

Chapter 5

Journey to Project Management Program Design: Certification, Alignment, and Quality in Higher Education

Nancy Crain Burns
Crain Burns Associates LLC, USA

Gabriela Ziegler
Davenport University, USA

EXECUTIVE SUMMARY

Approaching a project can be considered a journey of discovery. Each person involved has a different background and comes to the table with a diverse perspective. The authors use the analogy of a journey throughout the context of the case study. Providing quality education for university students often includes a journey toward the best approach. This journey entails outlining the appropriate curriculum, finding the appropriate content, establishing dynamic learning objectives and aligning the course with student needs and learning styles. After these criteria are met, the university seeks and selects the most qualified faculty members to teach the course(s). When specialized credentialing requirements are involved, the University must take further steps to ensure that each course meets the standards of the certifying body.

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The context of this journey and enhancement of Davenport University's Global Project Management Program will include three parts. Part I will review recognition that course updates were necessary to meet changes in the latest revision of the Project Management Body of Knowledge (PMBOK® Guide 6th ED, 2017). The university faculty, staff and a consultant with project management credentials developed a consistent process for making updates and ensuring that changes were made to meet requirements. Throughout the consulting phase, principles of Human Performance Improvement/Technology were followed to develop this process. Part II will exhibit a case study that illustrates successful student certification pursuit after completing the capstone course in the program. Part III will review future opportunities for application of performance improvement principles to other projects.

ORGANIZATION BACKGROUND

Since this case study is a journey of discovery and application, background information shows the intersection of three institutions and their processes: Davenport University, the Project Management Institute and the International Society for Performance Improvement. By making necessary updates to the Global Project Management Program, Davenport University ensures that its curriculum provides quality education for students and continuation of the Registered Education Provider designation. Using the principles of performance improvement, the university creates a repeatable process for updates that can be used in this and other circumstances.

Davenport University (DU) is an accredited institution with locations in Michigan and with a global presence online. Davenport is accredited by the Higher Learning Commission ((HLC). The most recent accreditation evaluation was in 2014 when the HLC's Institutional Actions Council voted to approve the extension of the university's reaffirmation date for accreditation to 2021-22. Davenport aspires to be renowned as a quality institution of higher education that understands the market better than any other institution. The university strives to apply this understanding to all programs and teaching, preparing T and its graduates to exceed employer expectations, transform communities and change lives by believing that every person can achieve his or her dream. Davenport is dedicated to providing a quality education for all students. The university's mission statement includes "preparing students to achieve their highest levels of academic performance" (www.davenport.edu, 2019). It is also a military friendly institution. This study will concentrate on the Bachelor of Science in Technology Project Management program.

The Bachelor of Science TECHMPROJ (BSTM) program at Davenport University was created in 2010. In 2011, the name of the program was changed to BS (Bachelor

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