bachelor of Science

<table>
<thead>
<tr>
<th>Course/Subject Number &amp; Name</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>B1</th>
<th>B2</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (Mandatory) Management of Projects Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT 300</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<td>Supporting Assessments and Coursework for PMGT 300</td>
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<td>In PMGT 300, the students participate in a case study either as individuals or as a group (depending upon the instructor). This case study analysis provides them the opportunity to demonstrate their project management knowledge at this point in their course sequencing. Further, when this class has students participating in group work and producing project documentation in the context of the case study, students are afforded the opportunity to apply basic project management skills. Additionally, as part of this course, students have the opportunity to develop and apply their skills in project planning and scheduling by creating a project plan for their graduation party from college. This project plan incorporates a full work breakdown structure.</td>
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<tr>
<td>PMGT 385</td>
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<td>P</td>
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<td>Supporting Assessments and Coursework for PMGT 385</td>
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<td>In PMGT 385, students not only engage and delve into a variety of case studies but also do a book report regarding leadership. Through this and online discussion boards, our students develop the knowledge necessary to understand how leadership impacts the success and failure of projects. Part of this understanding involves self-awareness or self-understanding. To accomplish this, our students conduct and analyze a self-assessment of the Big 5 Leadership Traits. Finally, while understanding oneself is important to leading others, it is also necessary to understand and appreciate what those different from us bring to the table in a project. To develop this knowledge, our students write a research paper regarding diversity.</td>
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<tr>
<td>Course</td>
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</tbody>
</table>

As one of the two final courses our students take in the Project Management program, the students assess the operational drivers for Coca Cola and Vintel corporation to make recommendations on the project plan that results in a more competitive and risk managed outcome. This provides them the opportunity to not only better understand how risk looks in different contexts but also provides them the opportunity to begin to apply what they have learned about risk in a safe environment. Further, in this course the students learn about the 5 process groups and 10 knowledge areas found in PMBOK. They also apply these processes through case studies.

In PMGT 492 Project Management Capstone, the students substantially apply leadership and teamwork as they create a project plan and presentation for a real work scenario. There is an Online Cafe that also helps students coach each other with questions on their project. Those questions often include stakeholder and sponsor management issues requiring leadership, teamwork, ethics, and communication as they create their final presentation and project plan. In addition, student build upon the process groups and knowledge they were introduced to in PMGT 400. They do this by applying that knowledge to the project planning they do as part of PMGT 492's group project. Finally, this hands-on experience helps them prepare to sit for the CAPM exam. While the hands-on experience is helpful, this preparation is combined with study groups, practice exams, and coaching all in preparation to sit for the exam.

As part of our Process Methods (OM 380) course, students are exposed to lean principles as well as the tools utilized in lean manufacturing and service implementation projects. Further, students are asked to demonstrate their understanding of the techniques and methods for systematic improvement of work environment via multiple quizzes. Finally, students are required to analyze the productive and non-productive work elements for the purpose of productivity improvements and establishing time standards via a book report.
<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Scope</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM 482</td>
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<td>MGMT 456</td>
<td>F</td>
<td>F</td>
<td>S</td>
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<tr>
<td>OM 483</td>
<td>P</td>
<td>P</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Long-Term and Short-Term Goals (University, College, and Program)

**MSUM Strategic Priorities (SP) for 2017 to 2020**

Strategic priorities guide our planning and budgeting for a 2-3 year period. They contribute directly to our strategic anchors but are more focused. Because they identify what is most important during a given period of time, they help us make difficult decisions about how to allocate our resources, including our time.

1. Promote and invest in signature programs and experiences (both curricular and co-curricular):
   - Education
   - Business and applied management
   - Healthcare and human services
   - Learning communities
   - First-year experience (first-year seminar, orientation, Welcome Week, Convocation, etc.)
   - Leadership development

2. Grow enrollment by focusing on recruitment, retention, and persistence:
   - Align academic programs with demand
   - Audit and evaluate current retention initiatives and their outcomes
   - Increase graduate enrollment by focusing on applied and professional graduate programs
   - Serve new student populations by adding fully online programs
   - Strengthen collaboration with M-State and other community colleges to increase transfer student enrollment

3. Enhance student success and increase graduation rates while reducing the attainment gap for under-represented students:
   - Strengthen the culture of student learning assessment
   - Strengthen student success programming, particularly for under-represented students
   - Increase student engagement

4. Recruit and retain a diverse faculty and staff, particularly faculty and staff of color:
   - Ensure the curriculum and co-curriculum reflect our commitment to diversity, inclusion, global awareness and justice
   - Implement recruitment and hiring practices that significantly increase the diversity of our faculty and staff, particularly faculty and staff of color
   - Develop and implement specialized orientation, support, and development programs for under-represented faculty and staff

**Academic Master Plan and Strategic Priorities (AMP)**

- Strategic Priority 1: Partnerships: Partner with industry and civic leaders to meet workforce and community needs.
- Strategic Priority 2: Real World Learning: Provide real-world opportunities for students to apply learning.
- Strategic Priority 3: Student and Faculty Connections: Connect students, faculty, and staff in meaningful relationships with one another AMP (04/26/2016) Page 6 of 25 and the community.
• Strategic Priority 4: Diversity: Create a campus community that reflects the diversity of the global community and that prepares students to become transformative members of that community.
• Strategic Priority 5: Excellence: Attain excellence in our programs and services.
• Strategic Priority 6: Sustainability: Establish organizational sustainability.

College of Business and Innovation Goals (CBI)
• To prepare students for fulfilling and productive careers.
• To encourage and support faculty development in teaching, advising, service, scholarship, and creative activity.
• To employ resources to enhance and complement the academic experience.
• To provide service and educational outreach to the region.
• To engage in an ongoing process that achieves and maintains high professional standards.
• To contribute to a strong liberal studies foundation for undergraduate programs.

Operations Management/Project Management/Global Supply Chain Management Long-Term and Short-Term Goals

<table>
<thead>
<tr>
<th>Category</th>
<th>Long Term (2018 to 2024)</th>
<th>Short Term (2017 to 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Achievement</td>
<td>1. Connect OM/PM/GSCM student, faculty and alumni (AMP 3)</td>
<td>1. Champion one student trip to ATMAE or another conference (OM).</td>
</tr>
<tr>
<td></td>
<td>2. Offer experiences, curriculum, and services that create a well-rounded graduate with technical, operations, and professional skills</td>
<td>1. Champion one student trip to PMI event outside of our geographic area (PM).</td>
</tr>
<tr>
<td></td>
<td>3. Enhance graduation and persistence rates for OM students</td>
<td>1. Create a professional club that connects alumni, students and faculty in meaningful ways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Host an alumni, student, faculty social</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Utilize social media for online student, faculty and alumni connections</td>
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<tr>
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<td>2. Build a robust internship or on the job training class, expectations and curriculum (AMP2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Create co-curricular and curricular achievement touchpoints in the core curriculum (AMP2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Engage industry at least once a year in each class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Engage students more actively in the Advisory Board meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Create a retention plan and manually track retention at a program level in department (SP2)</td>
</tr>
<tr>
<td>2. Faculty Achievement and</td>
<td>1. Create a reward and recognition process for students, faculty and alumni (AMP 5)</td>
<td>1. Host an annual reward banquet for faculty, students, and alumni</td>
</tr>
<tr>
<td>Excellence</td>
<td>2. Support faculty research and continuous learning</td>
<td>2. Implement a monthly ‘Show and Tell’ Friday on different teaching, industry, research topics</td>
</tr>
</tbody>
</table>
| 3. Program Excellence and Retention | 1. Create a repeatable and sustainable closed loop assessment process (SA1)  
2. Operationalize and engage more frequently the Advisory Board and External Experts (AMP 2)  
3. Use emerging technology throughout the curriculum (AMP 1)  
4. Strive for best practice online, hybrid, and face to face pedagogy)  
5. Maintain ATMAE Accreditation/ GAC Accreditation | 1. Enhance survey tools framework, questions, and data gathering processes (SP 3)  
1. Create a closed loop academic calendar of events  
2. Schedule monthly 1:1’s with board members and external experts  
3. Investigate Software enhancements for each core OM/PM/GSCM class  
4. Certify all core courses with Quality Matters or another outside expert (AMP5  
5. Document progress in each 21 standards for ATMAE each academic year. (OM)  
5. Document progress in each of the 7 GAC standards each academic year. (PM) |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Enrollment Growth | 1. Grow enrollment to 100 students (OM); 150 (PM); 100 (GSCM) | 1. Create strategic partnerships 2-year schools  
1. Create efficient processes for marketing and recruiting at 2-year campus  
1. Create an online marketing strategy plan |
| 5. Partnerships and Collaboration | 1. Create strategic relationships with local and regional industry and two-year school partners | 1. Collaborate with Alumni office to enhance scholarship dollars ($25,000)  
1. Collaborate with career services to improve internship and industry hiring practices and processes  
1. Create 9 (3 per faculty) of strategic partnerships with 2-year schools  
1. Identify 3 Advisory Board Members to create an industry/education partnership framework / model |
| 6. Diversity and Inclusion | 1. Increase the number of under-representative students in the program by 10% | 1. Work with ATMAE Women Divisions to research and implement ways to increase the number of females in the OM program  
1. Employ faculty learning from ARMAC training to ensure curriculum is inclusive  
1. Recruit from 3 targeted two-year schools that have a highest percentage of diversity on their campuses  
1. Each faculty attend a diversity related workshop or conference |
MSUM Number 15 Ranked Online Project Management Programs

Online Education
- Online College Basics
- 100 Best Online Colleges
- Best Online Degrees

Proud Member
National Association for College Admission Counseling

Search Colleges

Program Meeting Minutes

<table>
<thead>
<tr>
<th>Program Meeting</th>
<th>Attached Notes</th>
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<tr>
<td>2/1/2017</td>
<td>ATMAE%20Accreditation%20Meeting%20-%202_1_2017.pdf</td>
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</tbody>
</table>

then use to make transfer credit determinations.

15 Minnesota State University Moorhead

Moorhead, Minnesota

Founded in 1885, Moorhead continues its mission of strengthening communities by improving lives through education. The university, located in Moorhead, just over the state line from Fargo, North Dakota, offers 74 degrees in fields relevant to high-growth careers. Both a small college and part of the wide-reaching and diverse Minnesota State Colleges and Universities system, Moorhead gives students access to world-class educational resources and personalized support. Moorhead now offers many online programs that allow transfer students with previous associate degrees or general study college credits to earn specialized bachelor's degrees.
Quality of Instruction Analysis

OM 380 Course Evaluation Averages Across Instructors

**Question 1: Overall Teaching Performance**

![Bar chart showing overall teaching performance ratings across years.](Image)

**Question 2: Overall Knowledge of the Subject Matter**

![Bar chart showing knowledge of the subject matter ratings across years.](Image)
Question 3: Instructor Respect and Concern for Students

Overall Average Rating Across Instructors
OM 483 Course Evaluations Across Instructors

**Question 1: Overall Teaching Performance**

![Average of How would you rate the instructor's overall teaching performance?](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>2014</td>
<td>8.30</td>
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<tr>
<td>2015</td>
<td>8.42</td>
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<tr>
<td>2016</td>
<td>8.68</td>
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<td>2017</td>
<td>9.38</td>
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<td>2018</td>
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**Question 2: Overall Knowledge of the Subject Matter**

![Average of How would you rate the instructor's knowledge of the subject matter?](chart)

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<th>Year</th>
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<td>8.88</td>
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<tr>
<td>2015</td>
<td>9.06</td>
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<tr>
<td>2016</td>
<td>8.74</td>
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<tr>
<td>2017</td>
<td>9.24</td>
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<tr>
<td>2018</td>
<td>9.12</td>
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</table>
Question 3: Instructor Respect and Concern for Students

Overall Average Rating Across Instructors
OM 385 Course Evaluations Across Instructors

**Question 1: Overall Teaching Performance**

![Bar chart showing average teaching performance by year]

**Average of How would you rate the instructor’s overall teaching performance?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
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<tbody>
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<td>8.28</td>
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<tr>
<td>2016</td>
<td>8.85</td>
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<tr>
<td>2017</td>
<td>8.40</td>
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<tr>
<td>2018</td>
<td>7.71</td>
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</table>

**Question 2: Overall Knowledge of the Subject Matter**

![Bar chart showing average subject knowledge by year]

**Average of How would you rate the instructor’s knowledge of the subject matter?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
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<tbody>
<tr>
<td>2015</td>
<td>8.98</td>
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<td>2016</td>
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<tr>
<td>2017</td>
<td>8.60</td>
</tr>
<tr>
<td>2018</td>
<td>8.71</td>
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</table>
Question 3: Instructor Respect and Concern for Students

Average of How would you rate the instructor’s respect and concern for students?

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2015</td>
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<td>2017</td>
<td>9.10</td>
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<td>2018</td>
<td>8.71</td>
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</table>

Overall Average Rating Across Instructors

Average of Summary evaluation

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
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<td>8.70</td>
</tr>
<tr>
<td>2016</td>
<td>9.25</td>
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<tr>
<td>2017</td>
<td>8.70</td>
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<tr>
<td>2018</td>
<td>8.38</td>
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</table>
PMGT 400 Course Evaluations Across Instructors

**Question 1: Overall Teaching Performance**

![Graph showing average overall teaching performance for 2018 with a score of 8.91.]

**Question 2: Overall Knowledge of the Subject Matter**

![Graph showing average overall knowledge of the subject matter for 2018 with a score of 9.64.]

...
**Question 3: Instructor Respect and Concern for Students**

![Graph showing average rating of instructor's respect and concern for students for the year 2018 with a total average of 9.55.]

**Overall Average Rating Across Instructors**

![Graph showing average summary evaluation for the year 2018 with a total average of 9.37.]

---

self assessment report 2018 for MSUM
PMGT 492 Course Evaluations Across Instructors

Question 1: Overall Teaching Performance

Average of How would you rate the instructor's overall teaching performance?

- 2018: Total = 8.47

Question 2: Overall Knowledge of the Subject Matter

Average of How would you rate the instructor's knowledge of the subject matter?

- 2018: Total = 9.18
Question 3: Instructor Respect and Concern for Students

Overall Average Rating Across Instructors
OM 482 Course Evaluations Across Instructors

Question 1: Overall Teaching Performance

![Bar chart showing average teaching performance ratings from 2015 to 2018.]

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>8.74</td>
<td>9.30</td>
<td>9.34</td>
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</table>

Question 2: Overall Knowledge of the Subject Matter

![Bar chart showing average knowledge ratings from 2015 to 2018.]

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9.26</td>
<td>9.50</td>
<td>9.74</td>
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</table>
Question 3: Instructor Respect and Concern for Students

Overall Average Rating Across Instructors
PMGT 300 Course Evaluations Across Instructors

**Question 1: Overall Teaching Performance**

![Bar chart for Overall Teaching Performance across years 2016 and 2017](chart_1.png)

- **2016:** 9.42
- **2017:** 9.05

**Question 2: Overall Knowledge of the Subject Matter**

![Bar chart for Overall Knowledge of the Subject Matter across years 2016 and 2017](chart_2.png)

- **2016:** 9.71
- **2017:** 9.40
**Question 3: Instructor Respect and Concern for Students**

Average of How would you rate the instructor’s respect and concern for students?

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>2016</td>
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<tr>
<td>2017</td>
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**Overall Average Rating Across Instructors**

Average of Summary evaluation

<table>
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<th>Year</th>
<th>Total</th>
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<tbody>
<tr>
<td>2016</td>
<td>9.61</td>
</tr>
<tr>
<td>2017</td>
<td>9.25</td>
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</table>
MGMT 456 Course Evaluations Across Instructors

**Question 1: Overall Teaching Performance**

![Average of How would you rate the instructor's overall teaching performance?](chart)

- The average rating for the instructor's overall teaching performance in 2018 is 9.08.

**Question 2: Overall Knowledge of the Subject Matter**

![Average of How would you rate the instructor's knowledge of the subject matter?](chart)

- The average rating for the instructor's knowledge of the subject matter in 2018 is 9.42.
Question 3: Instructor Respect and Concern for Students

Overall Average Rating Across Instructors
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<thead>
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<td>Article_20-Departments_and_Department_Chairpersons.pdf</td>
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<tr>
<td>Article 22 of the IFO contract</td>
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Departmental Policies

Professional Management Department Tenure/Promotion Policy

Minnesota State University Moorhead
Professional Management Department
Professional Development Policy
Last Revision: fall 2016

In an attempt to ensure a uniform and consistent approach to probationary period, promotion, and tenure evaluations for faculty in the Professional Management Department, the following process shall be used.

As per article 25 of the MnSCU-IFO Master Agreement, the department has a role in providing feedback to a faculty member following submission of a Professional Development Report (PDR) during each year of the probationary period. The department also has a role in providing feedback to the faculty member and a recommendation to the Dean when faculty members apply for promotion or tenure. To accomplish this task, the Professional Management Department will annually review the faculty members PDP and PDR. The Professional Management Department will offer feedback on both the PDP and the PDR to the respective faculty, which he/she may incorporate.

Probationary Faculty

PDP Processes: The faculty will adhere to all University deadlines. Here are the steps agreed upon for the Professional Management Department PDP processes:

1. Faculty will prepare a PDP and schedule a meeting with the Dean to review.
2. Faculty will email the PDP with Dean Revisions one week prior to the Department meeting where the PDP is to be discussed.
3. All full time Faculty can provide comments to the respective faculty member 24 hours prior to the Department meeting to ensure ample time is given, should the faculty member decide to include their respective feedback. Comments should be made relative to how the PDP aligns with the Department or program goals and objectives.
4. At the Department meeting, all full-time tenured faculty will vote on the acceptance or rejection of the respective faculty PDP’s, based on its alignment with Department and/or Program goals.
5. The Chair of the department will record the discussion in the meeting minutes.
6. The Chair or an assigned tenured faculty member will write a memo that explains the voting outcome.
7. The Chair or assigned tenured faculty member will send the memo via email requesting electronic signatures.
8. Once the signatures have been secured, the Chair or assigned tenured faculty member will send a copy of the memo to the Dean, with a cc to the respective fixed term or tenure track faculty member.

PDR Processes: The faculty will adhere to all deadlines for PDR as set by the University. The faculty shall provide to the Department faculty a copy of the PDR. The faculty should receive the PDR one week prior to Department meeting where PDR’s are scheduled for discussion. At the Department meeting, all full-time probationary/tenure track faculty shall provide the respective faculty member with comments on the PDR. At the conclusion of the department meeting, the Chair will provide comments in Department Meeting minutes outlining highlights of the PDR discussion. If the faculty chooses to change/include comments from the Department, he/she will send an updated copy to the faculty of the Department for final review. The full-time faculty will send comments directly to the respective faculty whose PDR is under review. At this time, the Chair
of the Department will construct one memo on behalf of the Department. The memo will be signed by all tenure track faculty members of the department, who all have the right to make comments pursuant to article 25 of the IFO Master Agreement. If any faculty member chooses not to sign the document, they may send their individual comments to the Dean as long as the respective faculty is copied on the communication. The signed memo will be provided to the faculty member and sent to the Dean of the Department. The following provisions apply:

a. All memos will specifically and clearly address the faculty member’s performance in terms of each of the five criteria outlined in Article 22. The Department memo should be thorough in their review of the record and fair in their assessment of both attributes and concerns.

b. Memos during the probationary period will not include any recommendations unless the Department chooses to recommend that the faculty member not be retained. If the committee is not in agreement regarding this non-retention recommendation, the memo will note that consensus was not reached and simply identify the number of members in favor of the recommendation not to retain.

c. During the probationary period, any faculty member may provide a recommendation not to retain by sending a separate memo to the Dean and copying that memo to the faculty member being evaluated.

d. The faculty member’s PDR and other materials specifically copied to the Dean or forwarded by the faculty member are sent to the Dean for his/her evaluation.

Promotion/Tenure Recommendations

The Department will review the faculty member’s application for promotion and/or tenure and the Chair will construct a signed memo that assesses faculty performance by reference to faculty Professional Development Plans. The memo will be provided to the faculty member and to other department faculty members and the Department Chair(s) who all have the right to make comments and/or recommendations pursuant to article 25 of the IFO Master Agreement. The following provisions apply:

a. All memos will specifically and clearly address the faculty member’s performance in terms of each of the five criteria outlined in Article 22. Given a primary purpose of this memo is to provide the rest of the department with information about the faculty member and their performance on the five criteria, these memos should be thorough in their review of the record and fair in their assessment of both attributes and concerns.

b. The Department will consider the questions of promotion and tenure separately when faculty members apply for more than one in the same year.

c. All memos related to promotion and/or tenure will contain a final recommendation. If the Department is not in agreement regarding this recommendation, the memo will note that consensus was not reached and simply identify the number of members in favor and the number opposed to the promotion or tenure.

d. The Department memo will first be given to the faculty member. Three working days later the memo, via the Chair, shall be made available to the department with any comments or response from the faculty member. All full time probationary/tenure track faculty can vote on the recommendation to tenure and/or promote. The vote for Tenure and Promotion will be a separate vote. All tenure/promotion materials are then forwarded to the Dean for his/her recommendation.

e. The Chair will secure signatures and email tenure and/or promotion letter to the Dean.
Professional Management Department Approval of Class Schedule Each Semester

PMD Policy for Approval of Class Schedule Each Semester
(Effective September 2012)

According to the IFO, each Department is required to approve the department class schedule every semester. The IFO contract states that each faculty member who is .75 time or greater is eligible to vote. Since time is very limited at the beginning of the semester when class schedules are due, which is usually three weeks or less, the department chair may elect to hold the vote at a department meeting or by email. The department chair will solicit input from faculty members and have the department secretary develop a proposed class schedule. It will be presented at a department meeting or sent out by email. Review of the proposed schedule needs to be completed promptly by the faculty and any comments should be distributed to all faculty. The Chair will then call for a vote. A simple majority of eligible faculty is needed to approve the department class schedule. Until the Dean signs off on the proposed FAR, the name “staff” will appear on the schedule for all adjunct and Fixed Term faculty. Upon FAR approval, the names will then be unloaded into the schedule.

Spring 2017 Workplan

Introduction
The Professional Management Department has three programs, three minors, and three certificates: Bachelor of Science in Construction Management, Operations Management, and Project Management. Minors in Project Management, Operations Management, and Construction Management and Certificates in Lean Management, Project Management, and Customer Relationship Management. This report is for the Operations Management and Project Management related programs. The construction management program will submit a separate report.

Cross Cutting Focus Areas
The Cross-Cutting Focus Areas are areas in three categories: non-traditional students, entrepreneurial, or faculty/student engagement. Core competencies for the OM/PM related programs are cross collaboration, industry connections and applied degrees, teaching online and non-traditional students, and accelerated learning environments.

The department faculty would like to investigate this year and build the framework for the following program offerings:

1. **Global Supply Chain Management**: The Paseka School of Business and the OM/PM faculty will jointly offer a Global Supply Chain Management degree to incoming freshman and non-traditional students on line and classroom based. Phase one is to offer a minor and launch a degree if the School of Business decides to house the degree in the PMD.

   **Champion**: Atif Osmani

   **Plan**: Organize meetings with Stakeholders, input into Curriculum Navigator, and finalize the minor.

   **Accomplishments**: Both a GSCM minor and major have been approved for Fall 2017. Details below:
   - Developed two new courses OM 470 (Purchasing & Sourcing Management) and OM 472 (Logistics Mgmt. & Network Design). OM 470 is being offered during Fall 2017 (the class is already full) while OM 472 will be offered during Spring 2018.
   - GSCM minor (housed in the Dept. of Professional Management) was approved by President Blackhurst on February 08, 2017 and is in effect starting Fall 2017.
   - GSCM major (housed in the Dept. of Professional Management) was approved by President Blackhurst on March 29, 2017 and is currently awaiting MnSCU approval. Anticipated start in Fall 2017.
2. **Bachelors or Master’s Degree in Customer Experience and Digital Operations**: This OM/PM faculty would like to lead an effort to offer a degree across the college that meets the needs of Industry in the customer experience in the age of digital operations. The degree is intended to bring the customer experience digitally across the IoT (internet of things) and the supply chain operations. It includes the human experience, the digital experience and the process experience. The commitment is to bring various industry members, faculty members and other experts together to create a framework for the degree. The ownership of the degree would be in the PDM.

Champion: Pam McGee

Plan: Organize Industry meetings, including the Dean when schedule allows. Organize an industry meeting with faculty in the College of Business and Industry. Create a preliminary vision for the degree, with as much course detail as possible.

Deadline: March 1, 2017

Accomplishments:

An industry meeting is scheduled for May 17, 2017, with 9 industry professionals committed to attendance. In addition, the faculty have done secondary research, held faculty brainstorm meetings, and two of the three faculty are attending a conference, The Minnesota High Tech Conference in May 2017. The focus of the conference is on digital transformation. In addition, two faculty have conducted over 10 industry 1:1’s with the following businesses:

1. Microsoft
2. Discovery Benefits
3. Bell State Bank
4. Ferguson Industry
5. Titan Machinery
6. Doosan (Bobcat)
7. Intelligence InSites
8. Stoneridge Software
9. Roers Construction & Development, Inc
**Improve Retention and Diversity**
Reference OM/PM Three –Year Retention Plan.
To increase diversity, OM/PM program faculty, with the leadership of Joshua Behl will incorporate one diversity strategy from ARMAC in each program.

**Requests from Dean and Provost**
To allow the OM/PM faculty the opportunity to design three new programs, offer them in Fall 2018, the faculty need:
1. One Fixed term position with a blend of industry and an MBA. Ideal candidate would have service background, digital operations, or project management
2. College of Business and Innovation Recruiter and Special Projects coordinator to help market and recruit from a non-traditional admissions base
3. Online Orientation processes

**Faculty PDP and PDR Reports**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Embedded PDR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Joshua Behl</strong></td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td><strong>Dr. Atif Osmani</strong></td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td><strong>Pam McGee</strong></td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
</tbody>
</table>
Supplement to Section D.3: Program Information in the Public Domain

Screenshot of Facebook page
88.6% of MSU Moorhead graduates are employed in their field after graduation.
Introduction

Mission
Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

Vision
Minnesota State University will be...
- A leader in student success
- A campus that reflects the world in which our graduates live and work
- A University that provides an education of lifelong relevance
- A place of transformation where students become graduates who are progressive leaders in their professions and their communities

What Makes MSUM Special?
Faculty, student and staff members of the academic community have given a great deal of thought to the values and purposes that underlie the University’s mission and vision. We have refined and focused these principles into statements to guide our daily efforts to foster student success and serve the regional and global communities.

These cornerstones of our mission and vision define what makes us special.

Purpose (Why do we do what we do?)
The simplest and most idealistic answer is that our purpose is to transform the world by transforming lives.

Our Core Values (How do we behave?)
- Gilt
- Humility
- Heart

Aspirational Value (We commit to making this as pervasive as our core values)
- Creativity and innovation of people and ideas
Explore Project Management
One of the fastest growing career fields
Courses & Curriculum in Project Management

The Bachelor of Science in Project Management is intended for students who enjoy defining, planning, executing and closing projects. Individuals who think organizationally and can recognize the strategic
**Project Management Transfer Agreements**

If you are a transfer student, you can utilize your AA, AS, or AAS degree from your Community or Technical College as your electives, then you all you need to do to finish the BS degree in Project Management is complete the Liberal Studies (MNTEC) and the 45 credits of core classes. This degree is offered online, on campus and hybrid.

Work with an advisor to complete these courses as part of your technical program’s general education or electives, MSUM courses are in parenthesis. For course equivalents visit with your transfer specialist or go to transferology.com and search for equivalencies.

<table>
<thead>
<tr>
<th>Written &amp; Oral Communication</th>
<th>Math &amp; Science</th>
<th>Business</th>
<th>Other *Non MnTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Comm (COMM 100)</td>
<td>Introduction to Probability and Statistics (MATH 234)</td>
<td>Principles of Marketing (MKTG 270)</td>
<td>Principles of Management (MGMT 260)</td>
</tr>
</tbody>
</table>
Courses & Curriculum in Project Management

The Bachelor of Science in Project Management is intended for students who enjoy defining, planning, executing and closing projects. Individuals who think organizationally and can recognize the strategic foundation necessary for successful project completion should consider project management as a degree. It combines technical and managerial knowledge to provide visionary leadership for objective-based work. The BS in Project Management at MSUM is the first offered in the tri-state area and offered through multiple delivery options/locations including: on campus, online and transferable 2+2 program. The project management curriculum at MSUM allows students to prepare for a career as a project manager or be prepared for one of several project-related certifications such as Project Management Professional (PMP) or Certified Associate in Project Management (CAPM) certifications.
Project Management Program Learning Opportunities

The Project Management program offers a unique selection of certifications and classes that are an excellent complement to your Project Management degree. These learning opportunities can help you to focus on a specific area of interest or increase your knowledge of skills you wish to develop further.

The following certifications connect three pinnacles of success—industry, education and application—to
Global Accreditation Center for Project Management Education Programs (GAC)

The GAC is the world's leading specialized accrediting body for project management and related degree programs, accrediting programs at the bachelor's, postgraduate, and doctorate levels offered within accredited institutions of higher education worldwide.

The GAC is committed to fostering excellence and continuous improvement in academic degree programs related to the field of project management.
Project Management Careers

Project Management Careers & Outcomes

According to the Project Management Institute, more than one and a half million project management jobs are created each year. The average starting salary of project managers is about $62,000, while the median project manager salary in the U.S. is about $108,200.

Project managers plan around the restricted resources of an organization to successfully complete project-based work of varying size and scope. They strategically direct the efforts of engineers, technicians,
Project Management Careers & Outcomes

Where Project Management Alumni Work

Here is a representative list of the kinds of jobs where our Project Management alumni are transforming the world by transforming lives.

- Process Control Manager, Swanson Health Products
- COO, Prairie Brewing Company
- Project Coordinator, TIM Hospitality
- eCommerce Manager, Swanson Health Products
- Project Assistant, Noridian Mutual Insurance Company
MSUM Project Management YouTube Video

MSUM Student Testimonials
Faculty Teaching and Dedication to Students YouTube Video

Teaching Matters at MSUM

Teaching Matters at MSUM

//www.youtube.com/watch?v=ZhRI5wTSAI
Supplement to Section D.4: Faculty and Staff

Administration and Leadership Organizational Charts
Job Descriptions for Administration Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Document Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost Sr Vice Pres of Academic Affairs</td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td>VP for Enrollment Mgmt &amp; Stdt Aff</td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td>VP for Finance and Administration</td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td>VP for University Advancement</td>
<td><a href="#">Microsoft Word Document</a></td>
</tr>
<tr>
<td>President</td>
<td><a href="#">MnSCU University Policy for Roles and Responsibilities for University Presidents.pdf</a></td>
</tr>
</tbody>
</table>
Faculty CV’s

(REDACTED BY GAC STAFF)
Supplement to Section D.5: Students

MSUM Transfer Admission Requirements

Transfer Admission Requirements

Are you ready to be a Dragon? We’re ready for you to join us! This is the place to get started on your admission to MSU Moorhead. Our automatic admission requirements are pretty straightforward, but if you have any questions, please call or email the Office of Undergraduate Admissions.

High school graduation or completion of the GED and the following qualifications are necessary for admission to MSUM:

1. Completion of a minimum of 24 academic semester credit hours or 36 academic quarter credit hours from a regionally accredited college or university.
   a. If you have completed fewer than 24 academic semester credit hours, you must provide both your college and high school official transcripts to determine admission eligibility. You must meet our freshman admission requirements to be eligible for admission.

2. A minimum cumulative 2.0 GPA in post-secondary credits earned or attempted.
   a. All grades of F, NC (No Credit), or Incomplete will be treated as Fs in computing your GPA.

If you are transferring to MSUM, please be aware that:

- MSU Moorhead recognizes and upholds academic suspensions from other post-secondary institutions. If you are under suspension from another institution, you will not be considered for admission until two academic terms have passed since the suspension. Summer session does not count as a term.

- You may apply for admission to MSU Moorhead before you complete your studies at another college. You will, however, need to forward a final transcript before enrollment. We reserve the right to revoke admission to students who, after final grades are received, do not meet the minimum 2.0 GPA.

- A higher GPA may be required for entry into some academic departments.
Freshman Admission Requirements

Are you ready to be a Dragon? We’re ready for you to join us! This is the place to get started on your admission to MSU Moorhead. Our automatic admission requirements are pretty straightforward, but if you have any questions, please contact your Admissions Representative or the Office of Undergraduate Admissions.

Automatic Admission Requirements
Undergraduate Academic Standing Policy

Custodian of Policy: Provost & Vice President for Academic Affairs
Relevant Minnesota State System Policy: 2.9
Relevant Procedures: Undergraduate Satisfactory Academic Progress Procedure Document
Effective Date: Fall 2016
Last Review: Spring 2015
Next Review: Fall 2022

Section 1. Policy Scope & Purpose
This policy applies to all undergraduate students admitted to Minnesota State University Moorhead. This policy is specific to academic standing. Financial Aid has different standards that are monitored separately.

The University requires students to make and maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion that students must achieve.

This policy is implemented as mandated by Minnesota State System Board Policy 2.9

Section 2. Responsibility & Notification of Academic Standing
Students are responsible for checking on their academic and hold status each semester. Students can determine their academic status by monitoring the “Holds” section of the online web registration program, or by comparing their own progress to the policy standards.

Students who are placed on warning, probation and suspension are notified by email from the Academic Support Center. The email is sent to the student’s University-assigned email address. Students are responsible for monitoring their official university email for messages.

Section 3. GPA & Percent Completion
Warning, probation and suspension are determined after the grading period at the end of each semester, including summer. In order to remain in good academic standing, undergraduate students must meet the
The Four-Year Advising Discussion Guide

Academic advising creates an educational environment with relationships that support students in discovering their passions and facilitates student's understanding of the meaning and purpose of higher education and promotes intellectual and personal development toward academic success and lifelong learning.

The Four-Year Advising Discussion Guide
Registration

Registration for classes is done via web by logging into your eServices account with your Star ID and password. Registration generally begins in the middle of the current term and continues through the fifth day of the term being enrolled in.

- Common Registration Problems
- Course Descriptions & Outlines
- Course Schedule
Center for Innovative Business Solutions

Dragon Consulting

The MSUM College of Business and Innovation’s Center for Innovative Business Solutions (CIBS) connects teams of the very best students with regional businesses. Over the course of 16 weeks of collaboration, MSUM students (Dragon Consultants) apply their energies and talents to help solve cross-functional issues.

Students: Experience Learning by Doing

Apply the knowledge, skills and theories learned in the classroom to find real business solutions:

- Develop a valuable skillset by developing and improving professional skills
- Receive professional coaching
- Improve marketability and career placement potential
- Earn 3 credit hours

Student Application
Freshman Student Orientation, Advising & Registration

Class registration takes place at Student Orientation, Advising & Registration (SOAR). Advisors will guide you through the process of choosing and registering for your first semester classes based on your desired educational goals at SOAR. In addition, you will receive information regarding essential items to help you make a smooth and successful transition into MSUM along with the opportunity to connect with members of your new Dragon family!

Please register for Student Orientation, Advising & Registration by submitting the form below.

**Freshman New Student Orientation & Registration Form**

Dragon ID: 

(This can be found on your acceptance letter you received from the Admissions Office.)

First Name: 

Last Name: 

Schedule  
Driving Directions  
FAQs
Transfer Student Orientation, Advising & Registration

Class registration takes place at Student Orientation, Advising & Registration (SOAR). Advisors will guide you through the process of choosing and registering for your first semester classes based on your desired educational goals at SOAR. In addition, you will receive information regarding essential items to help you make a smooth and successful transition into MSUM along with the opportunity to connect with members of your new Dragon family!

Please register for Student Orientation, Advising & Registration by submitting the form below.

Transfer Student Orientation, Advising & Registration Form

Dragon ID:

(This can be found on your acceptance letter you received from the Admissions Office.)

First Name:

Last Name:
Counseling & Mental Health Services

Whether you’re struggling with coursework, experiencing relationship issues, concerned over drinking or drug use or experiencing any other issue, our licensed and trained clinicians can help you navigate the tough times.

We offer free and confidential mental health, alcohol and drug, sexual assault and violence counseling. Our licensed and trained mental health counselors understand the issues students face and offer a safe, confidential and non-judgmental environment for getting you on track to achieving your personal and
Accessibility Resources

Accessibility Resources is eager to help you begin your journey at Minnesota State University Moorhead. We are here to assist you and other students with documented disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. We offer needed services and accommodations, provide options for equal access and opportunity, and collaborate with students, faculty and staff on delivery of accessibility resources to ensure your successful transition to and experience.
Supplement to Section D.6: Financial Resources

No additional resources
Supplement to Section D.7: Program Improvement

Exit Survey Filtered by PM Students

Breakdown of PM students by delivery method

Where did you take the majority of your core degree classes for Operations Management and Project Management? These are classes that are either OM, PMGT, MGMT, MRKT.

<table>
<thead>
<tr>
<th>Responses</th>
<th>0.00%</th>
<th>10.00%</th>
<th>20.00%</th>
<th>30.00%</th>
<th>40.00%</th>
<th>50.00%</th>
<th>60.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid between Online and North Hennepin Community College</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid between Online and Moorhead Campus</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face to Face at North Hennepin Community College</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Face to Face at Moorhead Campus</td>
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</tbody>
</table>

Satisfaction with program

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching of OM faculty</td>
<td>61.54%</td>
<td>38.46%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Accessibility of OM faculty</td>
<td>58.33%</td>
<td>41.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Availability of OM classes (NOT DRAGON CORE)</td>
<td>53.85%</td>
<td>23.08%</td>
<td>23.08%</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Access to courses outside the OM degree (Dragon core)</td>
<td>38.46%</td>
<td>38.46%</td>
<td>23.08%</td>
<td>0.00%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Accessibility of academic advisor</td>
<td>84.62%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Fairness in evaluating student performance (e.g., exams, quizzes, paper, homework, etc.)</td>
<td>84.62%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Academic Support Services (writing center, career center, library, etc.)</td>
<td>46.15%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>0.00</td>
<td>30.7</td>
</tr>
<tr>
<td>Access to computer facilities (if you needed them)</td>
<td>69.23%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>7.69%</td>
<td>0.00</td>
<td>15.3</td>
</tr>
<tr>
<td>Dual enrollment (if taking classes at North Hennepin and MSUM)</td>
<td>30.77%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00</td>
<td>69.2</td>
</tr>
<tr>
<td>Dual enrollment (if taking classes at both MState and MSUM)</td>
<td>46.15%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00</td>
<td>46.1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
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</tbody>
</table>

Where did you take the majority of your core degree classes for Operations Management and Project Management? These are classes that are either OM, PMGT, MGMT, MRKT.

- **Hybrid between Online and North Hennepin Community College**: 58.33%
- **Hybrid between Online and Moorhead Campus**: 41.67%
- **Face to Face at North Hennepin Community College**: 53.85%
- **Face to Face at Moorhead Campus**: 38.46%
- **Other**: 0.00%

**Quality of teaching of OM faculty**: 61.54%

**Accessibility of OM faculty**: 58.33%

**Availability of OM classes (NOT DRAGON CORE)**: 53.85%

**Access to courses outside the OM degree (Dragon core)**: 38.46%

**Accessibility of academic advisor**: 84.62%

**Fairness in evaluating student performance (e.g., exams, quizzes, paper, homework, etc.)**: 84.62%

**Academic Support Services (writing center, career center, library, etc.)**: 46.15%

**Access to computer facilities (if you needed them)**: 69.23%

**Dual enrollment (if taking classes at North Hennepin and MSUM)**: 30.77%

**Dual enrollment (if taking classes at both MState and MSUM)**: 46.15%
### Alignment with Operations Management Program Outcomes (filtered by PM students)

**Student Learning outcomes:** If you are an Operations Management, evaluate how the OM program prepared you in the following areas. The 10 items are student learning outcomes. We are interested in your perception of your preparation in each area. Depending on your background and career focus, some outcomes may not be applicable to you. Please rate each outcome on a scale of 1 to 5, 5 being highest and 1 being the lowest. Select NA if the outcome is not applicable to your area.

<table>
<thead>
<tr>
<th>1. Communication Skills: Oral, written, and listening</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.45%</td>
<td>5</td>
<td>27.27%</td>
<td>3</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| 2. Information Technology Skills: word processing, database, and excel spreadsheets | 36.36% | 4 | 27.27% | 3 | 9.09% | 1 | 0.00% | 0 | 0.00% | 0 | 27.27% | 3 |

| 3. Scientific and Technical Skills: The graduate will be able to apply mathematical and physical principals to business and industrial applications, and implement efficient scientific and technological solutions in a team setting. | 36.36% | 4 | 18.18% | 2 | 18.18% | 2 | 0.00% | 0 | 0.00% | 0 | 27.27% | 3 |

| 4. Technical Area Focus: 2-year school has prepared you in your field of expertise. Ex. Drafting, computers, HVAC, etc. | 27.27% | 3 | 18.18% | 2 | 0.00% | 0 | 9.09% | 1 | 0.00% | 0 | 45.45% | 5 |

| 5. Economics and Cost Accounting: understand the different cost advantages of processes, projects, and production. | 36.36% | 4 | 27.27% | 3 | 9.09% | 1 | 0.00% | 0 | 0.00% | 0 | 27.27% | 3 |

| 6. Total Quality Management: understand the methods and procedures for planning, organizing and controlling for quality, statistical methods for quality control, and the application of quality tools and techniques for designing products and services | 45.45% | 5 | 27.27% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 27.27% | 3 |

| 7. Production Inventory Management: understand the basic inventory, technology and human resources in different production environments, the effect of inventory on business performance, different techniques for scheduling materials, workers, machinery, and space, and the Theory of Constraints and its usage for production scheduling. | 36.36% | 4 | 27.27% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 36.36% | 4 |

| 8. Project Management and Leadership: positively contribute to a team environment and understand the leadership requirements in establishing a clear project vision, assembling teams, analyzing stakeholders, and meeting deadlines in team building. | 54.55% | 6 | 9.09% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 36.36% | 4 |

| 9. Positive Personal Habits: created management skills, demonstrate ethical actions and conduct, are aware of the personal value for involvement and contribution to the community and knowledge of industry expectations. | 45.45% | 5 | 27.27% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 27.27% | 3 |
10. **Global Awareness:**

understanding and acceptance of human and cultural diversity, and a concern for ethical treatment of all persons.

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**Gender Analysis**

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**Student Classification**

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### Admission Status

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### CAPM Exam Results

**CAPM Pass Rates by Year**

![CAPM Pass Rates by Year](chart.png)

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<td>P</td>
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</table>
For each of knowledge areas, we awarded our students a score of 7-9 based upon how PMI returned their results by category. A rating of below proficient has a value of 7; a rating of moderately proficient has a value of 8; and a rating of proficient has a value of 9.

**CAPM PIM Rating by Year**

![CAPM PIM Ratings by Year](image)

**CAPM ‘Scope’ Ratings by Year**

![CAPM 'Scope' Ratings by Year](image)
**CAPM ‘Time’ Ratings by Year**

![CAPM 'Time' Ratings by Year](chart1)

**CAPM ‘Cost’ Ratings by Year**

![CAPM 'Cost' Ratings by Year](chart2)
CAPM ‘Quality’ Ratings by Year

CAPM ‘HR’ Ratings by Year
**CAPM ‘Communications’ Rating by Year**

![Graph showing CAPM 'Communications' Ratings by Year.](image)

**CAPM ‘Risk’ Rating by Year**

![Graph showing CAPM 'Risk' Ratings by Year.](image)
### CAPM ‘Procurement’ Ratings by Year

![CAPM 'Procurement' Ratings by Year graph](image)

### CAPM ‘Stakeholder’ Ratings by Year

![CAPM 'Stakeholder' Ratings by Year graph](image)

### Curricular Changes

#### New Courses for the Project Management Program

**PMGT 433 Dale Carnegie, 3 Credits**

**Description**

A key set of skills needed for any project manager are the abilities to not just build rapport with teams of people who you have little to no direct authority over, but to also accomplish your objectives by gaining their willing cooperation. This course gives you the human relations skills to thrive in any setting. Additionally, you'll discover how to form closer, more rewarding relationships built on trust and respect. this course focuses on increasing your confidence and competence in interacting with others. This will help you gain the influence you need to reach new heights in your personal and professional life.
**Justification**

Based upon advisory board and industry feedback, our graduates need some additional skills as it pertains to working with, leading, and motivating those they work with. Moreover, when one considers the kings of skills an effective project manager requires, being able to accomplish project, program, and organizational goals through people. Often, these are people over whom there is little authority or managerial oversight. Teaching and helping our graduates develop the skills necessary to build rapport, gain willing cooperation, and leading others will better equip them for both short and long term success with in the project management discipline. Additionally, having completed the official Dale Carnegie course, students will have earned the same certificate earned when this course is taken while in industry. As such, this will be an experience and educational opportunity that they will be able to put on their resumes.

**Course Learning Objectives:**

1. Demonstrate the application of the human relationship principles in your daily life.
2. Summarize and explain how the human relationship principles impact and influence your behavior in the context of managing a project.
3. Demonstrate the application of stress management techniques in your daily life.
4. Use communication effectively to clarify your ideas and influence others.
5. Prepare for and be interviewed by industry professionals effectively.
6. Explain how building rapport helps project managers gain willing cooperation from their project team.

**PMGT 370 Agile Methods, 3 Credits**

**Description:**

Today, project leaders and teams find themselves in an environment that is challenged and pushed by disruptive technologies and customer demands that are both dynamic and growing in sophistication. Further, these customer expectations for world class services, products, and experiences, require project teams and their leaders to be hyper-focused on the value that their internal and external customers derive from these project experiences. These realities along with the speed at which changes occur, the need to do more with less, and the pressure to deliver innovation at increasing speed necessitates practitioners of project management to be well versed in agile project management principles.

**Justification:**

Our program strives to not only remain relevant in the discipline of project management but provide the appropriate formational learning opportunities necessary for new project managers entering the fields. Additionally, from the very beginning of our program, we have designed our program and course level objectives to closely align with the Project Management Institute’s (PMI) book of knowledge (PMBOK). With the release of the 6th edition of the PMBOK guide, PMI has begun focusing more and more on agile methods. In fact, the main difference between the 5th and 6th edition in the inclusion of agile methods. As such, given that our graduates will be entering the both a discipline and workforce that will necessitate a background in agile moving forward, we feel it is necessary to be spend more focused time on agile methods within our curriculum. Additionally, agile is the project methodology of choice for large corporations such as Apple, Intel, Philips, Microsoft, and many others.

**Course Learning Objectives:**

1. Compare and contrast how agile methods to lean and Kanban methods.
2. Explain and apply the twelve principles behind the agile manifesto.
3. Choose the appropriate project life cycle in the context of real-life projects.
4. Illustrate how to create an agile environment.
5. Explain how to deliver projects in an agile environment.
6. Analyze project effectiveness within the context of an agile project.
7. Identify and explain the organizational considerations for project agility.
8. Apply agile methods in the context of real-life projects.

**PMGT 415 Project Management Simulation, 3 Credits**

**Description**
This course provides students in a simulated, real-life project environment, the opportunity to deliver upon, plan, and manage a simulated project. Students will have all of the decision-making capabilities given to a project manager to staff, plan, and execute a project and to enjoy the results of your decisions. The simulation defines the task work involved, people, vendors, reporting system, unexpected situations, direct costing, and other elements of a realistic project environment. This course will better prepare students to effectively execute upon projects as they head into their final capstone course for the project management degree. Pre-requisites: PMGT 300 & PMGT 400 or MGMT 456

**Justification**
Based upon industry feedback, one of the hardest things to becoming a good project manager is to have experience working through the inherent difficulties of managing a project. That said, providing this opportunity in the context of an actual business comes with risks. There are risks to both internal and external stakeholders and well as the reputation of that organization. As such, in an effort to provide these necessary hands on experiences while at the same time doing it in a risk-free environment, this project simulation course provides a vital opportunity to our students. Additionally, as they prepare for their final project management examinations at the end of their senior year, experiences like this provide context to the theory and lessons from other courses in the core requirements of the project management degree.

**Course Learning Objectives:**
1. Develop, implement, and manage a project plan based upon a defined scope, available resources, and budget.
2. Apply principles of project management informed by the PMBOK guide in a real-life project simulation.
3. Participate and contribute to the project team based upon assigned roles and responsibilities.
4. Manage project resources and schedules based upon shifts in project scope, budget, timelines, risks, and quality requirements.
5. Analyze, evaluate project performance and adjust the project plan using available data.

**Proposed Program Changes**

**Current degree and proposed degree requirements**

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End of Self-Assessment Report Template