

University of Hawaii Maui College ETRO 315 - Project Management

1. **Course Alpha.** Please click on the ? to the right for help.

ETRO

2. **Course Number.** Please click on the ? to the right for help.

315

3. **Course Title/Catalog Title.** Please click on the ? to the right for help.

Project Management

4. **Number of Credits.** Please click on the ? to the right for help.

3

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture/lab (4)

6. **Course Description.** Please click on the ? to the right for help.

Emphasizes organization, project requirements, risk mitigation, planning, problem solving, implementation, comparisons and budgeting. Overviews effective methods for interfacing individual outputs within larger projects. Utilizes project management software tools. Applies laboratory practices in the context of typical workplaces as related to Engineering Technology. Develops a career plan within potential project types, structures and funding opportunities in the Hawai'i workforce. Supports specific applications to the Capstone Project.

7. **Pre-Requisites.** Please click on the ? to the right for help.

ETRO 305 Engineering Computng ; OR consent

ETRO 305 with grade C or better, or consent.

8. **Co-requisites.**

None

9. **Recommended Preparation.**

No

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

Number change: ETRO 415 becomes ETRO 315.
This course was originally offered during the second year of the ENG T program as ETRO 415. It is now offered during the first year of the program. It makes more sense to list the course as a 300-level course rather than a 400-level course.

12. **Effective Semester and Year.** For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2015

13. **Grading Method.** What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/Ncr,Audit) (0)

14. **Is this course repeatable for credit?** How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. **Course Student Learning Outcomes (SLOs).** DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Use software tools (MS project) to organize and present projects.	Collaborate on large-scale group projects.	Demonstrate successful delegation and group coordination skills.	Analyze projects to identify potential societal, cultural or financial risks.	Understand resource leveling, Gantt charts.	Communicate via project reports.	Outline constraint driven decisions.	Explain the key project management framework.	Define project scope and work breakdown structure.	Develop Capstone Project Plan.	Allocate resources to work packages.	Determine critical project pathways and activities.	Perform fault analysis and critical failure recovery methods.
Develop, implement and	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								

monitor a project plan by applying project management concepts such as organization, planning, risk mitigation, budgeting and utilizing associated software packages.														
Communicate individual project components and aspects such as teamwork norms, risks, constraints, and budgets to interface effectively within large-scope projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
Outline potential career pathways and workplace issues such as hierarchies, public/private funding mechanisms in the context of contemporary Hawai'i projects and individual perspectives.				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Create, present and critically analyze technical communications such as formal / informal oral presentations, abstracts, status updates, project reports, and lab notes.					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	apply project management techniques to electrical/electronic(s) and computer systems	demonstrate engineer professional skills such as communication and managing projects	demonstrate an ability to understand professional, ethical and social responsibilities	demonstrate a respect for diversity and a knowledge of contemporary professional, societal and global issues
Develop, implement and monitor a project plan by applying project management concepts such as organization, planning, risk mitigation, budgeting and utilizing associated software packages.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Communicate individual project components and aspects such as teamwork norms, risks, constraints, and budgets to interface effectively within large-scope projects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Outline potential career pathways and workplace issues such as hierarchies, public/private funding mechanisms in the context of contemporary Hawai'i projects and individual perspectives.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Create, present and critically analyze technical communications such as formal / informal oral presentations, abstracts, status updates, project reports, and lab notes.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency
Use software tools (MS project) to organize and present projects.
Collaborate on large-scale group projects.
Demonstrate successful delegation and group coordination skills.
Analyze projects to identify potential societal, cultural or financial risks.
Understand resource leveling, Gantt charts.
Communicate via project reports.
Outline constraint driven decisions.
Explain the key project management framework.

Define project scope and work breakdown structure.
Develop Capstone Project Plan.
Allocate resources to work packages.
Determine critical project pathways and activities.
Perform fault analysis and critical failure recovery methods.

17. **Recommended Course Content and Timeline.** The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
1-2 Weeks: Project aspects / types
2-3 Weeks: Project Software tools and documents
1-2 Weeks: Cost and value management
1-2 Weeks: Planning and resource management
1-2 Weeks: Commercial law and project procurement
1-2 Weeks: Presentations and Communications
1-2 Weeks: TechWorkplace Overview & Hawai'i Projects
2-3 Weeks: Capstone Project Investigation

18. **Program Learning Outcomes.** DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

Program SLO
apply project management techniques to electrical/electronic(s) and computer systems
demonstrate engineer professional skills such as communication and managing projects
demonstrate an ability to understand professional, ethical and social responsibilities
demonstrate a respect for diversity and a knowledge of contemporary professional, societal and global issues

19. **College-wide Academic Student Learning Outcomes (CASLOs).** FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
<input checked="" type="checkbox"/>	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Preparatory Level
	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.

20. Linking. **CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.** Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

Appropriate auxilliary materials: Microsoft Manual for MS Project.

23. Maximum enrollment. Please click on the ? to the right for help.

24

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES
Room with computers

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

YES
This course must fit the BAS ENGT course scheduling.

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

No

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:		LE - Elective
		LE - Elective
AS:		PE - Program Elective
AAS:		
BAS:	ET	CR - Core Course/Requirement - BAS
Developmental/ Remedial:		

30. Course designation(s) for other colleges in the UH system.

This course transfers as an elective

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

Pages 14, 15, and 114 in UHMC's 2014-2015 General Catalog

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		1
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		1

Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.	1
Outcome 1.8 - Demonstrate proficiency in revision and editing.	1
Outcome 1.9 - Develop a personal voice in written communication.	1
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.	3
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.	3
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.	3
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	3
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	3
Outcome 2.6 - Assess the validity of statistical conclusions.	3
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	1
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	1
Outcome 3.3 - Recognize, identify, and define an information need.	1
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	1
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	2
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	2
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	1
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	1
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	1
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	1
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	1
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	1
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	1
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	3
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3

Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		2
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		2
Outcome 6.4: Apply creative principles to discover and express new ideas.		2
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		2

33. Additional Information

Copyright ©1999-2014 All rights reserved.