



**MASTER OF PROJECT MANAGEMENT
(MPM)
STUDENT HANDBOOK
2023-2024**

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INTRODUCTION

Welcome to the School of Applied Professional Studies at Arizona State University!

The mission of the Master of Project Management degree program is to prepare professionals for success in managing and/or collaborating on projects that positively impact the communities and organizations they serve. This is accomplished by transforming learning into practice by developing advanced knowledge, skills, and ethical literacy informed by current scholarship in project management, organizational leadership, and sustainable development.

The School of Applied Professional Studies program are a diverse community of leaders, teachers, and scholars engaging with a diverse and inclusive student body, co-creating an exemplary educational experience. The intellectual capacity of our faculty ensures graduate students will participate in offerings that are unique, nationally recognized, and supported by Arizona State University's commitment to innovation. The graduate faculty is committed to your success and would like to recognize your efforts that bring you to the Master of Project Management program!

This handbook lays the foundation for your success in the Master Project Management program. It sets shared expectations for both faculty and students. It also outlines the standards and policies set by the College of Integrative Sciences and Arts and ASU's Graduate College. Please save this handbook and refer to it often. Let us know if policies seem unclear. As a graduate student it is your responsibility to make sure you are following it in letter and in spirit.

As program lead of the Master of Project Management program, I join our faculty in looking forward to working with you to achieve your graduate degree in Project Management and beyond.

Sean Ryan, Ph.D., PMP
Clinical Assistant Professor, College of Integrative Sciences and Arts

GRADUATE STUDENT PLEDGE

By being in this program I commit myself to meeting the highest standards of excellence, ethics and integrity, according this graduate student handbook.

I also affirm the following:

1. I dedicate myself to developing as a leader, scholar, and citizen.
2. I take pride in my professionalism. I am punctual, communicative and meet deadlines. I give my work maximum effort.
3. I respect the many and varied contexts of organizational, personal, and professional backgrounds of people. I commit myself to building an inclusive leadership style, a diverse environment, and an equitable society.
4. I uphold intellectual principles of fairness and originality in all of my work.
5. I recognize that my classmates, teachers and mentors are critical to my success in this program and the rest of my career. I treat each one with respect and offer support whenever I can.
6. I appreciate that, as a graduate student in the Master of Project Management program, I have the opportunity to shape the future of a dynamic and growing field of study, through applied projects or original research. I am prepared to experiment, adapt, and support my colleagues in doing the same.
7. As a student in this program, I bring a sense of curiosity and a spirit of collaboration to all that I do.

ADMISSION REQUIREMENTS

Applicants must fulfill the requirements of both the Graduate College and the College of Integrative Sciences and Arts.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

Applicants are required to submit:

1. graduate admission application and application fee
2. official transcripts
3. letter of intent
4. professional resume
5. two letters of recommendation
6. proof of English proficiency

Letter of Intent

Tell us why you want to be in this program, in particular. What classes do you want to take? What do you hope to do with this degree? What about your educational, personal, or professional background makes you a good fit for this program? This is your chance to give us the nuanced story of your background so we can make the most informed decision about admittance. This letter is your opportunity to discuss your successes and your challenges - for instance, a lower GPA or gap in your resume, and why you're still a good fit.

Additional Application Information

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency.

More details can be found at <https://admission.asu.edu/international/graduate-apply>. The applicant is expected to have either a TOEFL score of 600 on the traditional paper-based test or 100 on the internet-based test, or a minimum score of 105 on the Duolingo English test, or the applicant must have a passing score in the English for Graduate Admission online course through ASU Global Launch.

MyASU

Your my.asu.edu portal is your go-to place for information about courses, enrollment and class registration, transcripts, transportation, student success and support, finances, university policies and the academic calendar. Please take time to familiarize yourself with these areas:

Profile: Update your address, phone number, email information, or add guests, such as a parent, so they can look FERPA-protected information including grades.

My Classes: Click on the name of each course to access the corresponding Canvas content. This is where you will see the syllabus, find links to readings, and submit assignments. Take a few minutes to familiarize yourself with the structure of each course.

Final Transcript: If you sent in a transcript for admission to the program before you graduated, send your final transcript with your degree posted. If you submitted an unofficial transcript, you will need to send an official transcript showing that your degree has been conferred.

Academic Integrity Module: ASU Graduate College's module reviewing academic integrity expectations. Please complete as soon as possible. Please note, this module explains the university-wide policy.

Academic Calendar (bottom right box): This has important dates you need to monitor, including when classes begin, last day to register or drop/add classes, tuition and fee payment deadlines, holidays, withdrawal deadlines, schedule of classes available and when to enroll.

Campus Services: This includes Health and Wellness Resources, such as health insurance, counseling, Student Accessibility and Inclusive Learning Services (SAILS); Transportation, such as parking permits, METRO Light Rail, U- Pass and campus shuttles; Student Success and Support, such as tutoring and student success centers; and Job & Career Services. Please note these job resources are university-wide and not specific to a particular program offered by the School of Applied Professional Studies.

STUDENT CODE OF CONDUCT

All students are expected to adhere to the Arizona Board of Regents Student Code of Conduct and university policies and procedures:

<https://eoss.asu.edu/dos/srr/codeofconduct>

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures>

Students are responsible for maintaining their ASU email accounts for messages from the university and the School of Applied Professional Studies. The ASU email account is the official mode of communication and should be used instead of personal email accounts when communicating with faculty and university staff. It is expected that students regularly check their MyASU priority tasks for messages and holds from the university. Students are responsible for managing their tuition payments, finances and tracking university academic calendar deadlines.

ACADEMIC INTEGRITY

The School of Applied Professional Studies has a zero-tolerance policy toward academic dishonesty that is enforced within every course and educational activity offered or sanctioned by the college. The failure to meet these standards may result in serious consequences including suspension or expulsion from the University. At the graduate level, it is expected that students are familiar with the Academic Integrity policy and each student should take personal responsibility in their work. The University policies related to Academic Integrity can be found at this link: <https://cisa.asu.edu/academic-integrity/students>.

International students who violate academic integrity policies may be dismissed immediately. Being withdrawn from a degree program can have immediate consequences regarding visa status.

PROFESSIONAL ETHICS

In addition to academic integrity commitments, graduate students in the School of Applied Professional Studies programs must abide by the highest levels of academic ethics. As emerging and practicing project managers, the Master of Project Management program expects adherence to the same [Code of Ethics and Professional Conduct](#) embraced by the Project Management Institute (PMI).

DEGREE OVERVIEWS

Master of Project Management (MPM)

Degree Requirements:

The Master of Project Management degree consists of 33 credit-hours including an applied project as the culminating experience. The degree requirements include 12 credits of required core courses; 3 individual credits of interactive learning; 12 credits of methods, techniques, and contexts in leading projects; 3 credit hours developing the applied project plan; and 3 credits of applied project. (See Appendix A for course specifics)

An *applied project* builds a connection between the academic components of the program and applies that knowledge to a real-world context. Applied projects are aimed at two audiences: a client/workplace audience with an established need and the faculty overseeing your project in the PMG 593: Applied Project class.

SATISFACTORY ACADEMIC PROGRESS KEY POLICIES

All graduate students are expected to make systematic progress toward completion of their degrees. Students are responsible for verifying and tracking satisfactory progress policies as required by their degree program and the Graduate College. If a student fails to satisfy the requirements, the student may be dismissed from his/her program based on the academic unit's recommendation to the Graduate College.

These policies are outlined below and detailed on the university's Graduate College website: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines>.

ACCELERATED MASTER'S (4+1)

Undergraduate students who meet [certain criteria](#), will have the opportunity to complete up to 12 graduate credit hours during their senior year of their [Accelerated Master's \(4+1\) approved Bachelor's degree](#). Students can share up to 9 credit hours between their undergraduate and graduate degree requirements and reserve an additional 3 credit hours which will only apply towards the student's graduate degree requirements.

Students share PMG 501, PMG 502 and PMG 503 as well as reserving one 500-level elective across the undergraduate degree and the Master of Project Management.

A student admitted into the Accelerated Master's (4+1) pathway should complete their iPOS no later than their first official semester (immediately after their undergraduate graduation term) in the Master of Project Management program.

PLAN OF STUDY

The plan of study (iPOS) functions as a contract between the student, the academic unit, and the Graduate College.

School of Applied Professional Studies students must submit an iPOS before enrolling for their second term. Please note that this is very early in the program, but this is so students declare their culminating experience and build a curriculum toward that culminating experience.

Only coursework applicable towards a student's degree must be listed on the iPOS. Detailed instructions on how to file the iPOS will be sent to students upon enrollment in the program.

The culminating experience (applied project) should be the final credits completed in the degree. Once students have completed all the requirements for their degree program, they should apply to graduate through their MyASU, making note of the applicable deadlines for their semester of graduation. If students wish to take additional courses to their program, they should apply as a non-degree seeking student to take these additional credits.

GPA AND COURSE GRADES

School of Applied Professional Studies students must maintain a minimum 3.0 cumulative Grade Point Average (GPA) overall and in courses included on their plans of study. Courses taken as an undergraduate at ASU and reserved for use in a graduate degree program are included in the GPA (i.e. a "4+1" program), as are courses taken while a non-degree seeking graduate student or a graduate student in another program at ASU.

If a student's GPA falls below 3.0, the student will be notified in writing and placed on probation. If the student's GPA is not raised to at least a 3.0 by the end of the next semester, a recommendation will be made to the Master of Project Management Graduate Committee to remove the student from the program.

To receive their degrees, students also are required to earn at least a B (3.0) in their applied project (PMG 593) course.

A "D" or "E" grade cannot be used to meet the requirements for a graduate degree, but are used to calculate a student's GPA. Students may retake the class to earn a higher grade, however both the "D" or "E" and the new grade will be used in calculating the student's GPA. If this results in the

GPA falling below 3.0, a recommendation to withdraw the student from the master's program will be made to the Graduate College.

INCOMPLETE/Z GRADES

"Incomplete" grades are rare options for unexpected circumstances and only awarded if students are in good standing in the course and have completed at least 80% of the work by the time the course ends.

Students with more than one "Incomplete" at any time will be considered "failing to make adequate progress" and will be notified and placed on probation. If the student does not complete the work to remove the incomplete and earn a letter grade by the end of the calendar year, a recommendation may be made to the Graduate College to remove the student from the program.

"Z" grades, meaning "course in progress", may also be awarded for students who are not able to complete coursework by the end of the term. Graduate students are not able to graduate if they have a "Z" grade listed on their iPOS.

GRADE DISPUTES

If you disagree with a class grade you have received, you have a procedure to question and dispute it. The following steps must be followed by any student seeking to appeal a grade. (This process does not address academic integrity allegations, faculty misconduct or discrimination.) Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university.

There are two stages to the grade grievance process: the informal process and the formal process. Begin with the informal procedure. Write a thoughtful note and email to your instructor and explain your concerns. Refer to the syllabus and to the assignment descriptions. Express why you think that the grade is incorrect. Keep your note professional, cordial, and focused on the issue. The instructor will reply to your note with explanations.

If you still disagree, contact the director and explain your situation, your original note, and the instructor's responses. This will begin the [formal process to appeal](#).

CONTINUOUS ENROLLMENT

Once admitted to a graduate degree program, students must be registered for a minimum of one graduate credit hour each Fall and Spring semester during all phases of their graduate education. Students admitted for a summer semester are required to enroll during that summer term.

Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via the iPOS system **before** the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

Students should contact their advisor as soon as possible if they will not be able to meet continuous enrollment.

If a student withdraws from all of their courses in a Spring or Fall semester, this is considered a break in their continuous enrollment. To rectify this, students should contact the Graduate Course Coordinator and make arrangements to ensure they maintain continuous enrollment, prior to the end of the given semester from which they have completely withdrawn.

Maximum Time Limit

All work toward a master's degree must be completed within six consecutive years per ABOR policy.

TIMELINESS AND PARTICIPATION

Your success as project managers will require you to consistently meet deadlines and scheduled meetings. To this end, the School of Applied Professional Studies has a strict deadline policy. Please allow enough time to account for potential technical problems submitting work online.

ACADEMIC PROBATION

Students who fail to meet satisfactory academic progress as previously described will be placed on academic probation and notified by mail and email. Details for each situation will be provided in the letter notifying the student that he/she is on academic probation.

The Graduate College will conduct a GPA audit at the end of each semester. Any graduate student with a cumulative GPA below 3.00 will be placed on academic probation. The student will receive a notification on their MyASU and an email from School of Applied Professional Studies. Typically, students on academic probation will have nine credit hours to raise their GPA to a minimum of 3.0 and to be reinstated to good standing.

Students on academic probation for more than two semesters may be withdrawn from their

academic program upon recommendation of the School of Applied Professional Studies to the Graduate College.

For students placed on probation the previous semester who have met the condition of probation, the School of Applied Professional Studies will send a letter of reinstatement.

LICENSURE

ASU academic programs are designed to prepare students to apply for applicable licensure or certification in Arizona. Completion of an ASU program may not meet educational requirements for license or certification in another state. If you are planning to pursue professional licensure or certification in a state other than Arizona, it is strongly recommended that you visit the [ASU professional licensure webpage](#) for contact information of the appropriate licensing entity to seek information and guidance regarding licensure or certification requirements.

TRANSFER CREDIT

Graduate students in the School of Applied Professional Studies may request transfer credits for previously completed work. Transfer credits will be approved at the discretion of the program lead and may only be brought in as elective credits (i.e. no transfer credits may replace any required course). Please go to the [Graduate College Policies](#) webpage to see the Graduate College's policy on transfer credits.

The maximum number of credits transferable is six credit hours and should be relevant to project management or related fields.

GRADUATION AND DEGREE CONFERRAL

Students must apply for graduation at the beginning of the term in which they plan to graduate and complete their Applied Project. You can apply for graduation through your MyASU. You can find that in My Programs, under the graduation tab. The deadlines to apply can be found on your MyASU page under the academic calendar box and are usually two-to-three months prior to the term end date.

If a student chooses not to attend the graduation or commencement ceremonies, they must still apply for graduation to earn their degree.

Students who do not complete all requirements (including Applied Project) in the semester they intend to graduate will need to defer their graduation to the next semester by emailing graduation@asu.edu; the application will not be automatically renewed. You **MUST** enroll in a

minimum of one credit-hour during the term in which you will graduate.

Students must have their iPOS approved before they can apply for graduation. The application to graduate should be submitted online before the application deadline to avoid late fees. For more information, please visit <https://students.asu.edu/registration/graduation-apply>.

STUDENT SERVICES

The charter of Arizona State University declares that the university is “measured not by whom we exclude, but rather by whom we include and how they succeed.” The university and the School of Applied Professional Studies are committed to providing every resource possible for students to succeed academically, personally and professionally.

Financial Services

The School of Applied Professional Studies offers a limited number of hourly student worker positions that vary in tasks by semester. As funding opportunities for MS students become available, we will let students know via the Master of Project Management Canvas page announcements.

For all other financial questions, please contact ASU Financial Aid and Scholarship Services: <https://students.asu.edu/financial-aid>.

Veterans and Military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>.

International Students

ASU’s International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC advisor, visit the website: <https://issc.asu.edu/>.

Health and Fitness

All ASU students enrolled for in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu/home>.

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>.

ASU Counseling Services

[ASU Counseling Services](#) provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their

goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services,
Student Services Building 234
Tempe, AZ 85287
480-965-6146

After-hours/weekends

Call EMPACT’s 24-hour ASU-dedicated crisis hotline:
480 921-1006

For life threatening emergencies

Call 911

Transportation and Parking

Students may purchase parking and public transit permits through ASU Business and Finance. To learn more, visit: <https://cfo.asu.edu/parking>.

Student Accessibility Resources

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the Student Accessibility and Inclusive Learning Services (SAILS) by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing Student.Accessibility@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix campus
University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic campus
480-727-1165
(Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe campus

480-965-1234
(Voice)

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

APPENDIX A

MASTER OF PROJECT MANAGEMENT

SAMPLE PLAN OF STUDY

Students must maintain a 3.0 GPA

Term 1

Required Class	<u>PMG 501</u>	<u>Project Management Theory</u>	3 credits
Required Class	<u>PMG 504</u>	<u>Social Psychology Perspectives in Project Management (OGL 520 can replace)</u>	3 credits

Term 2

Required Class	<u>PMG 502</u>	<u>The Thoughtful Project: Aligning Purpose with Approach</u>	3 credits
Required Class	<u>PMG 503</u>	<u>Impact Analysis and Sustainability in Project Management</u>	3 credits
Required Class	<u>PMG 510</u>	<u>Interactive Learning: Scope, Schedule and Cost Management</u>	1 credit

Term 3

Elective	_____		3 credits
Elective	_____		3 credits
Required Class	<u>PMG 511</u>	<u>Interactive Learning: Risk and Procurement Management</u>	1 credit

Term 4

Elective	_____		3 credits
Required Class	<u>PMG 582</u>	<u>Developing the Plan in Project Management</u>	3 credits
Required Class	<u>PMG 512</u>	<u>Interactive Learning: Quality, Resource & Communication Mgmt.</u>	1 credit

Term 5

Elective	_____		3 Credits
Culminating Event	<u>PMG 593</u>	<u>Applied Project</u>	3 Credits

Total: 33 Credits

APPENDIX B: COURSE OFFERINGS

Required Courses			
Course	Course Title	Semester Offered	Credits
PMG 501	Project Management Theory	Fall/Spring	3
PMG 502	The Thoughtful Project: Aligning Purpose with Approach	Fall/Spring	3
PMG 503	Impact Analysis and Sustainability in Project Management	Fall/Spring	3
PMG 504	Social Psychological Perspectives in Project Management	Fall/Spring	3
PMG 510	Interactive Learning: Scope, Schedule, and Cost Management	All Year	1
PMG 511	Interactive Learning: Risk and Procurement Management	All Year	1
PMG 512	Interactive Learning: Quality, Resource, and Communication Management	All Year	1
PMG 582	Developing the Plan in Project Management	Fall/Spring	3
PMG 593	Applied Project	Fall/Spring	3
Elective Courses			
OGL 558	Leading Organizational Innovation	Spring	3
OGL 565	The Future of Work and Organizations	Fall	3
OGL 562	Resource Development in Organizations: A Multiple Capitals Approach	Spring	3
OGL 574	Qualitative Data Analysis in Leadership Research	Fall	3
OGL 575	Quantitative Data Analysis in Leadership Research	Spring	3
PMG 531	Leading Integrative Teams	Fall	3
PMG 532	Project and Program Assessment	Fall	3
PMG 533	Stakeholder Engagement	Spring	3
TGM 515	Navigating Global and Regional Business Environments	Fall/Spring	3
TGM 557	Global Marketing and Data Analytics	Fall/Spring	3
HCI 538	Innovation and the Individual	Fall	3
HCI 542	Systems Thinking in a Complex Environment	Fall/Spring	3
SOS 509	Leading Sustainability Transitions	Fall/Spring	3
SOS 545	Creating Sustainable Organizations		3
GTD 506	Applied Project Methods in Global Development	Fall/Spring	3
NLM 515	Nonprofit Organizational Behavior and Principles of Management	Fall	3
NLM 560	Leadership and Ethics in the Nonprofit Sector	Fall/Spring	3
NLM 545	Volunteer Resource Management	Fall/Spring	3
SOS 591	Special Topic: Society and Natural Resources Management	Varies	3

Total Required Credit Hours - 33 Credits

COURSE DESCRIPTIONS		
REQUIRED COURSES		
Course	Course Title	Credits
PMG 501	<p style="text-align: center;">Project Management Theory</p> <p>Provides an overview of theories that guide conceptual development and application of project management (PM). Topics include theory building, paradigms of knowledge creation, and constructs related to the three domains of project management (people, process, and business environment). Using a critical analysis approach, it examines conventional and emerging theories of project management and related tasks, including: identifying and empowering stakeholders; leading and governing projects; communicating and building shared understanding among stakeholders; managing human resources; budgeting and allocating resources; and assessing and managing risks. Students will develop analytical, communicative, and creative skills that enable them to interpret, synthesize, and apply theories to solve complex project management problems.</p>	3
PMG 502	<p style="text-align: center;">The Thoughtful Project: Aligning Purpose with Approach</p> <p>Students hone their capacity to ask questions and critically evaluate different approaches to data collection, decision-making, communication and documentation. Using a graduate seminar-style approach to examine some of the most recent findings and trends among social scientists and project management scholars and practitioners, students tackle weekly case studies pulled from diverse organizational contexts that reflect the project management principles of value, systems thinking, leadership, complexity, adaptability, resiliency and change. (Prerequisite PMG 501 and PMG 504)</p>	3
PMG 503	<p style="text-align: center;">Impact Analysis and Sustainability in Project Management</p> <p>Sustainable development and project management are interconnected. This integrated engagement allows for the continual assessment and implementation of sustainable practices in the process of managing a project and addressing the following key concerns. What are the immediate and long-term environmental and social impacts of the project? What are the risks? Who are the stakeholders? Project managers have the capacity to affect the project cycle at each stage and apply models and techniques for planning, implementing, communicating, evaluating and completing projects through the lens of environmental and social sustainability. The project manager has the space to be a change agent in making a difference on each individual project and beyond as the world is increasingly focused on a more sustainable future. This course will critically evaluate the role of and methodology used by the project manager in implementing and evaluating sustainability in project life cycles.</p>	3
PMG 504	<p style="text-align: center;">Social Psychological Perspectives in Project Management</p> <p>Social psychology is defined by the social influence that all people have on the beliefs, feelings and behavior of others. Studies social influences, the behavioral ramifications</p>	3

	<p>associated with the psychology of social processes and the ramifications for organizations and project managers. The foundations of the field of social psychology, methodological approaches, interdisciplinary perspectives, and application-oriented ideas and innovations form a basis that integrates scholarship and applied social psychology to gain an enhanced perspective on the social influences associated with organizational and interpersonal behavior. From a project management perspective, explores ideas as diverse as social cognition, interpersonal influence, attitude formation and differentiation, social dynamics of teams, and persuasion.</p> <p>(Can be substituted by taking OGL 520)</p>	
PMG 510	<p>Interactive Learning: Scope, Schedule, and Cost Management</p> <p>Built around interactive learning technology to provide opportunities for learning about the knowledge, processes and vocabulary of project management focused on scope management, schedule management, cost management and performance measurement. Encourages integrative thinking toward effectively managing any type of project. Adaptive learning technology allows students to proceed at their own pace so that they may review key concepts, technical knowledge and processes as needed. As students proceed through the case study, periodic assessments help the system direct them to content that either initiates or reinforces course objectives. All content for this course is contained within the simulation, with culminating assessments determining whether students have successfully completed the course or need additional learning opportunities.</p>	1
PMG 511	<p>Interactive Learning: Risk and Procurement Management</p> <p>Built around interactive learning technology to provide opportunities for learning about the knowledge, processes and vocabulary of project management focused on risk management and procurement management. Encourages integrative thinking toward effectively managing any type of project. Adaptive learning technology allows students to proceed at their own pace so that they may review key concepts, technical knowledge and processes as needed. As students proceed through the case study, periodic assessments help the system direct them to content that either initiates or reinforces course objectives. All content for this course is contained within the simulation, with culminating assessments determining whether students have successfully completed the course or need additional learning opportunities.</p>	1
PMG 512	<p>Interactive Learning: Quality, Resource, and Communication Management</p> <p>Built around interactive learning technology to provide opportunities for learning about the knowledge, processes and vocabulary of project management focused on quality management, resource management and communication management. Encourages integrative thinking toward effectively managing any type of project. Adaptive learning technology allows students to proceed at their own pace so that they may review key concepts, technical knowledge and processes as needed. As students proceed through the case study, periodic assessments help the system direct them to content that either initiates or reinforces course objectives. All content for this course is contained within the simulation, with culminating assessments determining whether students have</p>	1

	successfully completed the course or need additional learning opportunities.	
PMG 582	<p style="text-align: center;">Developing the Plan in Project Management</p> <p>Capstone planning course builds upon the methods and techniques presented in prior core project management curriculum. Students undertake an applied project focused on a specific problem or opportunity area within an organization or business environment. Students use research, benchmarking and alternative evaluations followed by critical thinking and technical skills to frame analytical models and creative solutions within a predictive, agile or hybrid approach. This is reflective of the Project Management Institute's three domains of People, Process and Business Environment. Course outcomes are an original capstone project plan document. Expectations are quality business writing and presentations with appropriate graduate academic level in the research components. (Prerequisite PMG 502)</p>	3
PMG 593	<p style="text-align: center;">Applied Project</p> <p>This is the culminating learning experience for the Master of Project Management graduate degree at Arizona State University. Students will undertake an applied project focused on a specific problem or opportunity area within an organization or business environment. Students conduct research, use benchmarking, and apply alternative evaluations to operationalize the plan developed in PMG 583. This learning artifact will be an individualized learning experience created by the student with guidance from the course instructor and will comprise the Project Management Institutes three domains of People, Process and Business Environment. (Prerequisite PMG 582)</p>	3
ELECTIVE COURSES		
OGL 558	<p style="text-align: center;">Leading Organizational Innovation</p> <p>Every modern organization, regardless of sector or mission, must have leaders who understand the impacts of continuous innovation on organizational success and sustainability. Students will develop an understanding of the levels at which innovation occurs in organizations, the impact of various leadership behaviors on organizational innovation, make connections among organizational structures, processes, and procedures that foster innovation in organizations, and develop conceptual models from the literature.</p>	3
OGL 565	<p style="text-align: center;">The Future of Work</p> <p>This course focuses on the dynamic nature of work, labor, and occupations related to social and technological change, the impacts on workers, management, and society. New and changing occupations and leadership roles related to new economies of scale are also addressed.</p>	3
OGL 562	<p style="text-align: center;">Resource Development in Orgs: A Multiple Capitals Approach</p> <p>Many types of resources are needed for organizations to achieve long-term sustainability. This course surveys various capital resources firms need to succeed. Students will learn about tools such as the International Integrated Reporting Council's six capitals framework (financial, manufactured, intellectual, human, social, natural) and theories that undergird these models. Through readings, case</p>	3

	studies, and assignments, students will learn about the process of value creation; the relationship between resources and an organization's business model; how the various forms of capital can be measured and reported; and what leaders can do to intentionally develop multiple forms of capital in a way that creates financial returns for the organization.	
OGL 574	Qualitative Data Analysis in Leadership Research Students learn research design and research methods in leadership using qualitative approaches.	3
OGL 575	Quantitative Data Analysis in Leadership Research The objectives of this course are to provide a broad understanding of the theoretical and methodological issues involved in basic data analysis in leadership research. As such, this course aims to expose students to the assumptions, principles and applications of basic quantitative research methods and analytical techniques, such as t-test, ANOVA and simple regression. This course uses the SPSS statistical software.	3
PMG 531	Leading Integrative Teams Students will read and analyze recent project management team research results. In a team setting, students will design and propose strategies and approaches for tackling project team challenges within actual organizational contexts. The project team challenges may relate to the following concepts: facilitation, shared goals, alliance building, conflict management, negotiation, empathy, intellectual humility, intercultural respect, delegation, trust, commitment, and mentoring.	3
PMG 532	Project and Program Assessment Examines methods and techniques of projects to insure the adoption of best practices for more agile and effective projects. Includes an analysis and application of contemporary issues and tools impacting assessment in project management. Provides a comprehensive analysis of project practices compared with current best practice standards.	3
PMG 533	Stakeholder Engagement No project exists in a vacuum--projects of all sizes and degrees of complexity are imagined, executed and ultimately evaluated by stakeholders, and stakeholders are often the key to project success or failure. Focuses on the importance of project stakeholders: the initial stage of identifying all parties involved or affected by a proposed project, analyzing their degree of involvement and impact on the project, planning how best to engage and communicate with stakeholders throughout the project lifecycle, and how to do so in an ethical way. While stakeholder theory is incorporated, the aim is for students to develop this key soft skill for interacting with and managing the interests of diverse stakeholders in real-world project situations.	3
NLM 515	Nonprofit Organizational Behavior and Principles of Management Organizational behavior theories and effective management practices for nonprofits. Focuses on designing systems and developing habits to optimize the performance of	3

	individual employees and teams, in the context of the organization's goals, culture and capacity.	
NLM 560	<p style="text-align: center;">Leadership and Ethics in the Nonprofit Sector</p> <p>Explores the framework of theoretical foundations and practical application of leadership and ethics in decision-making within the nonprofit sector. Participants will apply reflective practice and narrative inquiry as methodology to enhance their understanding of ethical dilemmas presented in readings, research and personal experience.</p>	3 online
TGM 504	<p style="text-align: center;">Managing Organizations from a Global Perspective</p> <p>Covers two key aspects of successfully managing an organization in a global environment. The first component covers the strategic direction of the organization, and the second component discusses how to harness the power of people in the organization to build teams and lead people to execute the strategy.</p>	3
TGM 515	<p style="text-align: center;">Navigating Global and Regional Business Environments</p> <p>Globalization has dramatically expanded opportunities for international trade, investment and economic development, but potential trade disputes, international financial crises, political risks, international environmental regulations and ethical dilemmas in global business have also emerged. The first part of the course develops analytical tools for understanding the rapidly changing and dynamic global business environment, especially in the era of 4th Industrial Revolution. With these tools, managers are better prepared to manage risks and take advantage of opportunities in the global economy. The second part deals with the regional business environment. This part begins with a brief geographical, demographic and cultural overview of the region, and develops tools for analysis useful to assessing the business environment. While the emphasis is on a specific region, the same tools could be applied to any region of the world.</p>	3
TGM 557	<p style="text-align: center;">Global Marketing and Data Analytics</p> <p>Global companies are embracing digital technologies to better understand their customers' journey and subsequent word-of-mouth discussions consumers have about their product online. This course is about understanding how multinational organizations make strategic use of Big Data to gain a competitive advantage in the global economy. It delves into the understanding of global data, choosing whether to enter a foreign market, how to evaluate different foreign markets, the best methods for entering different markets, the market research design process, understanding consumer and B2B customer behavior, and ethical issues encountered in global marketing.</p>	3
NLM 545	<p style="text-align: center;">Volunteer Resource Management</p> <p>Core topics in effective management of volunteers in carrying out the mission of organizations and ensuring volunteers have good experience with community organizations.</p>	3
HCI 538	<p style="text-align: center;">Innovation and the Individual</p> <p>Role of the innovator, including the essential insight, leadership styles, vision, ethical wisdom, resiliency and the development of an attitude supportive of risk taking.</p>	3

	Examines and correlates different situational challenges with types of intelligence, behaviors, learning styles.	
HCI 561	<p style="text-align: center;">Innovation Methods</p> <p>Explores methods to generate innovation for use in a health care setting. Provides tools and practice in generating ideas, exploring utilizing appreciative inquiry, and demonstrating competencies related to the theories and processes of innovation.</p>	3
HCI 542	<p style="text-align: center;">Systems Thinking in a Complex Environment</p> <p>Explores systems thinking theories and methodologies in the context of the complex and often chaotic environment of health care. Examines opportunities and challenges for innovation and innovative leadership in the health care system.</p>	3
SOS 509	<p style="text-align: center;">Leading Sustainability Transitions</p> <p>The vast majority of organizations must significantly change their operational models in order to become sustainable. Leaders must determine how to champion this change, generate momentum, and align internal reward systems to facilitate these transitions. Exposes students to different change models that are applicable to private, public and nonprofit organizations. Introduces a variety of practical cases that serve as a foundation to apply different frameworks that help transition organizations toward being sustainable.</p>	3
SOS 545	<p style="text-align: center;">Creating Sustainable Organizations</p> <p>Sustainability is a strategic concern for managers in all types of organizations: private, public and nonprofit. Forward-thinking managers are redefining their operational strategies to balance economic development, environmental quality and social justice needs. By drawing on practical cases and a real-time project with a local client, students explore these connections through multiple lenses. Topics covered include creating organization change, involving stakeholders, transformational vs. incremental sustainability, sustainability market strategies, strategic alliances, enhancing the organization value from sustainability initiatives, and assessing organization sustainability.</p>	3
SOS 591	<p style="text-align: center;">Special Topic: Society and Natural Resources Management</p> <p>This course explores the relationship between society and natural resources. Emphasis is on social and institutional dimensions of common pool natural resources management. Some of the specific topics to be covered include contribution of sociology to the study of natural resources, changing paradigms and theories, political economy of natural resources management, collective action and the commons, community-based resource management, co-management, property rights and institutions governing the use and maintenance of the resource. This will be a reading and writing intensive course.</p>	3
GTD 506	<p style="text-align: center;">Applied Project Methods in Global Development</p> <p>Surveys theoretical frameworks, research methods and knowledge mobilization techniques for research and creative applied projects in global development.</p>	3