



Northeastern University

College of Professional Studies

BS in Project Management

Proposal

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Summary/ Purpose

The College of Professional Studies (CPS) is proposing an undergraduate degree in project management intended to equip working professionals and entry-level students for success as project management professionals. The increasingly important role of project managers is becoming clear as companies orient more of their work in a projectized fashion. This has been made evident through the creation of industry certifications, such as the Project Management Professional (PMP®) and the Certified Associate in Project Management (CAPM®) credential by the Project Management Institute.¹ PMI's Job Growth and Talent Gap, 2017 – 2027, notes that on an annual basis, there will be the demand to fill 2.2 million new project management oriented jobs worldwide per year through 2027². The BS in Project Management program will provide learners the tools, techniques, and interdisciplinary skills necessary to work successfully in any environment. This program seeks to bring together, and train, students in those skills that are most critical to their success: Project management processes and tools, financial analysis, strategic and leadership skills, and communication skills and strategies.

Program Mission - The Bachelor of Science in Project Management in the College of Professional Studies provides students opportunities to apply project management processes, foundational knowledge, and the technical, professional, and strategic expertise necessary to lead projects successfully from inception to completion. With emphasis on experiential learning, the program provides dynamic opportunities for learners with varying degrees of work experience to practice their knowledge within each course and beyond the classroom while implementing traditional and innovative project management concepts to real-life and complex projects.

Unique Aspects

The proposed degree program is distinguished from others by:

- Focusing on a specific, but widespread field that exists within a variety of industries
- Northeastern faculty experts, who have extensive and proven experience in project, program, and portfolio management
- Courses that focus on providing the technical, professional, and strategic skills necessary for successfully managing real-life complex projects.
- Courses that are offered in a variety of formats and flexible structure
- Integrated Experiential Learning that provides dynamic opportunities for learners with varying degrees of work experience to practice their knowledge within each course and beyond the classroom
- Extensible core aligned to industry specific areas, enabling learners to broaden and perfect their knowledge in multiple disciplines and capacities within the project management profession

¹ For additional information on PMI certifications <https://www.pmi.org/certifications>

² For the full report <https://www.pmi.org/learning/careers/job-growth>

Envisioned students are:

- Professionals working to transition to a career in project management
- Working project managers who need additional skills or credentials to advance within their organization
- Project coordinators and project leads aspiring to build on their existing knowledge to deliver value at a higher level within the organization
- Project team members who wish to develop a stronger understanding of how to develop their leadership & managing capabilities
- Functional and technical professional who need to lead or participate in project related activities within their organization

Contributions to the University and CPS Mission

University Vision: Our vision is to be a university that expands the meaning and impact of our engagement in the world using our knowledge and resources as positive forces for change in both our local communities and our global society.

This vision will be realized by offering students a transformative experience, grounded in experiential education that ignites their passion for learning while opening for them the endless possibilities around them. We will assist our students in becoming engaged citizens of the world, confident and resourceful people who realize that their knowledge and action can have positive consequences for their own lives and for the lives of others.

This vision will be realized through interdisciplinary scholarship and translational research by which we will dynamically participate in addressing problems in our urban environment, in our region and across the globe. Northeastern strives to translate fundamental research into applications that will contribute to economic development and enhance societal well-being. Our collaborative approach will encompass partners in government and industry, and artists, innovators and scholars both inside and outside our community.

We strive to create a vibrant and diverse community, characterized by collaboration, creativity, an unwavering commitment to excellence and an equally unwavering commitment to exhibiting respect for one other. We aspire to be a model for what our society can be.

University Mission:

- Educate students for a life of fulfillment and accomplishment
- Create and translate knowledge to meet global and societal needs

CPS Mission: The College of Professional Studies is committed to providing career-focused educational programs that are designed to accommodate the complex lives of motivated learners. Offered in a variety of innovative formats, our courses are taught by accomplished scholars and practitioners who have real-world experience. The result is an educational experience founded on proven scholarship, strengthened with practical application, and sustained by academic excellence.

In addition, the BS in Project Management program supports the University and CPS missions by:

- Expanding the educational options offered by the College of Professional Studies; and
- Demonstrating Northeastern's ability to respond to the growing demands of the workforce.

Growing Demand and Need

Opportunity & Evidence for Program Demand:

The Project Management Institute's (PMI) Job Growth and Talent Gap report states that employers will need to fill nearly 2.2 million project-oriented roles each year through 2027 across project-intensive industries: manufacturing; construction; information services; finance; professional services; utilities; and healthcare. The catalysts for the gap include a dramatic increase in the number of jobs requiring project-oriented skills, attrition rates, and a significant uptick in demand for project talent in rapidly developing economies (e.g., India, China)³.

Additionally, PMI published research results relating to the skills needed for professionals to be successful throughout their career as a project management professional. One of the key results was the publishing of the Talent Triangle,⁴ which encompasses technical project management skills, leadership related skills, and strategic and business acumen and skills. Most training tends to focus on the technical area of project management with less attention historically given to the leadership and strategic areas, but companies recognize the need for project professionals with these skills. CPS's BS in Project Management aligns to the Talent Triangle approach (Appendix B).

Adding the BS in Project Management program will allow CPS to provide students with the foundational knowledge and skills necessary to enter entry level jobs in organizations as a: project manager; associate project manager; PM assistant; project administrator; project coordinator; PMO specialist; and project controller. In addition, the program will also provide working project manager professionals an avenue to complete their educational goals through degree completion and advance within their chosen field.

Attracting high-quality students: Northeastern is well poised to capture high quality students for this program given a few factors about the University and existing programs.

- CPS' current Master of Science in Project Management program has been certified through PMI's Global Accreditation Center (GAC), which only certifies those programs that have meet very rigorous academic requirements.
- With nearly 700 U.S. Universities or colleges offering either a certificate or Masters degree in either Project Management or a closely related discipline, Northeastern is one of approximately 26 programs that have earned this accreditation.
- CPS' scholar practitioner faculty model has proven to be a very effective tool at attracting high quality applicants and providing excellence in course design and delivery.

³ <https://www.pmi.org/-/media/pmi/documents/public/pdf/learning/job-growth-report.pdf>

⁴ You can learn more about the Talent Triangle and the associated research at the following link: <http://www.pmi.org/learning/talent-management-resources.aspx>

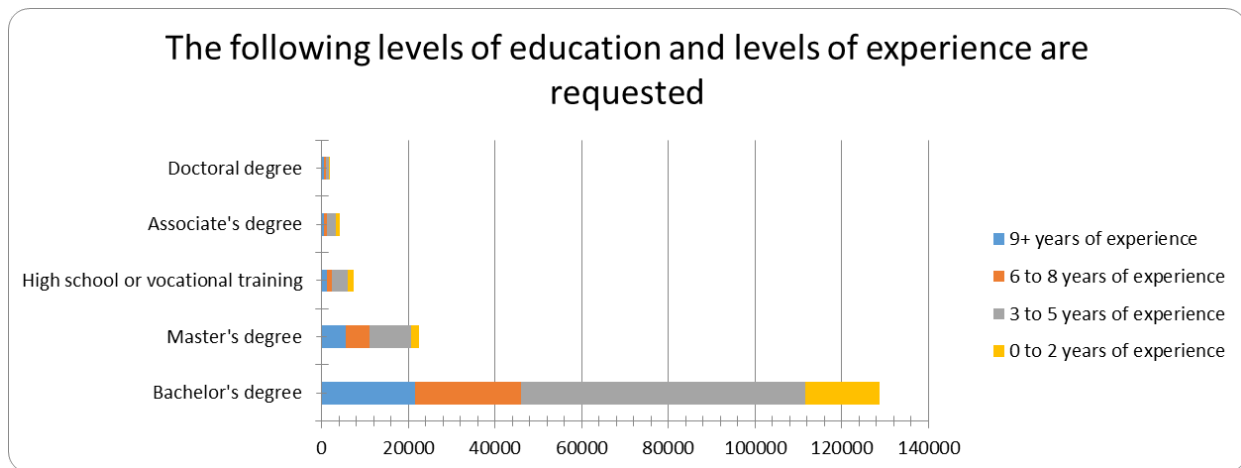
Potential Position Description

The new BS in Project Management will allow CPS to prepare project professionals for entry level project management roles in the organization. It provides a natural alignment to the professional advancement that exists within project management. Additionally, it allows CPS to market this degree to organizations who may offer limited training in the project management domain, and may lead to enrollment in the MS in PJM or MS PPPM programs.

Graduates from the BS in Project Management will be prepared to enter or advance within the following types of professional roles as illustrated by positions posted on CareerBuilder.com:

- Project Manager
- Associate Project Manager
- Project Coordinator
- Project Leader
- Project Governance Professional
- Project Administrator
- Project Controller
- PMO Specialist
- EPMO Project Manager Specialist
- PMO Analyst

A review of Labor Insights Jobs (Burning Glass Technologies) identified employers are seeking professionals with expertise in project management, budgeting, and scheduling. Additional skillsets in change management, procurement and estimating were among the top co-occurring credentials listed in job postings in the past twelve months (Appendix G). Data from the last twelve months (3/1/17 – 2/28/18) also shows employers are seeking individuals with a bachelor's degree and 3-5 years of experience at a higher rate than other degree programs / experience:



Competitive Landscape

Competition from other programs, national level: The following is a summary of the Market Evaluation for a B.S. in Project Management by the Office of Strategic Research & Analytics. For a copy of the full report, please reach out to Chris Bolick or Connie Emerson.

Summary - Student interest level in project management bachelor's degrees is relatively small based on conferral data (less than 900 completions in 2016) but is growing much faster than average. Certifications such as the PMP appears to be much more valued in the marketplace relative to a degree in project management. However, the strong job market for project management professionals coupled with the broad application of project management skillsets across many in-demand professions suggests the proposed degree would offer a sustainable new option for CPS. CPS should also consider offering project management specializations across its UG portfolio in areas such as analytics, management, and IT.

There is limited competition both at national and regional levels. Wentworth Institute of Technology's B.S. in Project Management presents the strongest competition for CPS, but its lack of GAC accreditation provides a differentiation opportunity. CPS could also compete strongly by showcasing the range of experiential learning options.

Key Findings

Professional Demand

- The job market for project management is strong; In the United States, the number of project managers is estimated to increase by 31% into the next decade – from 6.7 million in 2017 to 8.8 million in 2027. This is much faster than the 10% employment growth across all occupations nationwide anticipated over that time period
- Notably, individuals can qualify to work in project manager roles without a degree in project management and many are employed without one. Only 12% of 10,937 U.S. project managers surveyed reported having a degree in project management. Additionally, there appears to be a lack of salary premium for project management degrees, which may limit student interest in CPS' proposed degree. The PMP Certification is more commonly pursued by project management professionals and offers a larger salary premium on average.
- Project management was the third most commonly requested specialized skill across all bachelor's level job postings in the last year. While the skill *project management* is most frequently sought after in project management job postings, it is in high-demand in other positions such as software developer, business analyst, and marketing manager.
 - Should a graduate of the CPS' proposed program opt not to pursue a project management career, he/she would still be equipped with an in-demand skillset which could be applied to other growth fields.
- Over the last year, there were ~274,000 job postings in the U.S. for project management occupations ("Project Manager" and "IT Project Manager"). Of these postings, ~160,000 (or 90%) required and/or preferred bachelor's level credentials.
- Northeastern's campus sites are all among the top 25 hiring regions with "very high" concentrations of employers seeking project management professionals. The proposed B.S. in Project Management would likely offer a viable market opportunity in each one of these metro areas.
- The top skills in demand among bachelor's-level project management job postings are *Budgeting*, *Scheduling*, and *Teamwork*. *Scrum* and *Scrum Master* are also increasingly important to hiring employers. Northeastern should ensure these are incorporating within its curriculum.

Student Demand

- The number of bachelor's degree conferrals in project management is relatively small but growing very fast suggesting an emerging market opportunity. The number of bachelor's conferrals has grown by 154% over the last five years, from 347 in 2012 to 880 in 2016. This is much faster than the average growth rate of 11% across all bachelor's degree fields during this time period.
- While Google search trends exhibit stable demand at the master's level for project management degrees, relative interest in bachelor's project management degrees has remained consistently low and flat. This points to an established market at the master's level for project management degrees, but an underdeveloped market remains for project management degrees at the bachelor's level.

Competitive Landscape

- With only 28 providers conferring degrees in project management in 2016, there is currently a low level of competition with room for new entrants. The level of online competition is relatively intense though with 18 of the 28 providers offering flexible online delivery format options.
- Both nationally and regionally, there is a limited number of adult-focused project management bachelor's programs that would compete with CPS' proposed offering. The Charlotte and Bay Area markets, in particular, would be relatively wide open due to the lack of project management bachelor's programs tailored to the adult learner from schools with strong brands.
 - In the Boston region, Wentworth Institute of Technology' B.S. in Project Management, which is offered part-time with both on-campus and online options, appears to be Northeastern's only potential local competition with a full PM degree. Wentworth appears to be successful in the market with an estimated 79 conferrals in 2017; this signals a promising opportunity for CPS. Wentworth does not have GAC accreditation which would be a point of differentiation for CPS.
 - In the Seattle region, City University of Seattle's 100% online B.S. in Project Management would likely be Northeastern's only potential local competition in Seattle at the bachelor's level. CityU Seattle is not GAC accredited.

Note: 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.⁵

⁵ <https://www.pmi.org/global-accreditation-center>

Degree Programs with GAC Accreditation

Institution	Program Title	Delivery Mode
Bellevue University College of Science and Technology	<i>BS in Project Management</i>	On-ground; Online; Hybrid
Capella University	<i>BS in Business w/ Concentration in PM</i> <i>BS in IT w/ Specialization in PM</i> <i>BS/MS in IT</i>	Online
Colorado State University Global School of Mgt. & Innovation	<i>BS in Project Management</i>	Online
Colorado Technical University	<i>BS in Project Management</i> <i>BS in Business Administration w/ Concentration in PM</i>	Hybrid
Columbia Basin College Business Computer Science & Library Division	<i>BAS in Project Management</i>	On-ground, Hybrid
University of Maryland AJ School of Engineering	<i>Undergrad Minor in Project Management</i>	On-ground

Educational Objectives

Student Learning Outcomes:

Students will gain skillsets and experience needed to assume professional roles in the [program] field. More specifically, upon graduation, students will be able to:

1. Define and explain tools used in managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.
2. Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.
3. Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.
4. Develop and justify a position on an ethical issue in project management; explain its civic and global significance.
5. Apply learning to new, project based situations within course work or beyond the classroom.

Admission Criteria and Process

The College of Professional Studies requires:

- Completed online application form
- Statement of purpose (Optional)
- Official undergraduate transcripts (for transfer credit)

Students are encouraged to have a minimum of 24 semester hours of applied transfer credit for admission.

Applicants for whom English is not their primary language must submit one of the following:

- An official associate or bachelor's degree transcript from an accredited college or university in the U.S, stating degree conferral and date; or
- TOEFL, IELTS, or NU Global Exam scores

Time to completion

- Courses will be scheduled to allow students to take from one to four courses per semester. Students with a minimum of 24 transfer credits upon admission will have the potential to complete the program within three years.

Total Semester Hours and Delivery Format

- A minimum of 120 credits and a GPA of 3.0 would be required for degree completion.
- Courses will initially be offered online. On-ground courses may be offered when demand justifies on-ground sections.

Resources

Faculty: Currently, the full-time faculty to teach within this program is already employed by the College of Professional Studies. The courses will be developed by both full time and part-time faculty under the oversight and coordination of the Faculty Lead for the program. The persons assigned to this project have had previous experience designing online coursework for the College, and we will work closely with our instructional designers and make use of the many available resources from CATLR in ensuring that the courses are well-developed. This will ensure that those teachings the courses have input into the design, while balancing the need for consistency of outcomes and design for the student's experience.

Impact on existing programs: There is no expected impacts on other Northeastern programs. For example, the current faculty (full time & adjunct) possesses the capacity to phase in the required courses for the program. Additional, part-time faculty may be added as necessary, but this is not expected within the first year of offering the new program.

Space: No office space will be requested.

Library resources: No additional resources will be requested

Curriculum

Student:		Preparer:	
Student ID:		Date:	
B.S. PROJECT MANAGEMENT			
		Notes	Credits
			Credits Completed
			Course Status
General Foundation Courses (24 SH)			
ENG 1105	College Writing 1	NUpath: WF	3
ENG 1106	Lab for ENG 1105		1
ENG 1107	College Writing 2	NUpath: WF	3
ENG 1108	Lab for ENG 1107		1
ENG 3107	Writing for the Professions-Bus.& SS	NUpath: WD	3
ENG 3108	Lab for ENG 3107		1
MTH 1100	College Algebra	NUpath: FQ	3
CMN 1100	Organizational Communication	NUpath: IC & DD	3
LDR 1200	Building your Leadership Capacity		3
IITC 2016	End User Data Analysis Tools	NUpath: AD	3
Project Management Foundation Courses (39 SH)			
MTH 2300	Business Statistics		3
ECN 1200	Principles of Macroeconomics	NUpath: SI	3
PHL 2100	Business Ethics	NUpath: ER	3
MGT 1100	Introduction to Business		3
MGT 2210	Information within the Enterprise		3
MGT 2310	Organizational Behavior	Pre-req: MGT 1100	3
MGT 2330	Business Law		3
MKT 2100	Principles of Marketing		3
MGT 2100	Principles of Management		3
MGT 2220	Supply Chain Management		3
LDR 3250	Leading Teams Locally & Virtually		3
PJM 1000	Project Management Fundamentals		3
PJM 1400	Project Planning		3
Major Required Courses (24 SH)			
PJM 2000	Project Monitoring & Controlling		3
PJM 2100	Quality & Risk		3
PJM 2200	Project Procurement & Contract Management		3
PJM 3000	Leading Agile Projects		3
PJM 4000	Program & Portfolio Management		3
PJM 3100	Principles of Business Analysis		3
LDR 3400	Evidence-Based Leadership & Decision Making	Pre-req: LDR 1200/MTH 2300	3
PJM 4850	Capstone	NUpath: CE & WI	3
Professional Electives (12 SH) Choose 12 semester hours from ITC, MGT, MKT, HRM, HMG, BTC, etc			
Suggested Industry-specific tracks (additional electives are available to fulfill elective req)			12
Healthcare:			
HMG 2100	Healthcare Operations		3
HMG 3225	Public Health		3
HMG 4210	Healthcare Policy		3
PSY 2130	Ethical Issues in Healthcare		3
Management:			
ACC 2100	Financial Accounting		3
FIN 2105	Introduction to Corporate Finance		3
MGT 4230	New venture creation		3
MGT 4220	Innovation and change management		3
Finance:			
ACC 2100	Financial Accounting		3
ACC 2200	Managerial Accounting		3
FIN 2105	Introduction to Corporate Finance		3
FIN 3330	Risk Management and Insurance		3
Information Technology (Database):			
IITC 2000	Principles of Systems Analysis and Design		3
IITC 2300	Database Management		3
IITC 2430	E-commerce Systems		3
IITC 3320	Data Warehousing Technologies		3
Open Electives to reach minimum of 120 SH required for degree: List all open electives (21 SH)			
Suggested Electives:			
CMN 2310	Professional Speaking		
CMN 3100	Negotiation		
CMN 3360	Crisis Communication		
CMN 3400	Advanced Organizational Communication		
ENG 3260	Writing to Inform & Persuade	NUpath: WI/or elective	
HRM 2320	Human Resources Management		
HSV 2240	Human Behavior in the Social Environment		
PSY 2230	Stress and Its Management		
TOTAL REQUIREMENTS FOR DEGREE			120
			0

	<ul style="list-style-type: none"> • Project Scheduling • Finance and Cost Budgeting 	<ul style="list-style-type: none"> • Schedule Compression • Resource leveling • Setting Baselines • Introduction to MS Project/ other scheduling tools • Business Case Confirmation 	
Project Monitoring and Controlling	<ul style="list-style-type: none"> • Project Control • Governance in Projects 	<ul style="list-style-type: none"> • Project Monitoring & Control • Project Analytics • Earned Value • Project Dashboards • Issue Management/ Issue Ladder/Issue resolution • Change control processes/documentation • Project Governance 	<p>57% Technical</p> <p>29% Behavioral/ Leadership</p> <p>14% Strategic</p>
Quality and Risk	<ul style="list-style-type: none"> • Opportunity and Risk Management • Plan and Control Quality 	<ul style="list-style-type: none"> • Quality Management Plan • Quality Assurance • Quality Control • Risk Management Plan • Risk Identification • Risk Analysis • Risk Response Planning • Risk Response Implementation • Risk Monitoring 	<p>100% Technical</p> <p>0% Behavioral/ Leadership</p> <p>0% Strategic</p>
Project Procurement and Contract Management	<ul style="list-style-type: none"> • Legal Aspects in Project Management 	<ul style="list-style-type: none"> • Identify required contracted resources (human, material, equipment) • Plan, manage, control, close procurement activities • Contract types • Legal Aspects 	<p>75% Technical</p> <p>0% Behavioral/ Leadership</p> <p>25% Strategic</p>
Leading Agile Projects - Project Management Approaches	<ul style="list-style-type: none"> • Agile Project Management 	<ul style="list-style-type: none"> • Servant Leadership • Self-Forming Team • Iterate and Adapt • Waterfall and Agile as Tools • Agile Framework - Scrum, DSDM, xP • Rapid Development 	<p>0% Technical</p> <p>33% Behavioral/ Leadership</p> <p>67% Strategic</p>
Program and Project Portfolio Management	<ul style="list-style-type: none"> • Portfolio and Program Management Principles • Governance in Projects • Business and Commercial Aspects of Projects • Governance in Projects 	<ul style="list-style-type: none"> • Project vs. Program vs. Portfolio Management • Strategy alignment with projects, programs, portfolios • Program Management Overview • Project Management Overview • PMO Overview 	<p>0% Technical</p> <p>0% Behavioral/ Leadership</p> <p>100% Strategic</p>

Principles of Business Analysis	<ul style="list-style-type: none"> Business Analysis and Requirements Management 	<ul style="list-style-type: none"> Overview of Business Analysis Benefits Realization Management Plan Role of the Business Analyst Leading Organizational Change Management Process Improvement and Writing Requirements 	<p>40% Technical</p> <p>60% Behavioral/Leadership</p> <p>0% Strategic</p>
Capstone		<ul style="list-style-type: none"> Integration of all above topics in simulated project Final curriculum reflection 	<p>0% Technical</p> <p>50% Behavioral/Leadership</p> <p>50% Strategic</p>

OVERALL PROGRAM 54% Technical; 23% Behavioral/Leadership; 23% Strategic

Appendix C: Proposed Undergraduate Degree – Course Descriptions

Project Management Fundamentals - Project Initiation and Close (3 credits, new course)

Prerequisite: None

This foundational course provides students an opportunity to explore topics including project management principles, project phases, project domains and project management process groups. Students will also have the opportunity to explore roles of the project manager and work specifically with tools, techniques and processes throughout Project Initiation and Project Close. The course utilizes case studies and real-world examples to demonstrate the inner-workings of a project.

Project Planning (3 credits, new course)

Prerequisite: Project Management Fundamentals

This course introduces students to the tools, techniques and processes applied in project scope management, estimating, scheduling and resource allocation and control. Students will build a detailed workplan and integrate best practices resulting in a resource-balanced, time sensitive schedule and project plan. Additional topics including estimating and scheduling tools will be introduced and applied to student work.

Project Monitoring and Control (3 credits, new course)

Prerequisite: Project Management Fundamentals and Project Planning

This course explores the role of the project manager during project execution and the tools, techniques and processes used to monitor and control the project. Students will have the opportunity to utilize project baselines to monitor progress, resolve issues and manage changes. Analytics and earned value are applied to determine the health of the project and identify and implement actions to continue, revise, or terminate the project. Additional topics including performance reporting and dashboards are addressed highlighting best practices in providing project information to key stakeholders.

Quality and Risk (3 credits, new course)

Prerequisite: Project Management Fundamentals and Project Planning

Key to project success is to be prepared to address risk as well as ensure that the project solution is fit for use. This course covers management planning, risk identification, risk analysis, risk response planning, implementation and risk monitoring. It is also designed to provide students the opportunity to work with quality management planning, quality assurance and quality control tools and techniques to ensure that the project solution meets the quality standards it is designed to achieve.

Project Procurement and Contract Management (3 credits, new course)

Prerequisite: Project Management Fundamentals and Project Planning

This course will provide an in-depth analysis of project procurement including resource identification (human, material, equipment), resource managing, control, and closing of procurement activities. Students will also cover key topics including how to work with different contract types and legal aspects in project management.

Leading Agile Projects (3 credits, new course)

Prerequisite: Project Management Fundamentals (Recommended Project Planning)

This course offers an overview of agile project methodologies. Students are introduced to agile approaches, compare/ contrast these to traditional project management, and consider how to tailor the two approaches to determine a project's best approach. Additionally, this course reviews agile-specific practices from an application perspective and investigates agile project management tools.

Program and Project Portfolio Management (3 credits, new course)

Prerequisite: Project Management Fundamentals

This course provides students an overview of program and project portfolio management. Students explore the role of project, program and project portfolio management in supporting realization of an organization's strategy. Projects may be subsets of a program – the role of the program manager and tools, techniques, and processes used to plan and manage a program, are reviewed. Projects and programs are subsets of a portfolio – how the portfolio is selected and managed are discussed. Case studies, current articles and readings are reviewed to reinforce learning.

Principles of Business Analysis Management (3 credits, new course)

Prerequisite: Project Management Fundamentals

This course provides a framework of business analysis and requirements management. Topics include the role of the business analyst in the current organizational environment, understanding the business need, working with key stakeholders to identify the benefits of the project and strategies to lead the organizational change necessary to harvest that value. Students will also utilize case studies to focus on process improvement and writing requirements.

Capstone (3 credits new course)

Prerequisite: All courses

This course is the final course in the project management curriculum and offers students an opportunity to utilize all the project management tools, techniques and skills they have acquired in the undergraduate degree program. Students explore the integration of the curriculum throughout the entire project life cycle, applying applicable integration concepts to achieve desired project outcomes. Case studies, current articles and readings are reviewed to reinforce learning.

Appendix D: Proposed Undergraduate Degree – Course Learning Objectives / General Assignments

Project Management Fundamentals - Project Initiation and Close

(3 credits, new course) / Prerequisite: None

This foundational course provides students an opportunity to explore topics including project management principles, project phases, project domains and project management process groups. Students will also have the opportunity to explore roles of the project manager and work specifically with tools, techniques and processes throughout Project Initiation and Project Close. The course utilizes case studies and real-world examples to demonstrate the inner-workings of a project.

Student / Program Learning Objectives:

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	I
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	I
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	I
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	

Specific Course Learning Objectives (*Target 3/5*)

- Summarize the project phases and process groups associated with a typical project
- Demonstrate an understanding of the initiating process group through incorporation of a business case, project charter and stakeholder analysis
- Describe project management roles, responsibilities and competencies to effectively manage projects across various industries and organizational cultures
- List the various types of organizational structures and key factors associated with each
- Identify the key deliverables and activities associated with the closing process group

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks)

Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Write a report defining the PM process and Project Phases
 2. Organizational structure reviews and identify pros/cons of each
 3. Review case studies of successful/failed projects
 4. Review a business case and create a Project Charter
 5. Identify stakeholders, performing stakeholder analysis, and create a register
 6. Organizational process assets and environmental factors
 7. Write a report describing the various roles and responsibilities of the PM
 8. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant readings

Project Planning

(3 credits, new course) / Prerequisite: Project Management Fundamentals

This course introduces students to the tools, techniques and processes applied in project scope management, estimating, scheduling and resource allocation and control. Students will build a detailed workplan and integrate best practices resulting in a resource-balanced, time sensitive schedule and project plan. Additional topics including estimating and scheduling tools will be introduced and applied to student work.

Student / Program Learning Objectives: (*This will be the same for all courses / target 3-5*)

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	D
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	D
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	I
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives (*Target 3/5*)

- Describe the importance of the planning process group through incorporation of key tools, techniques, and processes
- Identify the key components associated with the WBS and best practices associated in creating each
- Summarize differences between the various estimation methods (analogous, parametric, bottom-up and three-point estimating; as well as reserve analysis)
- Describe best practices associated with creating a project schedule and budget
- Identify ethical responsibilities associated with project estimating and scheduling

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks)

Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Create a poster summarizing the importance of project planning
 2. Create a WBS with deliverables, work packages and activities for a given project
 3. Review ethical considerations associated with project budgets, estimates, and reserves
 4. Write a report summarizing the various estimating techniques
 5. Create a cost estimate and schedule without software (focus on theory) then transfer into a software package (MS Project)
 6. Review a project's schedule and estimate and identify three common baselines
 7. Create a Gantt chart and review network diagrams
 8. Research and write a report on the various scheduling tools and applications
 9. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- "Book Club" Book – short, relevant reading

Project Monitoring and Control

(3 credits, new course) / Prerequisite: Project Management Fundamentals and Project Planning

This course explores the role of the project manager during project execution and the tools, techniques and processes used to monitor and control the project. Students will have the opportunity to utilize project baselines to monitor progress, resolve issues and manage changes. Analytics and earned value are applied to determine the health of the project and identify and implement actions to continue, revise, or terminate the project. Additional topics including performance reporting and dashboards are addressed highlighting best practices in providing project information to key stakeholders.

Student / Program Learning Objectives: (*This will be the same for all courses / target 3-5*)

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	D
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	D
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives (*Target 3/5*)

- Describe the importance of the monitoring and controlling process group through incorporation of key tools, techniques, and processes
- Summarize the processes to monitor project performance using Earned Value Management.
- Identify techniques associated with managing changes to the project schedule and cost performance baselines
- Use performance reporting to update project progress
- Explain the change control process and necessary activities associated with project integration

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks)

Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Create a poster summarizing the importance of project monitoring and control
 2. Perform earned value management using real data from a given project
 3. Create a change request form based on a given scenario
 4. Research and write a report on the integrated change control process
 5. Review ethical considerations associated with scope creep, gold plating and project changes
 6. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Quality and Risk

(3 credits, new course) / Prerequisite: Project Management Fundamentals and Project Planning

Key to project success is to be prepared to address risk as well as ensure that the project solution is fit for use. This course covers management planning, risk identification, risk analysis, risk response planning, implementation and risk monitoring. It is also designed to provide students the opportunity to work with quality management planning, quality assurance and quality control tools and techniques to ensure that the project solution meets the quality standards it is designed to achieve.

Student / Program Learning Objectives: *(This will be the same for all courses / target 3-5)*

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	D
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	D
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives *(Target 3/5)*

- Navigate risk and quality management in different project contexts
- Explain the risk management process
- Use good practices in project risk management to identify, analyze and respond to project risks
- Understand the purpose of quality management in the project context
- Carry out quality management activities within a project

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks) – Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Risk Management – Current article analysis for risk management process recommendations
 2. Risk Management – Project scenario work to identify/ analyze/ respond to risk
 3. Quality Management – Current article analysis for quality management process recommendations
 4. Quality Management – Project scenario to identify and implement one quality management practice (plan, assure, control)
 5. Reflection – Ethics in Risk and Quality Management
 6. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Project Procurement and Contract Management

(3 credits, new course) / Prerequisite: Project Management Fundamentals and Project Planning

This course will provide an in-depth analysis of project procurement including resource identification (human, material, equipment), resource managing, control, and closing of procurement activities. Students will also cover key topics including how to work with different contract types and legal aspects in project management.

Student / Program Learning Objectives: *(This will be the same for all courses / target 3-5)*

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	D
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	D
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives *(Target 3/5)*

- Use best practices, tools, and techniques to conduct and manage the procurement process
- Identify the required human, equipment and material resource needs associated with a project.
- Summarize the correct approach to effectively close procurements
- Explain the various contract types and legal aspects associated with project procurement

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks)

Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Poster summarizing the tools and techniques associated with the procurement process
 2. Characteristics of a Project Manager and Procurement Manager
 3. Demonstrate the differences between a project resources (human, material, equipment)
 4. Write a report summarizing the various contract types and common uses
 5. Calculate the incentive fee for a given contract
 6. Give examples of closing procurement best practices
 7. Write a report on common legal and ethical aspects associated with project procurements and resource management
 8. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Leading Agile Projects

(3 credits, new course) / Prerequisite: Project Management Fundamentals (Recommended Project Planning)

This course offers an overview of agile project methodologies. Students are introduced to agile approaches, compare/contrast these to traditional project management, and consider how to tailor the two approaches to determine a project's best approach. Additionally, this course reviews agile-specific practices from an application perspective and investigates agile project management tools.

Student / Program Learning Objectives: *(This will be the same for all courses / target 3-5)*

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	D
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	D
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	D
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives (*Target 3/5*)

- Distinguish traditional and agile project management practices
- Explain and compare agile frameworks
- Understand the use of servant leadership and self-forming team practices to the agile discipline
- Plan a project using an agile approach with a focus on iterate and adapt
- Use tailoring practices to blend traditional and agile for project execution

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks) – Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Agile vs. Traditional Methods as applied to a project – Tailoring Recommendation
 2. Comparison of agile estimating techniques
 3. Semester Project – Agile Project Deliverables
 4. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Program and Project Portfolio Management

(3 credits, new course) / Prerequisite: Project Management Fundamentals

This course provides students an overview of program and project portfolio management. Students explore the role of project, program and project portfolio management in supporting realization of an organization’s strategy. Projects may be subsets of a program – the role of the program manager and tools, techniques, and processes used to plan and manage a program, are reviewed. Projects and programs are subsets of a portfolio – how the portfolio is selected and managed are discussed. Case studies, current articles and readings are reviewed to reinforce learning.

Student / Program Learning Objectives: *(This will be the same for all courses / target 3-5)*

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	D
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	D
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	D
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	D

Specific Course Learning Objectives *(Target 3/5)*

- Distinguish project, program and portfolio management and the roles of the project, program and portfolio managers
- Compare/ contrast project management processes at the project, program and portfolio level
- Understand the role of the Project (Program/Portfolio) Management Office (PMO)
- Execute a process for project selection (portfolio management)
- Outline a practice to integrate program and project management in the project/program context

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks) -) – Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Presentation-PMO Charter (integration of project, program and portfolio work)
 2. Project Portfolio Process Results
 3. Program/Project Practice document
 4. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Principles of Business Analysis Management

(3 credits, new course) / Prerequisite: Project Management Fundamentals

This course provides a framework of business analysis and requirements management. Topics include the role of the business analyst in the current organizational environment, understanding the business need, working with key stakeholders to identify the benefits of the project and strategies to lead the organizational change necessary to harvest that value. Students will also utilize case studies to focus on process improvement and writing requirements.

Student / Program Learning Objectives: *(This will be the same for all courses / target 3-5)*

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	

Specific Course Learning Objectives *(Target 3/5)*

- Distinguish between project benefits and organizational strategy
- Use a template to draft a business case for a project
- Classify different levels of requirements within a product solution
- Explain change management process steps in the context of a project
- Use process mapping to compare current and future states and identify the work to close the gaps (process improvement)
- Interview stakeholders and draft project requirements

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks) – Challenge Based

- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Business Case
 2. Mapping for Process Improvement
 3. Requirements to close Process Improvement gap
 4. Change Management Strategy for proposed process improvement
 5. Final Exam

Text Books

- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Capstone

(3 credits new course) / Prerequisite: All courses

This course is the final course in the project management curriculum and offers students an opportunity to utilize all the project management tools, techniques and skills they have acquired in the undergraduate degree program. Students explore the integration of the curriculum throughout the entire project life cycle, applying applicable integration concepts to achieve desired project outcomes. Case studies, current articles and readings are reviewed to reinforce learning.

Student / Program Learning Objectives: (*This will be the same for all courses / target 3-5*)

Student Learning Outcomes (SLO)	Introducing/ Developing/ Practicing
SLO1: Define and use tools for managing project disciplines including scope, risk, quality, schedule, cost, quality and performance metrics, while understanding and addressing the needs of different project stakeholders.	P
SLO2: Describe the significances and implications of project management in terms of challenges and trends in your professional or organizational context.	P
SLO3: Share various project team roles and responsibilities in the creation of an integrated project plan that meets strategic goals in a real-world setting, while addressing common project challenges.	P
SLO4: Develop and justify a position on an ethical issue in project management; explain its civic and global significance.	P
SLO5: Apply learning to new, project based situations within course work or beyond the classroom.	P

Specific Course Learning Objectives (*Target 3/5*)

- Carry out an assessment of a troubled project
- Use tools/ techniques to recommend recovery actions for the project
- Present recommendations to sponsor and other key leader stakeholders
- Summarize key learnings in the BS in Project Management

Assignment Breakdown (General themes / Design for 15-week compression to 7 ½ weeks) – Challenge Based

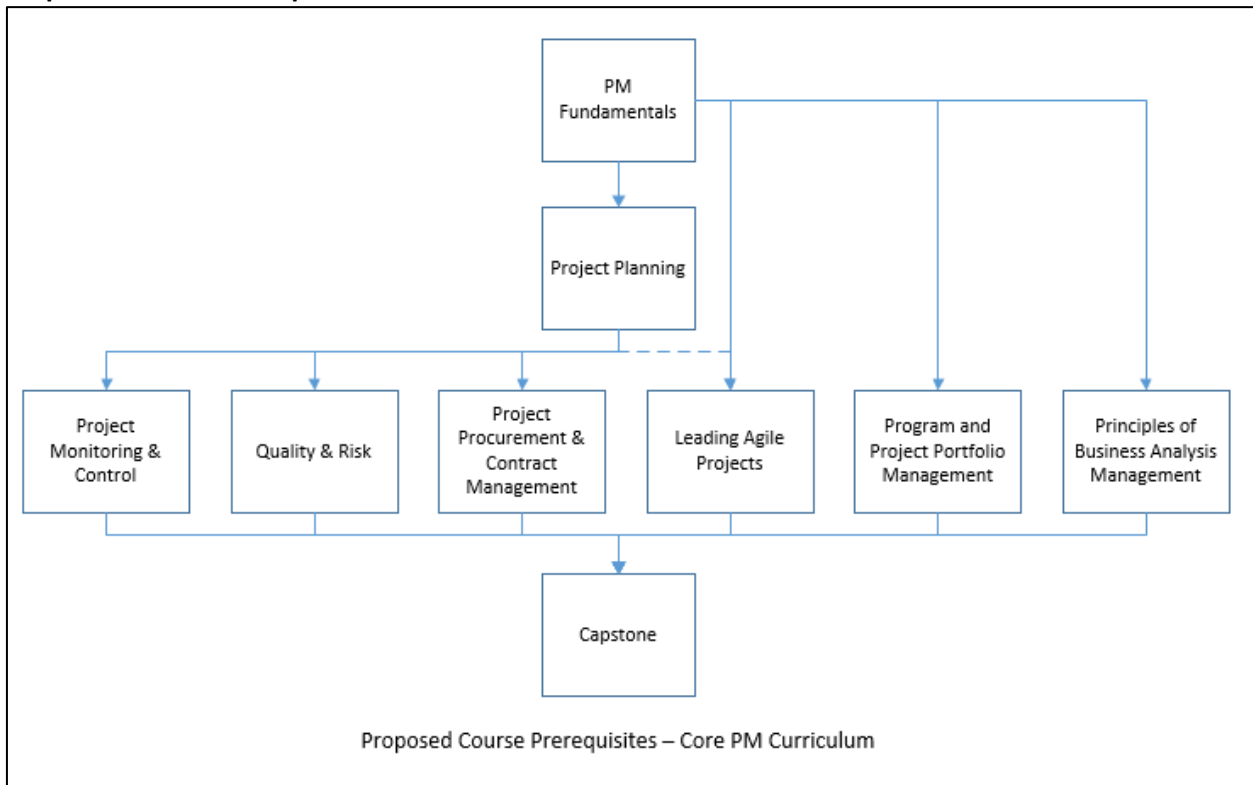
- Readings: Text book and case studies as assigned
- Discussion Board: Weekly interaction (1 primary/2 secondary)
- Assignments:
 1. Team Charter
 2. Troubled project assessment
 3. Presentation
 4. Report
 5. Program Reflection
 6. Final Exam

Text Books

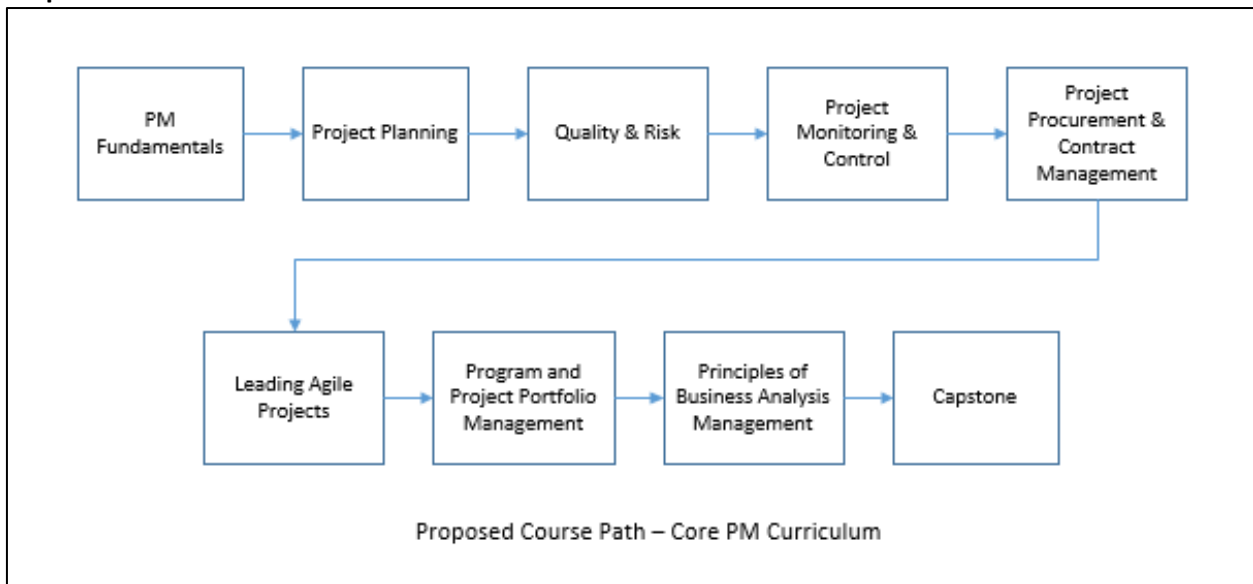
- TBD: Open source or primary text through a majority of the PJM courses
- “Book Club” Book – short, relevant reading

Appendix E: Program / Course Maps

Proposed Course Prerequisites – Core PM Curriculum



Proposed Course Path – Core PM Curriculum



Appendix F: Top Hiring Regions

Top hiring regions				Source: Labor Insight Jobs (Burning Glass Technology)
Metro Area	Job Postings employed, last 12 months	Job Postings per 10,000 people	Location Quotient	
New York-Newark-Jersey City, NY-NJ-PA (Metropolitan Statistical Area)	12,919	15	Higher demand than average	
Washington-Arlington-Alexandria, DC-VA-MD-WV (Metropolitan Statistical Area)	8,155	27	Much higher demand than average	
Los Angeles-Long Beach-Anaheim, CA (Metropolitan Statistical Area)	7,557	13	Average demand	
Chicago-Naperville-Elgin, IL-IN-WI (Metropolitan Statistical Area)	6,971	16	Higher demand than average	
San Francisco-Oakland-Hayward, CA (Metropolitan Statistical Area)	6,119	28	Much higher demand than average	
Boston-Cambridge-Nashua, MA-NH (Metropolitan NECTA)	5,583	23	Much higher demand than average	
Atlanta-Sandy Springs-Roswell, GA (Metropolitan Statistical Area)	4,778	20	Much higher demand than average	
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD (Metropolitan Statistical Area)	4,651	18	Much higher demand than average	
Dallas-Fort Worth-Arlington, TX (Metropolitan Statistical Area)	4,485	14	Higher demand than average	
Detroit-Warren-Dearborn, MI (Metropolitan Statistical Area)	3,938	22	Much higher demand than average	
Denver-Aurora-Lakewood, CO (Metropolitan Statistical Area)	3,489	26	Much higher demand than average	
Seattle-Tacoma-Bellevue, WA (Metropolitan Statistical Area)	3,367	19	Much higher demand than average	Boston Campus
San Jose-Sunnyvale-Santa Clara, CA (Metropolitan Statistical Area)	3,247	33	Much higher demand than average	Charlotte Campus
Minneapolis-St. Paul-Bloomington, MN-WI (Metropolitan Statistical Area)	3,136	17	Much higher demand than average	Seattle Campus
Houston-The Woodlands-Sugar Land, TX (Metropolitan Statistical Area)	2,869	10	Average demand	Silicon Valley Campus
Phoenix-Mesa-Scottsdale, AZ (Metropolitan Statistical Area)	2,585	14	Higher demand than average	
Portland-Vancouver-Hillsboro, OR-WA (Metropolitan Statistical Area)	2,368	22	Much higher demand than average	
Miami-Fort Lauderdale-West Palm Beach, FL (Metropolitan Statistical Area)	2,284	10	Average demand	
San Diego-Carlsbad, CA (Metropolitan Statistical Area)	2,256	17	Higher demand than average	
Baltimore-Columbia-Towson, MD (Metropolitan Statistical Area)	2,235	18	Much higher demand than average	
Charlotte-Concord-Gastonia, NC-SC (Metropolitan Statistical Area)	2,204	21	Much higher demand than average	
Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area)	1,747	15	Higher demand than average	
St. Louis, MO-IL (Metropolitan Statistical Area)	1,714	14	Average demand	
Austin-Round Rock, TX (Metropolitan Statistical Area)	1,566	18	Much higher demand than average	
Pittsburgh, PA (Metropolitan Statistical Area)	1,482	14	Average demand	
Orlando-Kissimmee-Sanford, FL (Metropolitan Statistical Area)	1,470	14	Average demand	
Columbus, OH (Metropolitan Statistical Area)	1,463	15	Higher demand than average	
Sacramento--Roseville--Arden-Arcade, CA (Metropolitan Statistical Area)	1,367	15	Higher demand than average	
Raleigh, NC (Metropolitan Statistical Area)	1,339	25	Much higher demand than average	
Nashville-Davidson--Murfreesboro--Franklin, TN (Metropolitan Statistical Area)	1,266	15	Higher demand than average	
Indianapolis-Carmel-Anderson, IN (Metropolitan Statistical Area)	1,223	13	Average demand	
Kansas City, MO-KS (Metropolitan Statistical Area)	1,192	12	Average demand	
Cincinnati, OH-KY-IN (Metropolitan Statistical Area)	1,095	11	Average demand	
Hartford-West Hartford-East Hartford, CT (Metropolitan NECTA)	946	17	Much higher demand than average	
Milwaukee-Waukesha-West Allis, WI (Metropolitan Statistical Area)	932	12	Average demand	
Richmond, VA (Metropolitan Statistical Area)	904	15	Higher demand than average	
San Antonio-New Braunfels, TX (Metropolitan Statistical Area)	881	10	Average demand	
Virginia Beach-Norfolk-Newport News, VA-NC (Metropolitan Statistical Area)	861	12	Average demand	
Cleveland-Elyria, OH (Metropolitan Statistical Area)	817	8	Lower demand than average	
Trenton, NJ (Metropolitan Statistical Area)	806	34	Much higher demand than average	
Salt Lake City, UT (Metropolitan Statistical Area)	797	12	Average demand	
Jacksonville, FL (Metropolitan Statistical Area)	651	11	Average demand	
Albany-Schenectady-Troy, NY (Metropolitan Statistical Area)	647	15	Higher demand than average	
Las Vegas-Henderson-Paradise, NV (Metropolitan Statistical Area)	636	7	Lower demand than average	
Omaha-Council Bluffs, NE-IA (Metropolitan Statistical Area)	627	14	Average demand	
Riverside-San Bernardino-Ontario, CA (Metropolitan Statistical Area)	605	5	Much lower demand than average	
Madison, WI (Metropolitan Statistical Area)	602	17	Higher demand than average	
Durham-Chapel Hill, NC (Metropolitan Statistical Area)	577	21	Much higher demand than average	

Appendix G: Most Requested Skills Bar Chart

Last 12 months AND Nationwide AND (Title with : Project Coordinator OR Title with : Project Management Analyst OR Title with : Project Manager OR Title with : Associate Project Manager OR Title with : PM Assistant OR Title with : Project Management Office Specialist OR Title with : PMO Specialist OR Title with : Project Management Assistant OR Title with : Project Controller OR Title with : Team Assistant OR Title with : Project Specialist OR Title with : Project Administrator OR Title with : Project Planner) AND (Education : Bachelor's degree (specified))

