Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information:

Course Number and Title: CMGT 475 Construction Project Management

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[ ] Fully Online
[x] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State’s Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. CMGT 475 Construction Project Management satisfies three units of the Foundation Program’s Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes (ULOs) along with a variety of other course-specific goals.

ULO 2: Oral Communication
ULO 3: Critical Inquiry
ULO 4: Innovation and Teamwork
ULO 5: Ethics

CMGT 475 provides a culminating capstone experience for senior construction management majors by providing a context in which students consider a holistic approach to managing the full scope, cost and schedule of a complex construction project. In this course, you will experience the role of the construction project manager, who must possess a thorough understanding of the total project process including concept, design, procurement, building, and delivery of the functioning project, satisfying the needs of the project owners and users. Accepting the position of construction project manager means taking professional responsibility as a leader and member of a multi-disciplinary team, working in diverse environments, assessing risks, and showing definitive progress, while maintaining a balance among the often conflicting priorities of cost, schedule, quality, safety, environmental concerns, client relations, and personal and professional ethics. Similar to what you can expect in your professional careers, you will make oral presentations related to the topics covered in class, and will also evaluate other student presentations in order to develop effective communication skills, both as speaker and listener. You will hone your critical inquiry skills by defining, evaluating, and presenting defensible solutions to current challenges in effective construction project management, and you will be challenged to think creatively and work effectively in teams to produce, evaluate, and implement innovative and feasible solutions to the problems presented in class. After successful completion of this course, you will have improved your ability to:

• ULO 2 Make an effective, organized presentation with a compelling and memorable message
• ULO 2 Support your presentation with appropriate and relevant materials that contribute to your credibility and authority
• ULO 2 Communicate effectively as a listener
• ULO 3 Articulate problems, questions and issues
• ULO 3 Diagnose failures in reasoning and use evidence and principles to develop corrective actions
• ULO 3 Collect, organize and present accurate data and evidence to support and justify decisions
• ULO 4a Evaluate risks and explore new ideas
• ULO 4a Integrate alternate, divergent, or contradictory perspectives
• ULO 4a Transform ideas to find new ways to solve problems
• ULO 4b Foster a constructive team climate
• ULO 4b Contribute to team meetings
Part III. Design for Accessibility:

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

Any online readings assignments will be checked for readability by a screen reader. (The department will consult Academic Technologies if needed to review electronic materials). Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center.

Part IV. Evidence of Quality Course Design:

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see table below.

Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

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Boise State University  
Foundational Studies Course  

Course Number and Title: CMGT 475 Construction Project Management

**Course Design Table**

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Prepare a project plan and schedule for a full construction project.</td>
<td>• Students submit an initial project plan in accepted construction project format, including cost estimate, schedule for completion, team organization plan, site-specific safety hazard analysis, and a site utilization plan. Required information is complete and well organized. Project cost, schedule, safety, quality, and site layout requirements are accurately identified and are easily found in the document. Transmittal letter is well written in professional business language with no errors in spelling or grammar.</td>
<td>• Review material in text related to project planning. • Group project: Prepare an initial project plan with detailed information for approval by the fictional project client.</td>
</tr>
</tbody>
</table>

- **ULO 3: Critical Inquiry**
- **ULO 4a & 4b: Innovation and Teamwork**
- 3.1 - Articulate problems, questions and issues.
- 3.3 - Diagnose failures in reasoning and use evidence and principles to develop corrective actions.
- 3.2 - Collect, organize and present accurate data and evidence to support and justify decisions.
- 4a.2 - Evaluate risks and explore new ideas.
- 4a.4 - Integrate alternate, divergent, or contradictory perspectives.
- 4a.6 - Transform ideas to find new ways to solve problems.
- 4b.5 - Foster a constructive team climate.
- Contribute to team meetings.
- 4b.6 - Identify effective, constructive responses to team conflicts.
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<tr>
<td>ULO 3: Critical Inquiry</td>
<td>3.1 - Articulate problems, questions and issues.</td>
<td>Apply purchasing practices including preparation, review, and tracking of submittals. Integrate ethical decision-making into purchasing practices.</td>
<td>Students submit a document submittal package in accepted construction project format. Required information is complete and well organized. Submittal needs have been accurately identified and are easily found in the document. Potential ethical dilemmas are anticipated and discussed, and solutions are proposed. Transmittal letter is well written in professional business language with no errors in spelling or grammar.</td>
<td>Review material in text related to purchasing practices and submittal preparation.</td>
</tr>
<tr>
<td>ULO 4a &amp; 4b: Innovation and Teamwork</td>
<td>3.3 - Diagnose failures in reasoning and use evidence and principles to develop corrective actions. 3.2 - Collect, organize and present accurate data and evidence to support and justify decisions. 4a.2 - Evaluate risks and explore new ideas. 4a.4 - Integrate alternate, divergent, or contradictory perspectives. 4a.6 - Transform ideas to find new ways to solve problems. 4b.5 - Foster a constructive team climate. 4b.1 - Contribute to team meetings. 4b.6 - Identify effective, constructive responses to team conflicts. 5.2 - Analyze ethical issues in the domain of construction project management. 5.3 - Demonstrate ethical reasoning and receptiveness in decision-making.</td>
<td></td>
<td></td>
<td>Group project: Prepare a complete document submittal package with detailed information for approval by the fictional project client. Identify any potential ethical issues and discuss potential solutions.</td>
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<td>ULO 5: Ethics</td>
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| **ULO 3: Critical Inquiry** | **ULO 4a & 4b: Innovation and Teamwork** | • 3.1 - Articulate problems, questions and issues.  
• 3.3 - Diagnose failures in reasoning and use evidence and principles to develop corrective actions.  
• 3.2 - Collect, organize and present accurate data and evidence to support and justify decisions.  
• 4a.2 - Evaluate risks and explore new ideas.  
• 4a.4 - Integrate alternate, divergent, or contradictory perspectives.  
• 4a.6 - Transform ideas to find new ways to solve problems.  
• 4b.5 - Foster a constructive team climate.  
• 4b.1 - Contribute to team meetings.  
• 4b.6 - Identify effective, constructive responses to team conflicts. | • Implement contract documentation and recordkeeping to construction projects.  
• Students submit a project recordkeeping plan in accepted construction project format. Required information is complete and well organized. Contract requirements have been accurately identified and are easily found in the document. Transmittal letter is well written in professional business language with no errors in spelling or grammar. | • Review material in text related to project documentation and recordkeeping.  
• Group project: Prepare a project recordkeeping plan with detailed information for approval by the fictional project client. |
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<th>3.1 - Articulate problems, questions and issues.</th>
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<td>3.3 - Diagnose failures in reasoning and use evidence and principles to develop corrective actions.</td>
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<td>ULO 5: Ethics</td>
<td>3.2 - Collect, organize and present accurate data and evidence to support and justify decisions.</td>
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<td>4a.2 - Evaluate risks and explore new ideas.</td>
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<td>4b.6 - Identify effective, constructive responses to team conflicts.</td>
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<td>5.2 - Analyze ethical issues in the domain of construction project management.</td>
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<td>5.3 - Demonstrate ethical reasoning and receptiveness in decision-making.</td>
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| Course Learning Outcomes: By the end of this course, each student should be able to… | Determine subcontract scope and contractual requirements and summarize subcontract management techniques. Integrate ethical decision-making into subcontract administration practices. |
| Assessment Method: Evidence of Student Learning | Students submit a subcontract scope of work statement in accepted construction project format. Required information is complete and well organized. Subcontract requirements have been accurately identified and are easily found in the document. Potential ethical dilemmas are anticipated and discussed, and solutions are proposed. Transmittal letter is well written in professional business language with no errors in spelling or grammar. |

<p>| Planned Teaching &amp; Learning Activities / Pedagogy | Review material in text related to subcontract administration. Group project: Prepare a subcontract scope of work statement with detailed information for approval by the fictional project client. Identify any potential ethical issues and discuss potential solutions. |</p>
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<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
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| **ULO 3: Critical Inquiry** | • 3.1 - Articulate problems, questions and issues.  
• 3.3 - Diagnose failures in reasoning and use evidence and principles to develop corrective actions.  
• 3.2 - Collect, organize and present accurate data and evidence to support and justify decisions.  
• 4a.2 - Evaluate risks and explore new ideas.  
• 4a.4 - Integrate alternate, divergent, or contradictory perspectives.  
• 4a.6 - Transform ideas to find new ways to solve problems.  
• 4b.5 - Foster a constructive team climate.  
• 4b.1 - Contribute to team meetings.  
• 4b.6 - Identify effective, constructive responses to team conflicts. | • Implement waste management techniques on the construction jobsite.  
• Students submit a construction site waste management plan in accepted construction project format. Required information is complete and well organized. Waste management requirements have been accurately identified and are easily found in the document. Transmittal letter is well written in professional business language with no errors in spelling or grammar. | • Review lecture material related to construction site waste management.  
• Group project: Prepare a construction site waste management plan with detailed information for approval by the fictional project client. |
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<td>ULO 2: Oral Communication</td>
<td>2.1 - Make an effective, organized presentation with a compelling and memorable message. &lt;br&gt;2.2 - Support your presentation with appropriate and relevant materials that contribute to your credibility and authority. &lt;br&gt;2.6 - Communicate effectively as a listener.</td>
<td>Implement project close-out.</td>
<td>Students submit a project close-out plan in accepted construction project format. Required information is complete and well organized. Project close-out requirements have been accurately identified and are easily found in the document. Transmittal letter is well written in professional business language with no errors in spelling or grammar.</td>
<td>Review material in text related to project close-out.</td>
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<td></td>
<td>Student team presentations accurately and completely describe all project close-out requirements and issues for a fictional client. All team members participate fully and equally. Team members provide self and other evaluations.</td>
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<tr>
<td>ULO 4a &amp; 4b: Innovation and Teamwork</td>
<td>4a.2 - Evaluate risks and explore new ideas. &lt;br&gt;4a.4 - Integrate alternate, divergent, or contradictory perspectives. &lt;br&gt;4a.6 - Transform ideas to find new ways to solve problems. &lt;br&gt;4b.5 - Foster a constructive team climate. &lt;br&gt;4b.1 - Contribute to team meetings. &lt;br&gt;4b.6 - Identify effective, constructive responses to team conflicts.</td>
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<td>Group project: Prepare a project close-out plan with detailed information for approval by the fictional project client. Prepare and deliver an oral presentation to a fictional project client describing project close-out requirements and responding to questions as a cohesive team.</td>
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<td>• Prepare and administer jobsite safety and other project-related meetings.</td>
<td>• Jobsite safety and other project-related meeting role-play is conducted professionally and using accepted construction project terminology and protocol. All team member roles are clearly identified and all participate fully and equally. Meetings accurately and completely cover all issues identified in the site-specific safety hazard analysis (for jobsite safety meeting) or other relevant issues (for other project-related meetings). Team members provide self and other evaluations. • The team prepares accurate and well-organized meeting agenda and minutes in professional business language with no errors in spelling or grammar.</td>
<td>• Review material in text related to jobsite safety planning or relevant material for other project meetings. • Group project: Using role-playing, prepare and conduct a jobsite safety or other project-related meeting addressing issues identified in the site-specific safety hazard analysis (for jobsite safety meeting) or other relevant issues (for other project-related meetings). Prepare meeting agenda and minutes and submit for approval to a fictional client.</td>
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</tbody>
</table>