



Developing Systems Engineering Graduate Programs Aligned to the Body of Knowledge and Curriculum to Advance Systems Engineering (BKCASE™) Guidelines

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T564: Developing Systems Engineering Curriculum, Part II



What is BKCASE?

- Project to create:
 - **Systems Engineering Body of Knowledge (SEBoK)**
 - **Graduate Reference Curriculum in Systems Engineering (GRCSE™ – pronounced “Gracie”)**
- Started in September 2009 by Stevens Institute of Technology and Naval Postgraduate School with primary support from Department of Defense. Modeled on previous work for the Software Engineering community, but a bit more ambitious.
- Project will run through 2012
- Intended for world-wide use



NAVAL
POSTGRADUATE
SCHOOL



What is the SEBoK?

Describes the boundaries, terminology, content, and structure of SE that are needed to systematically and consistently *support SE and to*

Task Name	Task Description
<i>Inform Practice</i>	Inform systems engineers about the boundaries, terminology, and structure of their discipline and point them to useful information needed to practice SE in any application domain
<i>Inform Research</i>	Inform researchers about the limitations and gaps in current SE knowledge that should help guide their research agenda
<i>Define Curricula</i>	Define the content that should be common in undergraduate and graduate programs in SE
<i>Certify Professionals</i>	Certify individuals as qualified to practice systems engineering
<i>Decide Competencies</i>	Decide which competencies practicing systems engineers should possess in various roles ranging from apprentice to expert

Guide to the literature, not all the content of the literature

What is in GRCSE?

- ***Guidance for Constructing and Maintaining the Reference Curriculum:*** the fundamental principles, assumptions, and context for the reference curriculum authors
- ***Entrance Expectations:*** what students should be capable of and have experienced before they enter a graduate program
- ***Outcomes:*** what students should achieve by graduation
- ***Architecture:*** the structure of a curriculum to accommodate core material, university-specific material, and elective material
- ***Core Body of Knowledge:*** material that all students should master in a graduate SE program

Not specific courses. Not specific packaging. Adaption and selective adoption expected and encouraged.

SEBoK 0.5 Anticipated TOC

- Part 1: A guide to the SEBoK itself – Why does it exist? What is in it? How will different people use it?
- Part 2: A guide to knowledge about systems – What types of systems exist? What fundamental principles help explain systems?
- Part 3: A guide to knowledge about SE practice – How is SE performed? What are typical SE activities?
- Part 4: What are specific considerations in the application of SE for: products, services, enterprises, Systems of Systems
- Part 5: When is SE performed? Who performs it? How is it enabled by an organization?
- Part 6: What other disciplines does SE interact with and how?
- Part 7: Implementation Examples – What do existing case studies reveal about SE knowledge and practice in various domains?

Part Outline

- Part 1: SEBoK 0.5 Introduction
- Part 2: Systems
- Part 3: Systems Engineering and Management
- Part 4: Applications of Systems Engineering
- Part 5: Enabling the Organization to Perform Systems Engineering
- Part 6: Software Engineering, Project Management, and Specialty Engineering
- Part 7: Systems Engineering Implementation Examples

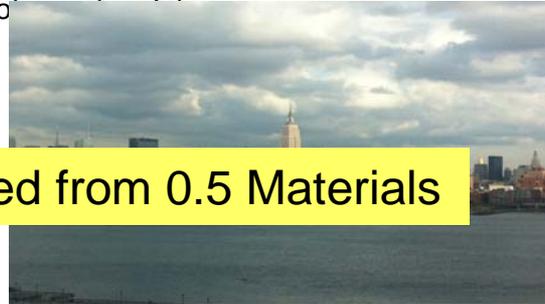
Wiki Planned for SEBoK 0.5: bkcasewiki.org

- Part 1
- Part 2
- Part 1
- KA 1
- SEBoK Map:
Generated from
TOC
- KA 3
- Part 4
- Part 5

Topic 2 (Article Title)

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Figure Caption

Discussion Thread

Please provide any comments on Topic 2 below.

Comment E

Community Involvement & Conversation:

Comment 1: Body of Con Specific aspect of wiki development

Comment 2: User XXXX
Body of Comment

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Related Topics

- Topic 1
- Topic 2
- Topic 3
- Topic 4

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Guidance Materials

Citati Citations, Glossary, and primary references – Generated from 0.5 materials

Citatio

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Related Primary References and Related topics: New efforts unique to Wiki discussion

[Reference 2](#)

....

Glossary

- [Term 1](#)
- [Term 2](#)
- [Term 3](#)

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GRCSE Value Proposition

1. There is no authoritative source to guide universities in establishing the outcomes graduating students should achieve with a master's degree in SE, nor guidance on reasonable entrance expectations, curriculum architecture, or curriculum content.
2. This gap in guidance creates unnecessary inconsistency in student proficiency at graduation, makes it harder for students to select where to attend, and makes it harder for employers to evaluate prospective new graduates.

GRCSE is being created analogously to GSwE2009 – in fact, using GSwE2009 as the starting text

Version 0.5 expected in December 2011



GRCSE 0.5 Anticipated TOC

Title - Chapters

1. Introduction
2. Guidance for the construction of GRCSE
3. Expected student background when entering master's program
4. Expected objectives when a graduate has 3-5 years' experience
5. Expected outcomes when a student graduates
6. Curriculum architecture
7. Core body of knowledge (CorBOK)
8. Assessment
9. Future Management

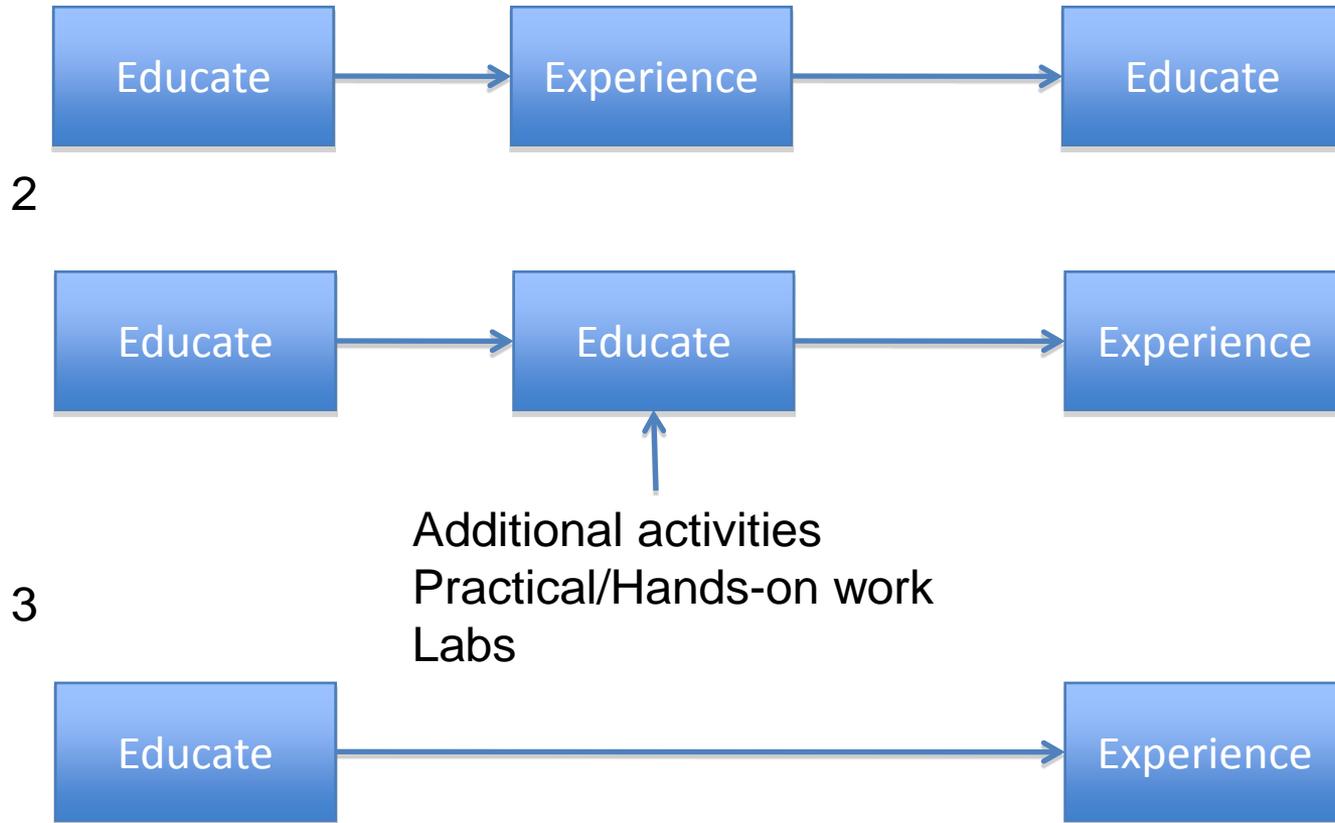
Title - Appendices

- App A. Summary of Graduate SE-centric SE programs in 2010
- App B. Bloom's taxonomy of educational objectives
- App C. Systems engineering competency frameworks
- App D. Assessment and curriculum
- App E. GRCSE outcomes CorBOK mapping
- Glossary
- Index

About 120 pages for V0.25.

- Initial
 - university seeking to establish SE graduate level program.
- Emerging
 - university can leverage GRCSE and SEBoK for self assessment/evaluation of their existing program
- Developed
 - university has formalized, assessed and validated outcomes and has a baseline set of intended objectives and has developed core, domain and program specific knowledge to support its objectives and outcomes
- Highly Developed
 - university has objectives and outcomes established, completely covers core knowledge, offers multiple concentrations, domain and program specific material based on stakeholder input and meets needs

GRCSE 0.25 Feedback



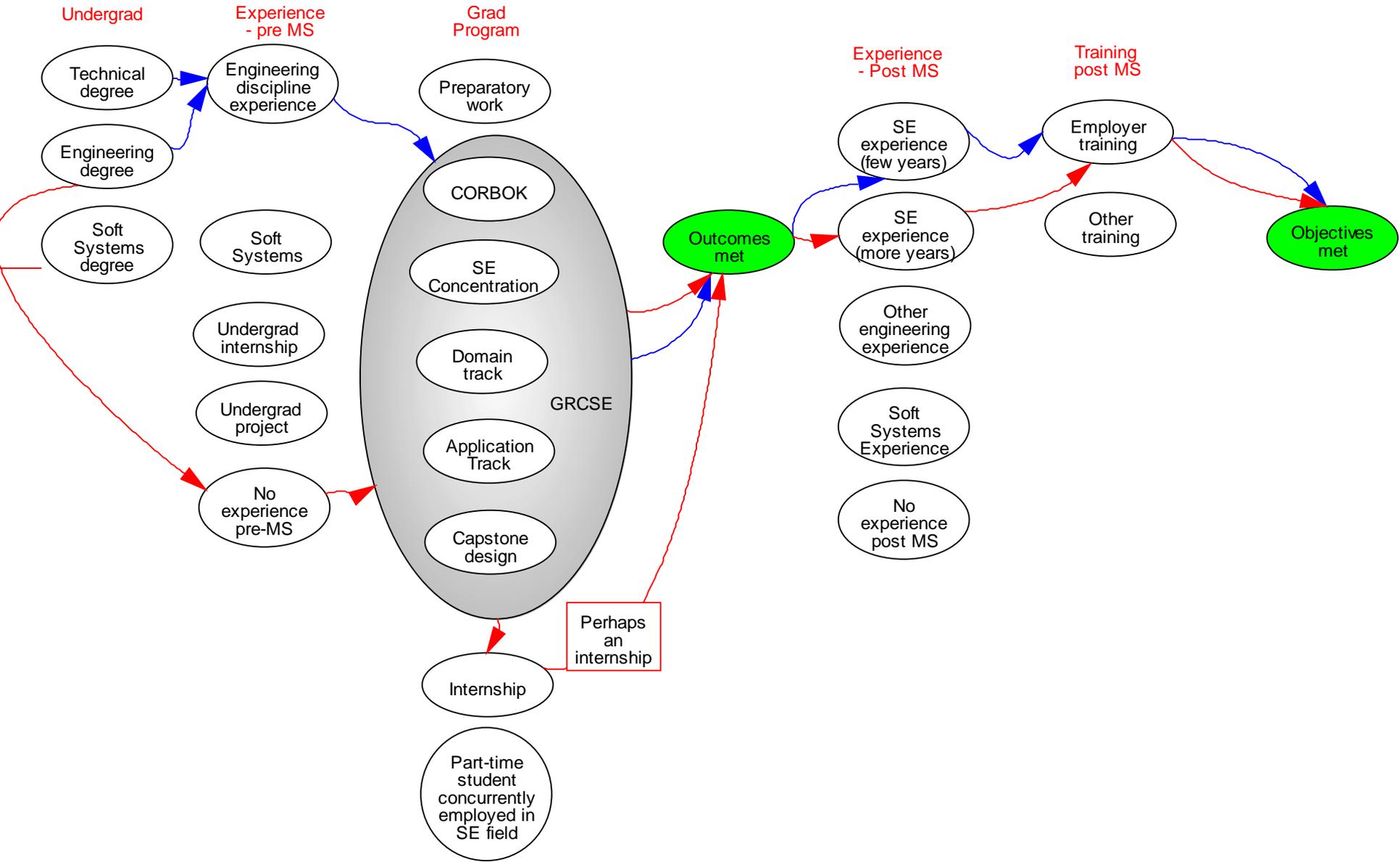
Undergrad only—holistic perspective on WFD

How do we compensate for the difference in order?

Two paths

- There are many career progression models for a student.
- GRCSE will specifically address the two paths shown (next slide).
 - blue arrows indicate a North American model
 - the red arrows indicate a European model
- Objectives for a program are aligned with the dominant workforce competency development model associated with the program.

Multiple Paths



Current Thinking

- Two different educational systems (1 & 2)
 - Two different entrance expectations based on 2 models
 - Weave the rest around the expectations
 - Packaging will create two variants
 - Need to trace entrance to outcomes
 - CorBoK the same; Outcomes same or very similar (very clear); Objectives may be different; Architecture may be different (but some similarity)



Thank You!

Questions?

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