

PADM 6400 Project Development and Implementation Fall term, 2018

v. 11/13.2018

Introduction

This course introduces students to project management concepts and strategic planning processes needed to launch public private and nonprofit sector projects. Project management requires an array of skills including planning, resource management, stakeholder analysis and rigorous monitoring to keep projects on-pace, on-budget, and on-point. In this course, we will take a practical approach to project management. Many of you are engaged in project management and implementation in your jobs. I encourage you to bring those experiences to classroom discussions. In addition to exploring the nuts and bolts of project management, we will focus on the pitfalls of project implementation. Change within an agency or an organization is always hard—it threatens the status quo. How can stakeholders be convinced that change is good? What skills do leaders need to drive change management?

Competencies

This course focuses on project management processes used by organizations to manage new projects. Assignments are designed to improve your knowledge of program management.

Upon completion of the course, participants should be able to:

- Understand project management design, development, and implementation
- Use project management tools, techniques, and skills
- Develop and use performance management data
- Employ strategies to address organizational inertia and resistance to change
- Align human and fiscal capital to promote effective project implementation
- Understand the implications, challenges, and opportunities of organizational dynamics in project management
- Understand how to manage project cost, quality, and delivery
- Engage and lead effective project management teams in your organization
- Recognize and mitigate the early seeds of failure in the project life cycle

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Relationship to MPA student learning outcomes and program competencies

MPA STUDENT LEARNING OUTCOME	MPA PROGRAM COMPETENCY	RELATION TO COURSE CONTENT AND ASSESSED ELEMENTS
SLO 1.1 Analyze organizational behavior to improve systems and manage performance	PC 1. Each MPA graduate will be competent to lead and manage in public, nonprofit, or public affairs governance	Critical assessment assignments
		Project development assignments
SLO 3.1 Identify and apply appropriate decision tools to support data-informed management, evaluation, and policy choices	PC 3. Each MPA graduate will be competent to analyze, synthesize, think critically, solve problems and make decisions appropriate to public or nonprofit administration settings	Critical assessment assignments
		Project development assignments
		Discussions

Delivery

Fall 2018: Delivery method is online in eLearn, TSU’s learning management system.

Course schedule

The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. While due dates will not change, I reserve the right to adjust content pacing based on class progress. Any substantive changes will be announced in eLearn in the News area on our course home page. You are responsible for reading all News posts and checking in to eLearn frequently (at least several times per week) during the semester to stay current in the course activities.

Instructor

Dr. Angela Paez (PÃ ès)

Email. anicho10@Tnstate.edu . I will do my best to reply your emails within the next 24 hours during the business

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Office hours. Monday 1:00pm– 4:00pm. 4th floor, TSU Avon Williams Campus. Other times as needed by appointment. **Please make appointments in advance whenever possible, to assist in planning and make the best use of your time. I will make every effort to work with you. Please do not hesitate to contact me at any point during the semester.**

eLearn or computer account problems

Call the Help Desk 24 hours a week, 7 days a week at 615-963-7777. You may also email them at helpdesk@tnstate.edu.

Required Texts

All required readings are made available to you in the eLearn modules, located in the Content area. Readings are

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Library resources

You will need to conduct research using legitimate and credible sources for this course. We have an excellent learning environment available downstairs in the first floor [Avon Williams Campus library](#), with quiet spaces for study as well as a computer lab just outside the library. The public administration collections are largely housed in this library, with extensive print books and journal collections (in addition to the resources available off campus through the Library e-journal and e-book collections. The Library is open before and after class meeting times most evenings ([hours](#)). You are strongly encouraged to take advantage of these resources, as well as seeing assistance from our Embedded Librarian, Professor VanHooser (bvanhooser@tnstate.edu). The Library catalog and links to full-text journal database (“Periodicals – Full Text Finder”) are available [online](#).

Instruction methods

The primary methods of instruction will be directed readings assessed by module writing assignments (either individually submitted, or group discussions online, depending on the module); a project culminating in the case analysis paper; and the final exam. Materials for this class will be posted on the **TSU eLearn** page for this course (<https://elearn.tnstate.edu/>) - this includes readings, learning objectives, example resources for assignments, etc. Also check the News area of the site for course announcements. Note that the eLearn server is distinct from the tnstate.edu server: so even if www.tnstate.edu is down, you should try to access eLearn using the address above directly.

How to prevent getting locked out of eLearn

Password issues are the most common issue people encounter. Go to www.tnstate.edu/password and follow the instructions to set up your profile ASAP – you have to do that ahead of time, not wait till you are locked out. Since I am providing you with this information at the beginning of the semester, I do not expect to hear that being “locked out” is a reason for missing quizzes or assignment due dates. You set up security questions (just like you would do with an online bank or other secure account). Then when you experience a lock-out, you can go to this page and unlock your account. If that doesn’t help, the Help Desk phone number you should use is at all times is 615-963-7777. You can also try emailing helpdesk@tnstate.edu for assistance, but try phoning first.

Course policies

Grading

Submitting work on time

Assignments are due to the appropriate eLearn dropbox by 11:59PM on the due date, with the exception of the final exam for which the due date/time are indicated in the course schedule. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu/>. If you are unable to submit to eLearn, you must submit your discussion posts or other assignment BY EMAIL TO YOUR INSTRUCTOR BY THE DUE DATE/TIME. Plan so that last-minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Most of the students in our program work full-time, and many have family commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse. Hybrid courses offer students some desired flexibility in terms of not having as many on-ground sessions – but the format requires careful time management, self-motivation and attention to deadlines.

Course elements and weights in course grade

Grades will be determined on your performance on 5 project development assignments, 2 critical reviews and participation.

Assignments

Students are expected to complete all assignments and upload them to the E-Learn dropbox by their due dates. Assignments should be properly cited and use appropriate literature. Remember, this is a graduate level class and you are expected to bolster your work with peer-reviewed citations from the assigned readings AND from your own research.

Assignment	Percent of grade
Project Development Assignments. 5 assignments. Lowest grade will be dropped	50
Critical Assessment Assignments. 2 assignments.	30
Participation (discussion per module). 10 weeks.	

Project Development

Assignment 1: Project Statement

Identify either a real world or hypothetical problem within your organization or another organization (could be an organization you volunteer for or previous job situation). Using readings from the early modules, craft a comprehensive problem statement that outlines the major issue your project will attempt to address. Explain the nature of the problem, its components, your strategic outline to addressing it and potential program evaluation metrics (3 pages maximum). Due Date is midnight on September 9th

Assignment 2: Stakeholder Analysis

After getting feedback on your problem statement, you will then move on to conducting a stakeholder analysis. You need to identify critical internal and external stakeholders whose input and expertise is needed to address the problem you have identified. Make sure you explain your rationale for the stakeholders you choose. What critical competencies do they bring to your project? Explain how each constituency contributes to making the case for change within your organization (3 pages maximum). Due Date is midnight on September 23th

Assignment 3: Project Timeline and Management Benchmarks

You need to develop a GANTT chart that highlights the major states of your project, their timelines, and responsible personnel. In addition, you need to highlight which project stages have the highest likelihood of delay (explain why) and develop a contingency plan to manage unforeseen incidences (3 pages maximum). Due date is midnight on October 7th.

Assignment 4: Project Budget

You need to develop a detailed budget for your project (much of this will likely be hypothetical). Make sure you cover all key components and include a budget narrative that includes justifications for budget items and their relative levels of funding. Make sure your budget covers all items included on your GANTT chart. Due date is midnight on November 4th.

Assignment 5: Performance Management

You need to develop a set of performance management metrics for measuring the success of you project. What are the key variables you will use? Why did you choose them? How often will they be analyzed? What will project leaders do when/if program expectations fail to materialize? You should have a minimum of 5 performance management metrics. Due date is midnight on November 30th.

Critical Analysis 1

Under Module 6 in the syllabus, you will find directions for a critical assessment. The purpose of this assignment is to hone your skills in critically assessing real world program management issues. You are encouraged to demonstrate your mastery of the subject matter by using terminology and citations from readings in the course. This assignment is due before midnight on October 14

Critical Analysis 2

Under Module 10 in the syllabus, you will find directions for a critical assessment. This assignment is due by midnight on November 12.

Participation (Discussions)

All students are expected to make informed contributions to discussions. Do your best to respond EARLY in the module because it is hard to have a discussion if participants post something two minutes before the deadline. Failure to participate will result in zero points for the week. Please find expectations and grading criteria for discussions on eLearn (Module 1).

This is a list of the modules where you are expected to participate in discussions. Due dates are also available via eLearn/Communication/Discussions.

Discussion 1 (Module 1): Introduce yourself to the class. Due: August 27th

Discussion 2 (Module 2). Due: September 9th

Discussion 3 (Module 3). Due: September 16th

Discussion 4 (Module 4). Due: September 30th

Discussion 5 (Module 5). Due: October 7th

Discussion 6 (Module 7). Due: October 21st

Discussion 7 (Module 8). Due: October 28th

Discussion 8 (Module 9). Due: November 4th

Discussion 9 (Module 11). Due: November 18th

Discussion 10 (Module 12). Due: December 2nd

Please note:

Module 6: No discussion. Critical analysis due.

Module 10: No discussion. Critical analysis due.

Scale (text descriptions adapted from TSU Catalog)

- A: 90% - 100% - Excellent: work of exceptional quality which indicates the highest level of attainment on an assignment.
- B: 80% - 89% - Good: work above average which indicates a high level of achievement.
- C: 70% - 79% - Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.
- D: 69% - 60% - Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.
- F: 59% and below - Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*).

Provisions for extra credit

Any extra credit opportunities are available to all students; please note that no make-ups will be offered for extra credit and I do not make special provisions for individual students to receive extra credit.

A total of up to 1 percentage point total on the final grade is available:

- **1 percentage point on the final grade:** 0.5 point for turning in your University course evaluation in myTSU (Banner Services link; Fall/Spring) and 0.5 point for turning in the Department End-of-Course Survey receipt (Fall/Spring/Summer) by the date announced in class to the appropriate eLearn dropboxes. Receipts do not show the instructor how you answered items on the surveys, only that you completed them on a given date and time.

Attendance

- Attendance in an online course is recorded by log-in and submission of required work on time according to the syllabus and course schedule. A student's lack of timely participation in course requirements is an indicator of non-attendance, and faculty are required to report this status to the University at specific dates during the semester in accordance with rules concerning Financial Aid. See also the policy below on dropping or withdrawing from a class.
- **Only official, documented excuses will be accepted for missing an exam without prior arrangement.** If you anticipate missing an exam for a reason known in advance, you must notify the instructor as far in advance as possible to determine alternative. This is much preferable to missing the exam without notifying me. The make-up exam may differ from the regular exam. **In particular, since this is an online course, please reserve the evening of the final exam shown in the course schedule on your calendar at the beginning of the semester.** If you are taking other courses, check to ensure there is not a time conflict with your final in those courses. If so, contact me immediately and alternate arrangements will be made to allow you to take both exams.

Syllabus and course schedule

I reserve the right to adjust this syllabus and topic pacing as the semester proceeds based on class progress and development, with notice to students. The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. Any substantive changes will be announced in our eLearn course homepage News area. Enable notifications in eLearn so that you receive an email or text when an update is posted there (click on your profile icon in the upper right corner of the eLearn window, you will see an option for Notifications settings).

Dropping or withdrawing from a class

I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in [myTSU \(at the Banner Services link\)](#) by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate [TSU Academic Calendar](#)). Faculty are, however, obligated to report non-attendance or stopped attendance at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F. Incompletes may be given only after consultation with me, with documentation of the official reason, and for students *who completed coursework satisfactorily past the point of the withdrawal deadline*; they are rare and meant for unusual circumstances that arise very late in the semester.

Quality of written work

As students and as professionals in training, I expect you to adhere to a high standard in your written work. Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work.

Academic honesty and plagiarism

I will follow University procedures in dealing with any instances of plagiarism, cheating, and other types of academic dishonesty in this course (see TSU Student Handbook and Graduate Catalog). You should be aware that penalties can range from a lowered grade on an assignment from what it otherwise would have been, to no credit for an assignment, and on, up to dismissal from the program. My actions regarding plagiarism will depend on the severity of the individual case. In a severe case, I may elect to assign a grade of zero for the assignment, or pursue other options according to TSU policy as described in the TSU Student Handbook. In summary, you are expected to do your own work and follow academic standards rigorously in crediting the ideas, words and findings of others.

I expect that you have read carefully and understood all resources I provide to you here and in eLearn regarding avoidance of plagiarism, including the [Statement of Academic Responsibility for Written Work](#) as well as this [handout](#) (from the [Writing Center at the University of Wisconsin-Madison](#)) before you turn in any written work in this class, and I expect you to reflect that understanding in your writing process and written work. Plagiarism guidelines apply for online discussion work, written exam work, as well as for "papers."

Academic honesty is the foundation of the scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting another individual's work, feel free to bring these questions to me. In general, should you have questions about academic honesty, your performance, or any other issue concerning this course, I encourage you to talk with me as soon as the concern arises throughout the semester. Problems in this area sometimes arise because of feeling pressured as a deadline approaches; promptly bringing questions and problems to the instructor can help to prevent this situation. Plagiarized work is never an improvement on whatever original work with correct citations you can generate on your own. This course is part of your training as a scholar and a professional, and only evaluation of your genuine effort can serve the learning objective. Also note that ethics is listed first among the core values of our MPA program in the mission (below), and that you are being prepared to "promote trust and public value." Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

Students are strongly advised to visit the following website and familiarize themselves with the content and resources relating to academic integrity and plagiarism, which is available on this website (<http://www.plagiarism.org/>). Acts of plagiarism warrant special mention. Students are especially warned against:

- 1) Copying the work of others on tests or assignments;
- 2) Copying without quotation marks and appropriate documentation from original sources;
- 3) Paraphrasing factors or ideas of an author without appropriate citation.

When in doubt, CITE!

Support Services for Distance Learners

You can access information on distance learning support services at the TSU @a Distance link: <http://www.tnstate.edu/atadistance/>

Net etiquette

The same code of conduct for traditional the classroom setting applies to online classes. Online classes also have their own "code of conduct" which consists of the traditional classroom code PLUS what is called "netiquette" - a practical code of behavior for working virtually on the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. Being polite and respectful to others is absolutely required for a productive and supportive online environment. Remember, you are dealing with real people in your virtual classroom. In a positive online environment, you will feel valued by your instructor, valued by your classmates and your own work will have greater value as well.

1. Adhere to the same standards of behavior online that you follow in real life and in a real classroom.
2. Know where you are in cyberspace, and understand that many people will view what you type.
3. Make yourself look good on-line by expressing yourself clearly and respecting the views of others.
4. Share expert knowledge rather than "keeping it to yourself." And share this knowledge with respect rather than using it to put others down.
5. Be sure to spend time reviewing your messages before posting to be sure that they are clearly written.
6. Use proper and respectful language and refrain from any off-color jokes, insults, or threats.
7. Challenge ideas rather than the students who offer the ideas. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge.

For further information on net etiquette, please follow this link:

<https://www.education.com/reference/article/netiquette-rules-behavior-internet/>

Online Discussions

Unlike face to face discussions in class, the last person does not necessarily have the "last say." With online classes, the later you join the discussion, the greater the chances are that what you want to contribute has already been discussed, making it more difficult for you to add constructively to the discussion.

MPA Program Mission. Our MPA program prepares students, as ethical public and nonprofit managers and leaders, to respond *equitably, effectively, and efficiently* to the needs of a *diverse* society. We recognize the goals of our students working in, or preparing for, public service by emphasizing flexibility and quality in teaching and learning. We teach the core concepts of public administration with a focus on practical application, while strengthening students' ability to solve problems analytically. Students may build specialized skills on one of the program's areas of expertise: public policy, leadership, or nonprofit management. As instructors and advisors, we work closely with students to support both their classroom and career achievement; in return, students are expected to pursue academic excellence and demonstrate integrity. As scholars, we engage in research and service to the University, community, and profession. By building relationships with public and nonprofit organizations in Middle Tennessee and beyond, we enhance our ability to develop students as professionals.

Public Service Values Statement. The guiding public service values of the MPA program in the College of Public Service at TSU are:

- EQUITY – Public servants should practice impartiality and fairness in their daily work, while balancing that pursuit with the need for effectiveness and efficiency.

- EFFECTIVENESS – Public servants should work in a proficient and productive manner towards the common good, setting transparent performance outcomes to measure progress while balancing that pursuit with the need for equity and efficiency.
- EFFICIENCY – Public servants should be careful and innovative stewards who seek to create the most public value out of scarce resources, while balancing that pursuit with the need for effectiveness and equity.
- DIVERSITY – Public servants should understand, value, and respect both individual differences and commonalities, working to create and maintain inclusive organizations and communities.

Student ID

TSU students at all levels are expected to have their IDs with them any time they are on campus, and security officers may ask you to show it when you enter the building ([ID office and policy](#)). You may obtain your ID at AWC by appointment early in the semester; call 859-963-7001 to make an appointment.

TSU Graduate School Policies – a reminder

All TSU graduate students are subject to a set of policies regarding admission, retention, graduate probation and suspension, definition of good standing, admission to candidacy (i.e. for MPA and certificate students, this refers to the completion of the Program of Study form with your advisor) and a variety of other matters. You are responsible for knowing and abiding by these policies, described in the front portion of the [Graduate Catalog](#). Departmental/program level policies also apply, described in the College of Public Service section of the Graduate Catalog, and you should know and abide by these policies as well. Many helpful resources, required forms and FAQs are made available to you regarding our program on the [CPS website](#); these include the [MPA handbook](#) and the [PhD handbook](#); and program information for the graduate certificates in [public policy](#), [healthcare administration and planning](#), and [nonprofit management](#). Students should seek advising regarding course selection prior to each semester to ensure they are on track given their program of admission.

A few things to keep in mind from Graduate School policy are summarized here for convenience (NB: this document does not supersede the applicable Catalog, and not all policies are summarized here). You will not complete any program or degree to which you have not been admitted, meeting all admissions conditions. You may not complete the program of study, sit for the comprehensive exam, or receive a degree or certificate if you do not have a cumulative TSU graduate GPA of 3.0 or better. You may only take a given course once to replace a grade, and the second grade replaces the first. You may only retake a total of two courses counting towards satisfaction of program curricular requirements. Grades of D or F count towards the GPA but do not count towards meeting certificate or degree curricular requirements (note that the PhD has more stringent GPA requirements for good standing; see the CPS section of the Graduate Catalog). Incomplete or “I” grades turn to an F automatically within one semester if the student does not satisfactorily complete the agreed-upon course activities determined by the instructor on the required timeline. Courses completed more than six years previous cannot be counted towards MPA completion. Certificate completion must take place within three calendar years. Program of study for the MPA degree should be completed when the student has completed 9 but no more than 15 credits in the program (must be in good standing; have no conditions outstanding on admission; no I grades outstanding). Program of study for a certificate should be completed as soon as the second semester of certificate coursework begins (same other conditions apply as for the MPA). Students must apply for graduation inside myTSU (Banner Services link; create separate graduation applications for MPA and certificate, if applicable) at the beginning of the semester in which they intend to graduate, by the deadline specified on the [University website](#). If a student does not actually graduate in that semester, they must reapply in the subsequent semester.

in which they plan to graduate. See [Catalog](#) for details and information on other program elements such as comprehensive exams.

Course evaluations

University-wide student course evaluations at TSU are conducted online inside myTSU (fall and spring). It is expected that all students in the course will complete the brief online evaluation process in order to provide important feedback to the instructor and the University, which will benefit future students. Student course evaluations are found at mytsu.tnstate.edu.

Every semester (Fall, Spring, Summer), students taking PADM courses are also requested to complete a departmental end-of-course survey which is focused on the course content. This survey may be accessed at: http://bit.ly/tsu_dpa_eoc; complete it one time for each course taken during the semester. Technical issues with the departmental survey may be reported to Dr. Streams at mstreams@tnstate.edu.

Accommodation and accessibility

TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices. You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided after the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

Sexual misconduct, domestic/dating violence, stalking

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I must report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU's Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU's SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org.

Harassment & discrimination

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

Useful links (current as of 8/17/2018)

- 1) IF you don't know your T-Number and/or username: www.tnstate.edu/tnumber
Enter your personal details and it gives you your username and T-Number
- 2) IF you have your username and T-Number, but don't know your initial password assigned by the system for myTSU/eLearn/Network:

If you've never altered your myTSU password, your initial myTSU password is based upon your T-Number:
"T" (upper case) + the first 5 digits of your T# + "tsu" (lower case)

Example:

If your T-Number is T12345678

...then, your password is T12345tsu

- 3) IF you need to reset/change your password at any time, or unlock your account if you get a "locked out" message: www.tnstate.edu/password
All new students should change their temporary initial password to a "real" password as soon as possible. All students must set up their profile in the password self-service system BEFORE they get locked

out. It is easy to do this (making up one's security questions, like you would do for online banking for example). Many of our students never need to log onto a campus computer, or only very rarely – so they will not receive warning messages that they are running out of time till password expiration till BOOM, locked out! Usually when something is due :) As long as you have set up the profile once ahead of time, no problem – the account can be unlocked and password reset can be completed in most cases at www.tnstate.edu/password without needing to contact the help desk.

- 4) IF you need to access your student email to set up forwarding, or to get your free Office software: Your student email address takes the form username@my.tnstate.edu (for username, see (1) above). New students must change their temporary initial password to a new password BEFORE logging into [Office 365 Live student email](#) (my.tnstate.edu) email (see (3) above). *All* students do need to go into Office 365 mail at least one time to set up email forwarding to an address they will actually check; [here's instructions for setting up Office 365 email forwarding](#). The Bursar, Registrar, and other University announcements will come to your student email, so you may miss vital information if you do not make sure you are getting those messages either through Office 365 directly or by setting up email forwarding. Office 365 has a LOT of great stuff in it for students besides email, including access to Office applications like Word and Excel – it really is worth checking out. *Once the temporary initial password is changed to a "real" password, the same username/password combination will work for ALL services: myTSU; eLearn; network/domain on campus; and student email at Office 365.*
- 5) IF you need to check registration, add/drop, unofficial transcript, programs admitted to, etc.: FIRST login to <http://mytsu.tnstate.edu/>, THEN click the Banner Services link under "Student Applications". In summary, myTSU is the portal landing page with many different links and types of information on it, *Banner Services* is a link on the myTSU portal landing page where many essential student account and records tasks are carried out.
- 6) IF you need help figuring out how to register for courses and commit to attend (Confirmation of Registration): www.tnstate.edu/records/registration.aspx
After registering for courses, you must also make sure to do the last step on this page, *Confirmation of Registration*. This step is how you are *committing that you will attend* and is very important for financial aid. Just adding classes to your schedule during class registration does not automatically do this step for you! Not confirming registration in this way can lead to schedule and/or financial aid problems.

Academic Calendar

Key dates are found on the TSU Academic Calendar: for the most detailed and up-to-date calendar visit http://www.tnstate.edu/academic_affairs/documents/AcademicCalendar.pdf. Note that individuals completing a degree (not solely a certificate) must arrange with the instructor to complete all coursework early – notify the instructor ASAP at the beginning of the semester if this applies to you. This rule is University policy whether you intend to "walk" at graduation or not.

- Aug 20 Classes begin
- Aug 20- Aug 24 Late registration/Schedule Adjustment
- Aug 31 Campus Wide Assembly – First Year Students 9:00 am – Kean Hall
- Sept 3 Holiday-Labor Day
- Sept 17 Recognition of Constitution Day

- Sept 23-29 Student Study Week – No Activities Scheduled
- Oct 1-6 Mid-term Examination Week-all classes meet as scheduled
- Oct. 14-20 Homecoming Oct 16 Founders Day (9:00 a.m. – Kean Hall)
- **Oct 12 Last day to withdraw from a course and/or the University**
- Oct 29 – Jan 25 Registration for Spring 2019
- Nov 12 Veterans’ Day (Nov. 11 – Observed on Nov. 12)
- Nov 19-24 Fall Break/Thanksgiving Holiday- No Classes
- Nov 26-30 Student Study Week – No Activities Scheduled
- **Nov 30 Last day of class**
- **Dec 3-7 Final examinations**
- Dec 8 Commencement – Gentry Complex
- Dec 10 Faculty must have posted all grades via “MyTSU”
- Dec 24 – Jan 2 Holiday Break – University Closed

Readings

Module 1: Class Introduction

Read the Syllabus

Brainstorm on a project topic

Complete Week 1 Discussion

[Leadership Styles](#), Jeffrey Pfeffer

Module 2: Introduction to Project Management

[PA & Community Development](#), William Hatcher

[Massachusetts DOT](#), Project Development

[Project Management 10 Steps](#), Elizabeth and Richard Larson

[Public Sector Public Management](#), Lynn Crawford and Jane Helm

[Public Sector Agility](#), John Dowdy (McKinsey)

[Mega-IT Projects](#), Kevin Desouza & Kendra Smith (Brookings)

[Obamacare Rollout](#), Katherine Peters

[Theory Development](#), Kam Jugdev

[Public Private Sector](#), Don Berglund

[Managing Oneself](#), Peter Drucker

[Accountability](#), Peter Bregman

Module 3: Problem Definition

[Problem Statements](#), FHWA

[Statement of Need](#), Marshall University

[Market Failure](#), Borys Grochulski (Richmond Federal Reserve Bank)

[Health & Community Design PowerPoint](#) (CDC): 2=page critical analysis of the “problem” identified

Module 4: Building Teams & Change Management

[Why Teams Don’t Work](#), Diane Coutu

[Conflict Management](#), DeDreu & Weingart
[Team Matrix](#), Karen Davey-Winter
[Public-Private Partnerships](#), FEMA
[Overcoming Resistance to Change](#), Sally Blount & Shana Carroll
[Project Saboteur](#), Deborah Kolb
[Choosing Strategies for Change](#), John Kotter & Leonard Schlesinger
[Building Blocks of Change](#), Tessa Basford & Bill Schaninger
[Psychology of Change Management](#), Emily Lawson & Colin Price
[The Irrational Side of Change Management](#), Carolyn Aiken & Scott Keller

Module 5: Where Do I Get Data? Performance Management

[American FactFinder](#)

[FRED](#)

[BRFSS](#)

[Social Explorer](#) (We have a sight license when you log in through the TSU Library)

[Are you solving the right problem?](#) Dwayne Spradlin, Harvard Business Review.

[Office of Performance Management](#)

[ICMA](#), Read all 3 links

Module 6: How to Manage a Public Health Crisis

This week, you will read this report on the [Opioid Crisis](#). You can access the report here:

<http://www.governing.com/papers/Confronting-a-Crisis-A-Practical-Guide-for-Policymakers-to-Mitigate-the-Opioid-Epidemic-81958.html>

You will write a 4-page critical analysis of the report with a focus on the following:

Is the problem statement convincing?

Is government involvement needed and prudent?

Are the recommended strategies for addressing the problem realistic and on-target?

Are the right combination of organizations and entities involved in the strategies?

Can the public sector solve these type problems?

You need to elaborate on each of these sections with your original observations and applications of project management protocols.

Module 7: Public Management Perspectives

[The Failing US Government](#), Jeffrey Sachs

[New Public Management Reforms](#), Rosenbloom & Piotrowski

[American Amnesia](#), Jacob Hacker (video)

[Muddling Through](#), Charles Lindblom

Module 8: Stakeholders

[Managing Stakeholders](#), Adrienne Watt

[Stakeholders in Regional Planning](#), Thrive 55

[Stakeholder Strategy](#), Jack Springman (Harvard Business Review)

[Performance Management Challenges](#), Arnaboldi, Lapsley & Steccolini.

Module 9: Budgets & Timelines

[Components](#), UC-Irvine

[Project Budgets](#), PMI

[Managing Budgets](#), Moira Alexander (CIO)

[Optimism Trap](#), Russ Linden (Governing)

[GANTT charts](#)

[Project Management Best Practices](#)

[Lessons from the Big Dig](#), Virginia Greiman

[Mega-Projects](#), Virginia Greiman

Module 10: High Performing Cities

Read this report on [High Performing Cities](#). Write a 4-page critical analysis of the report while focusing on these factors:

What are the barriers to building high performing cities?

Who are the stakeholders that must be engaged to realize the goal of high performing cities?

What are the potential budget implications of implementing the strategies outlined in the report?

What are the strengths and weaknesses of the concept, and elaborate on time horizons for transitioning to a high performance city.

Module 11: Implementation

[CARE](#) Basics of Project Implementation

[Major Challenges to ERP Projects](#), Deloitte

[Working Tool for Managers](#), Novartis

Module 12:

[The Perils of Bad Strategy](#), Richard Rumelt (McKinsey Quarterly)

[Walking in the Shadow of Pressman and Wildavsky](#), Richard Feiock et al.

[Implementing the ACA](#), The Commonwealth Fund