

Emphasis Learning Outcomes with new competencies model

1. Define key *Learning Competencies* of students that graduate from the Business Degrees at ITU
 - a. Competency is: a defining capability or advantage that distinguishes a business student from other degree students (internal and external) (*Oxford Dictionaries*)
 - b. As defined by WSCUC, the five (5) core competencies that a student needs to develop in order to be successful at school, at work and in their lives are: Writing, Oral Communication, Quantitative Reasoning, Critical Thinking, and Information Literacy (*WSCUC, 2016. Retrieved from <https://www.wscuc.org/content/big-five-addressing-core-competencies>*)
 - c. According to Remake Learning, the goal of competency-based learning is to ensure that students are able to demonstrate knowledge, skills, and dispositions that are important to success in school, higher education, careers, and life (*Remake Learning. Retrieved from <http://remakelearning.org/competencies/>*)

2. Learning Competencies defined by the Business Department at ITU are:
 - a. LC 1: Communication (spoken, and written)
 - b. LC 2: Leadership (includes individual strengths, collaboration and teamwork)
 - c. LC 3: Critical Thinking
 - d. LC 4: Focused Knowledge

MBA EMPHASIS LEARNING OUTCOMES (ELOs)

The ELOs are intended to improve student learning in the following areas: analytical skills, communication, critical thinking, ethical reasoning, global position, information technology, and the legal systems. Upon completion of the MBA, graduates will:

ELO 1: Evaluate and apply theories for effective business practice. [Mapped to PLOs 1, 4, 5]

ELO 2: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. [**Mapped to** PLOs 2, 3, 4]

ELO 3: Select, analyze, and synthesize appropriate data for problem solving and decision-making to disseminate information to key stakeholders. [**Mapped to** PLOs 1, 2, 3, 4]

ELO 4: Interpret and predict global business trends in response to changing business environments and enhance organizational performance. [**Mapped to** PLOs 1, 2, 4, 5]

ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]

MBA ELOs mapping to Business Program Learning Competencies

Learning Competencies (LCs)	MBA ELOs
LC 1: Communication (spoken, and written)	<p>ELO 2: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. [Mapped to PLOs 2, 3, 4]</p> <p>ELO 3: Select, analyze, and synthesize appropriate data for problem solving and decision-making to disseminate information to key stakeholders. [Mapped to PLOs 1, 2, 3, 4]</p>
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 3: Select, analyze, and synthesize appropriate data for problem solving and decision-making to disseminate information to key stakeholders. [Mapped to PLOs 1, 2, 3, 4]</p> <p>ELO 4: Interpret and predict global business trends in response to changing business environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>
LC 3: Critical Thinking	<p>ELO 3: Select, analyze, and synthesize appropriate data for problem solving and decision-making to disseminate information to key stakeholders. [Mapped to PLOs 1, 2, 3, 4]</p> <p>ELO 4: Interpret and predict global business trends in response to changing business environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform business practice</p>

	using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]
LC 4: Focused Knowledge	<p>ELO 1: Evaluate and apply theories for effective business practice. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 4: Interpret and predict global business trends in response to changing business environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>

BUSINESS ANALYTICS – STEM OFFERS FIVE AREAS OF SKILL:

Technical: The technical courses offer the Business Analytics Professionals the education, proficiencies and capabilities to know what technology can do.

Organizational / Process: The Business Analytics Professionals will be given a chance to build up understanding and proficiencies in the fields of organizational change management, business process analysis, business process improvement, and enterprise strategy and planning.

Practical Reasoning: Courses in this area will develop the Business Analytics Professionals capability to efficiently conceptualize, apply, study, create, and assess the collected information.

Administration / Management / Leadership: The courses in these areas will discuss the understanding, proficiencies, and capabilities necessary to manage work and to encourage and support individuals and teams to complete project tasks and objectives.

Communication: Communication is important for the Business Analytics Professionals. The courses will consist of written and verbal practical communication, active listening and understanding, customer service, and team work.

The Business Analytics will prepare the students to take the following certificates: Certification of Competency in Business Analysis (CCBA), and Certified Business Analysis Professional (CBAP).

EMPHASIS LEARNING OUTCOMES (ELOs):

The Business Analytics aims to help students to graduate with the ability to:

ELO 1: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. **[Mapped to PLOs 2, 3, 4]**

ELO 2: Design systems to mechanize data collection and data mining that can deeply influence business performance. **[Mapped to PLOs 1, 4, 5]**

ELO 3: Determine appropriate data analytics methodologies to support critical thinking for decision making. **[Mapped to PLOs 1, 4, 5]**

ELO 4: Identify situations to apply Decision Sciences practices for optimal business outcomes. **[Mapped to PLOs 1, 4, 5]**

ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. **[Mapped to PLOs 1, 2, 3, 4, 5]**

Business Analytics - STEM ELOs mapping to Business Program Learning Competencies

Learning Competencies (LCs)	Business Analytics ELOs
LC 1: Communication (spoken, and written)	ELO 1: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. [Mapped to PLOs 2, 3, 4]
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 2: Design systems to mechanize data collection and data mining that can deeply influence business performance. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 3: Determine appropriate data analytics methodologies to support critical thinking for decision making. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>
LC 3: Critical Thinking	<p>ELO 3: Determine appropriate data analytics methodologies to support critical thinking for decision making. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 4: Identify situations to apply Decision Sciences practices for optimal business outcomes. [Mapped to PLOs 1, 4, 5]</p>

	<p>ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>
LC 4: Focused Knowledge	<p>ELO 2: Design systems to mechanize data collection and data mining that can deeply influence business performance. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 4: Identify situations to apply Decision Sciences practices for optimal business outcomes. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform business practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>

Enterprise Resource Planning (ERP)/ Systems, Applications, and Products (SAP) develops the following skills areas:

Analytical/ Critical Thinking: Intending ERP/SAP professionals will build analytical skills needed to make decisions based on business operating requirements, technical/technological limitations, and a variety of other factors. Professionals in this field are required to balance competing requirements to develop solutions.

Innovative Thinking: A key skill required of ERP/SAP professionals is the ability to think innovatively, and come up with innovative, cost effective, and operationally viable configuration solutions. This requires students to think outside the box, and use creativity in developing these solutions.

Technical / Computer Programming: A career as an ERP/SAP professional requires involvement in developing and/or overseeing the implementation of functional ERP/SAP modules for complex business requirements. Through practical, hands on classroom assignments, students will learn the nuances of ERP/SAP implementation. This also requires students to be proficient in a certain functional (e.g. marketing, accounting, HR, etc.) or technical (e.g. ABAP) area.

Collaboration & Interpersonal Communication: Communication is important for ERP/SAP professionals. Their ability to deal with other people is also critical to the success of implementation projects. ERP/SAP implementation experts are often the liaison between business process experts and technical teams. The courses will consist

of written and verbal practical communication, active listening and understanding, customer or client engagement, and teamwork.

ERP/SAP Emphasis Student Learning Outcomes

The student learning outcomes are intended to improve student learning in the following areas: analytical skills, communication, critical thinking, ethical reasoning, global position, information technology, and the legal systems. Upon completion of the MBA in ERP/SAP concentration, graduates will:

1. Evaluate key organizational processes for points of integration from a systems (ERP/SAP) perspective. **[Mapped to PLOs 1,3,4]**
2. Design, test, and execute business processes using SAP/ERP configuration tools. **[Mapped to PLOs 1,4,5]**
3. Formulate strategy (operational and IT) that takes into account current and future technological advances. **[Mapped to PLOs 2,4,5]**
4. Summarize the impact of globalization on organizational decisions especially as they relate to ERP/SAP implementations. **[Mapped to PLOs 1,2,4,5]**
5. Appraise and formulate a plan for professional expertise in a particular functional area (e.g. supply chain management, HR, finance, marketing, etc.) **[Mapped to PLOs 1, 2,3,4]**

ELOs mapping to Business Program Learning Competencies (LCs)

Learning Competencies (LCs)	Enterprise Resource Planning (ERP)/ Systems, Applications, and Products (SAP) ELOs
LC 1: Communication (spoken, and written)	ELO 3: Formulate strategy (operational and IT) that takes into account current and future technological advances [Mapped to PLOs 2,4,5]
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 1: Evaluate key organizational processes for points of integration from a systems (ERP/SAP) perspective. [Mapped to PLOs 1,3,4]</p> <p>ELO 2: Design, test, and execute business processes using SAP/ERP configuration tools. [Mapped to PLOs 1,4,5]</p> <p>ELO 5: Appraise and formulate a plan for professional expertise in a particular functional area (e.g. supply chain</p>

	management, HR, finance, marketing, etc.) [Mapped to PLOs 1, 2,3,4]
LC 3: Critical Thinking	<p>ELO 1: Evaluate key organizational processes for points of integration from a systems (ERP/SAP) perspective. [Mapped to PLOs 1,3,4]</p> <p>ELO 4: Summarize the impact of globalization on organizational decisions especially as they relate to ERP/SAP implementations. [Mapped to PLOs 1,2,4,5]</p>
LC 4: Focused Knowledge	<p>ELO 3: Formulate strategy (operational and IT) that takes into account current and future technological advances [Mapped to PLOs 2,4,5]</p> <p>ELO 5: Appraise and formulate a plan for professional expertise in a particular functional area (e.g. supply chain management, HR, finance, marketing, etc.) [Mapped to PLOs 1, 2,3,4]</p>

Financial Analysis and Risk Management develops five skills areas:

Mathematical / Quantitative: Students will have the chance to develop sound skills in mathematical and quantitative methods. This will involve application in reviewing financial forecasts, trends, and other reports.

Analytical: Intending professionals will build analytical skills needed to make predictive decisions based on models of risk, and other factors.

Innovative Thinking: A key skill required is the ability to think innovatively, and come up with new financial products or service offerings. This requires students to think outside the box, and use creativity in developing financial strategies after a careful consideration of risk.

Technical / Computer Skills: A career in financial analysis and risk management requires professionals to be involved in overseeing the development of complex computer code and algorithms to automate financial decisions. Through the courses in this concentration, students will have the opportunity to develop their technical skills.

Interpersonal Communication: Communication is important for professionals. Their ability to deal with other people is also critical to their success. The courses will consist of written and verbal practical communication, active listening and understanding, customer or client engagement, and teamwork.

Financial Analysis and Risk Management Emphasis Student Learning Outcomes:

The MBA in Financial Analysis and Risk Management aims to help students to graduate with the ability to:

1. Illustrate the knowledge of quantitative methods such as mathematics, statistics, and economics. **[Mapped to PLOs 4]**
2. Design strategies that minimize financial risk using financial instruments. **[Mapped to PLOs 1,4,5]**
3. Identify, formulate, and solve financial problems from an integrated systems perspective. **[Mapped to PLOs 1,2,4,5]**
4. Create data modeling tools for predictive financial decision making and risk management. **[Mapped to PLOs 1,3,4,5]**
5. Summarize the effect of financial analysis and risk management solutions in an economic, environmental, and societal framework. **[Mapped to PLOs 1,2,4,5]**

Financial Analysis and Risk Management ELOs mapping to Business Program Learning Competencies (LCs)

Learning Competencies (LCs)	Financial Analysis and Risk Management ELOs
LC 1: Communication (spoken, and written)	ELO 5: Summarize the effect of financial analysis and risk management solutions in an economic, environmental, and societal framework [Mapped to PLOs 1,2,4,5]
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 2: Design strategies that minimize financial risk using financial instruments. [Mapped to PLOs 1,4,5]</p> <p>ELO 3: Identify, formulate, and solve financial problems from an integrated systems perspective. [Mapped to PLOs 1,2,4,5]</p> <p>ELO 4: Create data modeling tools for predictive financial decision-making and risk management. [Mapped to PLOs 1,3,4,5]</p>
LC 3: Critical Thinking	<p>ELO 2: Design strategies that minimize financial risk using financial instruments. [Mapped to PLOs 1,4,5]</p> <p>ELO 3: Identify, formulate, and solve financial problems from an integrated</p>

	systems perspective. [Mapped to PLOs 1,2,4,5]
LC 4: Focused Knowledge	<p>ELO 1: Illustrate the knowledge of quantitative methods such as mathematics, statistics, and economics. [Mapped to PLOs 4]</p> <p>ELO 5: Summarize the effect of financial analysis and risk management solutions in an economic, environmental, and societal framework. [Mapped to PLOs 1,2,4,5]</p>

Healthcare Management develop five skills areas:

- 1. Decision Making:** Managers of healthcare facilities are in charge of collecting important information and listening to the arguments to make a decision.
- 2. Teamwork:** Healthcare managers need to work with their staff to make sure the facility is running effectively and successfully. In business, teamwork is essential in many areas to encourage and support colleagues.
- 3. Financial Management:** Healthcare managers need to be familiar with financial management. The managers of all healthcare facilities have budgets they must follow, and they work with accountants and advisers to make sure their facilities stay financially safe.
- 4. Communication and Interpersonal Skills:** It is important to communicate well with patients and colleagues. Healthcare managers work with their own staff, and they interact with clients and professionals. Interpersonal skills are necessary for healthcare managers because they are working with sad, sick, or stressed patients. This creates a challenge, and needs understanding and sympathy.
- 5. Industry-Healthcare Knowledge:** People pursuing a career in the healthcare management need to have scientific and medical knowledge. This will help them communicate effectively with doctors, nurses and medical staff.

EMPHASIS LEARNING OUTCOMES (ELOS):

The Healthcare Management aims to help students to graduate with the ability to:

ELO 1: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. **[Mapped to PLOs 2, 3, 4]**

ELO 2: Select relevant business skills to innovate and improve productivity in the healthcare environment. **[Mapped to PLOs 1, 2, 4, 5]**

ELO 3: Interpret and predict global business trends in response to changing healthcare environments and enhance organizational performance. **[Mapped to PLOs 1, 2, 4, 5]**

ELO 4: Determine appropriate data analytics methodologies to support critical thinking for decision making. [Mapped to PLOs 1, 4, 5]

ELO 5: Illustrate skills from numerous disciplines to transform healthcare practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]

Health Care Management ELOs mapping to Business Program Learning Competencies

Learning Competencies (LCs)	Health Care Management ELOs
LC 1: Communication (spoken, and written)	ELO 1: Identify and build skills to work and communicate successfully with varied groups that motivate joint ownership of results. [Mapped to PLOs 2, 3, 4]
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 2: Select relevant business skills to innovate and improve productivity in the healthcare environment. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 3: Interpret and predict global business trends in response to changing healthcare environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 4: Determine appropriate data analytics methodologies to support critical thinking for decision making. [Mapped to PLOs 1, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform healthcare practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>
LC 3: Critical Thinking	<p>ELO 3: Interpret and predict global business trends in response to changing healthcare environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 4: Determine appropriate data analytics methodologies to support critical thinking for decision making. [Mapped to PLOs 1, 4, 5]</p>
LC 4: Focused Knowledge	ELO 2: Select relevant business skills to

	<p>innovate and improve productivity in the healthcare environment. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 3: Interpret and predict global business trends in response to changing healthcare environments and enhance organizational performance. [Mapped to PLOs 1, 2, 4, 5]</p> <p>ELO 5: Illustrate skills from numerous disciplines to transform healthcare practice using entrepreneurial and innovative perspectives. [Mapped to PLOs 1, 2, 3, 4, 5]</p>
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Management Information Systems develops the following skills areas:

Analytical/ Critical Thinking: Intending MIS professionals are required to be “expert generalists” and be proficient in analyzing business and IT requirements.

Strategic Thinking: MIS professionals will be involved in implementing Operational and/or IT strategy for organizations. Coursework will prepare students to think in terms of strategy driven vision, mission, and project plans required for success in organizations.

Technical Proficiency: A career as an MIS professional requires some knowledge of IT technologies and associated architectures. MIS coursework will provide students groundwork in practicing their skills in such technical domains.

Project & Program Management: MIS professionals at various stages in their career will be involved in managing IT and/or Operations projects as analysts or specialists. A foundation in project/program management principles will be critical to their success.

Collaboration & Interpersonal Communication: Communication is important for MIS professionals. Their ability to deal with other people is also critical to the success of IT and/or Operations strategy. The courses will consist of written and verbal practical communication, active listening and understanding, customer or client engagement, and teamwork.

Management Information Systems Emphasis Student Learning Outcomes

These learning outcomes are intended to improve student skills and knowledge in the following areas: analytical skills, communication, critical thinking, ethical reasoning, global position, information technology, and the legal systems. Upon completion of the MBA in MIS concentration, graduates will:

1. Identify the role of Management Information Systems in leadership decision making to attain competitive advantage. **[Mapped to PLOs 1,4,5]**
2. Design and develop information systems to present solutions to business needs. **[Mapped to PLOs 1,2,3,4]**
3. Generate the strategic plans in terms of direction, mission, and vision for information systems projects. **[Mapped to PLOs 1,2,4,5]**
4. Construct a coherent plan that addresses laws and regulations, compliance, and security concerns within a business entity. **[Mapped to PLOs 2,3,4,5]**
5. Explain and develop an efficient MIS project that meets relevant professional criteria and principles. **[Mapped to PLOs 2,3,4,5]**

Management Information Systems ELOs mapping to Business Program Learning Competencies (LCs)

Learning Competencies (LCs)	Management Information Systems ELOs
LC 1: Communication (spoken, and written)	<p>ELO 2: Design and develop information systems to present solutions to business needs [Mapped to PLOs 1,2,3,4]</p> <p>ELO 5: Explain and develop an efficient MIS project that meets relevant professional criteria and principles [Mapped to PLOs 2,3,4,5]</p>
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 1: Identify the role of Management Information Systems in leadership decision making to attain competitive advantage [Mapped to PLOs 1,4,5]</p> <p>ELO 2: Design and develop information systems to present solutions to business needs [Mapped to PLOs 1,2,3,4]</p> <p>ELO 3: Generate the strategic plans in terms of direction, mission, and vision for information systems projects [Mapped to PLOs 1,2,4,5]</p> <p>ELO 5: Explain and develop an efficient MIS project that meets relevant professional criteria and principles [Mapped to PLOs 2,3,4,5]</p>
LC 3: Critical Thinking	ELO 1: Identify the role of Management Information Systems in leadership decision making to attain competitive advantage [Mapped to PLOs 1,4,5]

	ELO 4: Construct a coherent plan that addresses laws and regulations, compliance, and security concerns within a business entity [Mapped to PLOs 2,3,4,5]
LC 4: Focused Knowledge	<p>ELO 1: Identify the role of Management Information Systems in leadership decision making to attain competitive advantage [Mapped to PLOs 1,4,5]</p> <p>ELO 4: Construct a coherent plan that addresses laws and regulations, compliance, and security concerns within a business entity [Mapped to PLOs 2,3,4,5]</p>

Project Management develops the following skills areas:

Leadership & Management: This is one of the most critical skills required of intending Project Managers. Coursework in leadership, and project management seeks to hone this skillset in students. In addition, campus clubs and extra curricular activities will provide students to practice these skills in a non-threatening, non-judgmental environment.

Strategic Thinking: Project Managers will be involved in implementing managing several projects at a time. It is critical for students to understand organizational constraints, client vision, as well as other strategic areas in order to be successful in their roles. Through their coursework, students will understand each of these components and their interactions to maximize their success on the job.

Problem Solving: In their roles as project managers, students will be required to employ specific frameworks to identify and solve the problems they are faced with on projects. Coursework will equip students with the academic and practical knowledge of problem solving techniques. Case studies, and other in-class problems, will challenge students to identify innovative solutions to problems identified.

Organizational Awareness: As a project manager involved with several stakeholders and clients, students will be required to understand the hierarchy of, and the structure of the organization(s) they are working with. This awareness makes a great contribution to the project manager’s abilities to identify problems, and provide innovative solutions to problems identified.

Collaboration & Interpersonal Communication: Communication is critical for Project Managers. Through the course of their work, they liaise with a variety of people internal and external to the organization such as senior executive, IT teams, and business

operations teams. The courses will consist of written and verbal practical communication, active listening and understanding, customer or client engagement, and teamwork. In addition, campus clubs and extra curricular activities will provide students to practice their communication skills in a non-threatening, non-judgmental environment.

Project Management Emphasis Student Learning Outcomes

The student learning outcomes are intended to improve student learning in the following areas: analytical skills, communication, critical thinking, ethical reasoning, global position, information technology, and the legal systems. Upon completion of the MBA in Project Management concentration, graduates will:

1. Examine individual enterprise projects for effective selection and initiation [PLOs 1,3,4]
2. Design project plans that accurately forecast project parameters such as costs, budgets, timelines, and quality. [PLOs 1,2,4,5]
3. Devise processes for successful project monitoring, such as resource procurement, team scheduling and communication, quality control, and risk and change management. [PLOs 1,2,3,4]
4. Formulate strategies to report effectively on project performance, and deliverables in line with stakeholder expectations. [PLOs 1,2]
5. Appraise and apply traditional and agile project methodologies to ensure appropriate outcomes in line with organization or client requirements. [PLOs 1,3,4,5]

Project Management ELOs mapping to Business Program Learning Competencies (LCs)

Learning Competencies (LCs)	Project Management ELOs
LC 1: Communication (spoken, and written)	<p>ELO 3: Devise processes for successful project monitoring, such as resource procurement, team scheduling and communication, quality control, and risk and change management. [Mapped to PLOs 1,2,3,4]</p> <p>ELO 4: Formulate strategies to report effectively on project performance, and deliverables in line with stakeholder expectations. [Mapped to PLOs 1,2]</p>
LC 2: Leadership (includes individual strengths, and collaboration)	<p>ELO 2: Design project plans that accurately forecast project parameters such as costs, budgets, timelines, and quality. [Mapped to PLOs 1,2,4,5]</p> <p>ELO 3: Devise processes for successful project monitoring, such as resource</p>

	<p>procurement, team scheduling and communication, quality control, and risk and change management. [Mapped to PLOs 1,2,3,4]</p> <p>ELO 5: Appraise and apply traditional and agile project methodologies to ensure appropriate outcomes in line with stakeholder expectations. [Mapped to PLOs 1,3,4,5]</p>
LC 3: Critical Thinking	<p>ELO 1: Examine individual enterprise projects for effective selection and initiation. [Mapped to PLOs 1,3,4]</p> <p>ELO 3: Devise processes for successful project monitoring, such as resource procurement, team scheduling and communication, quality control, and risk and change management. [Mapped to PLOs 1,2,3,4]</p> <p>ELO 4: Formulate strategies to report effectively on project performance, and deliverables in line with stakeholder expectations. [Mapped to PLOs 1,2]</p>
LC 4: Focused Knowledge	<p>ELO 1: Examine individual enterprise projects for effective selection and initiation. [Mapped to PLOs 1,3,4]</p> <p>ELO 2: Design project plans that accurately forecast project parameters such as costs, budgets, timelines, and quality. [Mapped to PLOs 1,2,4,5]</p> <p>ELO 3: Devise processes for successful project monitoring, such as resource procurement, team scheduling and communication, quality control, and risk and change management. [Mapped to PLOs 1,2,3,4]</p>

