Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: William Greiner
   Faculty of Practice
   Department of Mechanical Engineering and Engineering Management
   (570)408-4163 / William.greiner@wilkes.edu

2. Proposal Title: EGM-320 Engineering Project Management and Analysis Prerequisite Change

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   - ☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   - ☐ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   - ☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - ☐ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - ☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - ☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - ☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - ☒ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - ☐ Change in course credit or classroom hours.
   - ☒ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - ☐ Other (Specify)

Indicate the number of course modification forms that apply to this proposal:

0       Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
0       Course Deletion Form
1       Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The Department of Mechanical Engineering and Engineering Management has done a full evaluation of EGM-320 attending recommendation from other programs that include this course. One incidental change is proposed. The prerequisite requirement of EGM-320 is changed from junior standing to just MTH-111. There are no other courses with content required to be completed before EGM-320.

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

This change affects Environmental Engineering and Electrical Engineering as they use the same course.

6. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

N/A

7. New Program Assessments: (For new programs ONLY)

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

Revised 4/17/2018
a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

N/A

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer *where* (which courses), *when* (frequency), and *how* (assessment method) for each SLO.

N/A

c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. *You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.*

N/A
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

   Marlene Troy / Chair  
   Print Name/Title  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs – Dr. Marlene Troy, Environmental Engineering

   Robert P. Taylor  
   Print Name/Title  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs – Prof. Robert Taylor, Electrical Engineering

   Henry J. Castejon  
   Print Name/Title  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs – Dr. Henry Castejon, Mechanical Engineering and Engineering Management

   Prahlad Murthy  
   Print Name/Title  
   Signature  
   Date  
   Dean(s) of any potentially affected College/School – Dr. Prahlad Murthy, CSE

   Susan Hritzak  
   Print Name  
   Signature  
   Date  
   Registrar – Susan Hritzak

   Anne F. Skleder  
   Print Name  
   Signature  
   Date  
   Provost – Dr. Anne Skleder (For new programs, significant revisions and revisions to the General Education Program revisions only).

Revised 4/17/2018
Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name  Signature  Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.
Wilkes University Curriculum Committee  
PROPOSAL SUBMITTAL FORM

Wilkes University Curriculum Committee  
COURSE CHANGE FORM

**Directions**: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number**: EGM-320  
**Course Title**: Engineering Project Management and Analysis

**Effective Date of Course Change (semester/year)**: Fall/2019

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Credit hours.</strong> (Indicate classroom, lab or “other” hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>Junior Standing in Engineering</td>
<td>MTH-111</td>
</tr>
<tr>
<td><strong>Course Description</strong> (as proposed for Bulletin)^1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

Revised 4/30/2018
1. **Course Number and Name**  
   EGM 320: – *Engineering Project Management and Analysis*

2. **Credits and Contact Hours**  
   3.0 Credits  
   45 Contact Hours (Lecture)

3. **Instructor**  
   Staff  
   Office: TBD  
   Email: TBD  
   Phone: TBD  
   Office Hours: As posted on office door

4. **Textbook title, author and year**  
   *Fundamentals of Engineering Economics, Chan S. Park, Prentice Hall, 3rd Ed*  
   *Earned Value Project Management, Fleming and Koppelman, 4th Ed PMI.*

5. **Course information**  
   a. **Catalogue Description**  

   b. **Prerequisites and/or corequisites**  
      Prerequisites: MTH-111

   c. **Required or Elective**  
      Required course for all Engineering majors.

6. **Specific goals for this course**  
   a. **Specific outcomes of instruction**  
      *After successful completion of the course, the student will be able to...*  
      ✓ demonstrate an appreciation of Engineering Economics theory, principles, and practices.  
      ✓ demonstrate an understanding of Engineering Project Management theory, principles and practices.  
      ✓ comprehend and solve economic issues related to planning and decision-making for technical investment projects.  
      ✓ demonstrate an understanding of how issues such as cash flows, depreciation, and taxes, affect the decision-making process for engineers.
✓ demonstrate an initial working knowledge of defining, planning and executing a technical project.
✓ demonstrate an initial working knowledge of technical project risk and opportunity analysis
✓ demonstrate an understanding of earned value techniques in planning and analyzing technical projects.
✓ use the economic principles and analysis techniques to make decisions to determine whether make or buy a machine, design and produce a new or improved product, introduce a new manufacturing product or process, or invest in a system to provide a desired service etc.
✓ communicate their learning/design experience (projects & paper summary) in the form of formal/informal writing documents.

b. ABET Student Outcomes (Criterion 3) addressed by this course
#1, #2, #3, #4, #5 and #7.

7. Topics to be covered
1) Decisions based on Equivalence
2) Economic Decisions based on Nominal, & Effective Interest Rates
3) Types of Loans, Mortgages, and other credit vehicles
4) Present & Future Worth Analysis
5) Break-even and Rate of Return Analysis (MARR)
6) Depreciation and Income Tax
7) Fixed and Variable Costs
8) Income Statement, Balance Sheet and Financial Reports
9) Project Definition, Requirements and Scope
10) Work Breakdown and Organizational Structures
11) Project Scheduling
12) Risk and Opportunity Definition and Analysis
13) Project Costing, Budgeting & Earned Value definition and application for successful project planning and analysis.

8. Academic Code of Honesty

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered serious violations and are not tolerated:
Plagiarism - the use of another's ideas, programs, or words without proper acknowledgment.
Collusion - improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
Cheating - giving improper aid to another, or receiving such aid from another, or from some other source.
Falsifying - the fabrication, misrepresentation, or alteration of citations, experimental data, laboratory data, or data derived from other empirical methods.

Instructors are expected to report violations to both the Dean of Students and the Provost.
* Academic dishonesty will not be tolerated. The punishment for cheating or plagiarizing can range from a 0% on an assignment, 0.0 for course or expulsion from school.

9. Methods of Assessment and Attendance

Attendance is mandatory! Two sessions absentee will receive a zero final grade for the course. If you are absent for any reason, you are responsible for getting notes, handouts, and any announcements. The grading of the course is based on the following components; each component is intended to assess one or more of the course outcomes given above:

1. See Lecture notes and any relevant e-mail instructions for assigned problems. If the assignments are required to be submitted, they should be forwarded to the instructor or handed in, in accordance with instructions. Most problem assignments will not be required to be submitted and will be identified as “practice problems.” All practice problem solutions will be available to the students by e-mail or applicable website.

2. Quizzes may be given at any time during the course. Both quizzes (if given) and their solutions will be available via e-mail from the instructor. Quizzes may be announced at any time.

3. There will be 3 in-class exams (2 exams and a final) during the semester. All exams will be a combination of short answer, multiple choices and problems. Short answer and multiple choice questions will be answered without the use of notes or textbooks; notes provided by the instructor will be allowed for problems. The Instructor will provide all calculators and paper and may provide pencils as well. The specific policy for exams will be provided by the instructor prior to the exam.

4. The exams dates are fixed and are only changed by the instructor or because of university closings. All exams will be typically 2 hours in length and will be held as announced. No makeup will be given for any of these exams.
5. Special Project: A key element of this course is to provide an introduction to the senior projects experience. To that end, the special project of the course may be the preliminary report or project proposal for a senior project. The teams will be selected and assigned a senior project. In addition, students may have to submit a resume for the instructor’s review. This will assist the student in the initial development of a resume for future use. The format for the report will be provided. All project reports must be written in compliance with the format provided by the instructor in lecture and/or through electronic media. In the event that the senior projects are not available, the instructor will assign a relevant special project so that the student obtains a working knowledge of the concepts of project planning and analysis and working in teams.

The final report (project “proposal”) must be handed in on or before the assigned deadline in person. If you elect to submit the report electronically, you should recognize that the report will have a “sent” or “received” date and time attached to the file information. If you turn in the report, it is recommended that you get a receipt for your/your group’s report submission. 0-1 week late submission will cost you 10 points on the report. Anything later than 1 week will not be accepted and there will be no makeup.

GRADING:

Points distribution:

- Two Hour Exams @ 20 Pt. each = 40 Pts.
- Final Exam = 20 Pts.
- Quizzes, attendance, participation = 10 Pts.
- Project = 30 Pts.

100 pts.

The grade scale is based on the aggregate score calculated using the above distribution. Any Individual exam or a project cannot be the representative of the final grade.

Wilkes recognizes eight numerical grades for academic achievement as follows:

Grade Interpretation

- 4.0 Academic achievement of outstanding quality (≥ 90%)
- 3.5 Academic achievement above high quality (85% - 89.9%)
- 3.0 Academic achievement of high quality (80% - 84.9%)
- 2.5 Academic achievement above acceptable quality in meeting requirements for graduation (75% - 79.9%)
- 2.0 Academic achievement of acceptable quality in meeting requirements for graduation (70% - 74.9%)
10. Library Resources

http://www.wilkes.edu/bulletin/current/undergraduate/introduction/academic-resources-support-services/univ-library.aspx

The Eugene S. Farley Library services are available online 24/7 at http://wilkes.edu/library or by clicking the Libraries tab in the MyWilkes Portal.

11. Writing Center

http://www.wilkes.edu/bulletin/current/undergraduate/introduction/academic-resources-support-services/univ-writing.aspx

The University Writing Center, located in the Alden Learning Commons (lower level of the Farley Library), is available to all Wilkes students who seek personal assistance with writing. Instructors may refer students to the Center for help in honing their writing skills.

12. Tutoring and Academic Support Services

http://www.wilkes.edu/academics/colleges/university-college/academic-support-services/index.aspx

The University College Academic Support Program provides comprehensive academic support services to promote undergraduate student academic excellence and success. Students engage in active learning, reflection, and collaboration through academic support services that teach foundational skills and strategies and promote independence to achieve academic, personal, and lifelong success.
13. Disability Support Services


If you are an individual with a disability, contact our Disability Support office as early as possible. In order to receive accommodations, you must provide appropriate documentation of your disability. As documentation takes time to gather and review, it is in your best interest to provide your documentation as early as possible so that appropriate accommodations can be set in place when they are needed. To learn more about disability services and the accommodations process, please contact the office at your earliest convenience. They are located on the 3rd floor of Conyngham Hall. You can reach Katy Betnar, the Disability Support coordinator by calling (570) 408-4150 or by email at kathy.betnar@wilkes.edu.

14. Nondiscrimination Policy

http://www.wilkes.edu/about-wilkes/policies-and-procedures/nondiscrimination.aspx

Wilkes University prohibits discrimination in its educational programs, employment, admissions or any activities on the basis of race, color, national or ethnic origin, age, religion, disability, pregnancy, gender, gender identity and/or expression, sexual orientation, marital or family status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local laws. Discriminatory conduct including sexual harassment and other sexual misconduct or violence such as rape, sexual assault, sexual exploitation and coercion will not be tolerated.