PADM 6450 DECISION TOOLS AND PROJECT PLANNING

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

Contents

PADM 6450 Decision Tools and Project Planning

Description and rationale

(3 credits) "This course equips students with theoretical and practical tools for improving individual and organizational decision making, and prepares them to better analyze public sector administrative decision making as it affects policy choice and implementation." — Graduate Catalog (2017-2019) -- TSU Graduate Catalog.

Relationship to MPA student learning outcomes and program competencies

While this course includes many detailed learning objectives associated with individual and organizational decision making and project planning, it also fits into the framework of five overarching Program Competencies (PCs) which describe what TSU MPA graduates should be capable of as professionals. A set of more specific Student Learning Outcomes (SLOs) operationalize each of the five PCs. The table below shows the relationship between these program-level expectations and those major course elements that will be evaluated this semester. Toward the end of the semester, you will be asked to fill out an online survey regarding how your knowledge, understanding, and ability to apply these student learning outcomes changed due to your work in this course. Your participation helps us to improve the quality of our curriculum to better serve our students, alumni and other stakeholders.

MPA PROGRAM COMPETENCY	MPA STUDENT LEARNING OUTCOME	RELATION TO COURSE ASSESSED ELEMENTS
PC 1 Each MPA graduate will be competent to lead and manage in public, nonprofit, or public affairs governance	**SLO 1.1** Analyze organizational behavior to improve systems and manage performance	MEMO 2; QUIZZES
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	**SLO 3.1** Identify and apply appropriate decision tools to support data-informed management, evaluation and policy choices	MEMO 1 (identify); MEMO 3 (apply); QUIZZES
PC 5 Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry	**SLO 5.1** Prepare written and oral communications in appropriate medium and depth for a variety of audiences and stakeholders	MEMOS (all 3)

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Delivery

SPRING 2019: Delivery method is hybrid, ~ 50% on ground and ~50% online in eLearn, TSU's learning management system. On-ground sessions will take place in Avon Williams Campus Room 231.

Audience

This course is a required course in the Public Policy Graduate Certificate; an elective in the MPA curriculum and a potential elective for PhD students in public administration (only with PhD program advisor approval). PADM 6450 does not count towards any of the other graduate certificates offered by the Department of Public Administration. There are no prerequisites other than graduate student status in the Public Policy certificate, MPA or Ph.D. programs. Students are responsible for proactively seeking regular advising regarding course selection and program progress from their assigned program advisor (see additional Information on the MPA program).

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 assignment and quiz 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 or in on-ground meetings if it affects the course schedule or quiz coverage.

Students planning to complete a degree this semester must notify the instructor in the first two weeks of class. The University *may* require that grades be turned in early for graduating students (regardless whether they plan to "walk" in graduation ceremonies). Therefore, if graduating you may be required to complete all course assessments by an earlier date than those shown in the Course Schedule.

Instructor

Meg Streams, Ph.D., Associate Professor, Department of Public Administration

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office location. Avon Williams Campus 4th Floor, Suite F-400 Room 403
office hours. SPRING 2019: Tuesday 2:00 – 4:30 pm and Thursday 2:00 – 4:30pm and by appointment. From time to time because of meetings, I have to reschedule or adjust office hours; if so I will post on the News area of the course home page. Please make appointments via email 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 by other means if we cannot meet in person, so 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 Textbooks – must purchase specified editions

Approximate total cost for the four texts should be $80 or less, depending on your efforts to secure used copies online. If you choose to buy hard copies online, pay attention to shipping: delay in book purchase or shipping is not sufficient to

excuse late work or poor performance on assignments/quizzes. Additional required readings will be assigned and provided in eLearn by module throughout the semester. Readings assigned for a module must be complete before on-ground class to ensure adequate preparation for in-class activities. The bookstore also has these in stock (201910). While rentals may be available, particularly for the Memory Joggers I encourage you to buy a copy – past students

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Hammond, J.S., Keeney, R.L., Raiffa, H. (1999) *Smart choices: a practical guide to making better life decisions*. Either the hardback 1999 edition; the 2002 paperback reissue or the 2015 reissue (hard copy or eBook) is acceptable. The 2015 edition (ISBN-13: 978-1633691049) sells new for approximately $20; from $6 used; or $18.29 in eBook format (Amazon, as of 12/27/2018). Given the nature of the content either a print or eBook should work.

Brassard, M., Ritter, D. (2011) *Memory Jogger 2: Tools for continuous improvement and effective planning*. ISBN-13: 978-1576811139. $16.95 for new hard copy, from $8 for used (Amazon, as of 12/27/2018). I recommend a printed copy rather than eBook because of the nature of the book content (has a lot of diagrams); the spiral-bound version is my personal favorite for convenience. The one exception to this advice would be if you find small font to be an issue; this is a very compact book with small font. In that case, you may prefer either the regular paperback (I haven't seen it in person but it's larger in size, so I am guessing the text is larger too) or the Kindle version.

Martin, P., Tate, K. (2010) *The Project Management Memory Jogger*. ISBN-13: 978-1576811221. $16.95 for new spiral-bound hard copy or less for used (Amazon, as of 12/27/2018). Again, I recommend a printed copy rather than eBook because of the nature of the book content. Same advice as for the other Memory Jogger applies.

Harvard Business Review. (2015, Winter) *On Point: Selected Articles from HBR. Leadership: the Art of Decision Making*. 136 p. Print copy available [direct from HBR](#) at $16.95 plus tax and shipping as of 12/27/2018. E-copy to read on in browser on computer or in free Zinio app on devices (either way, you may not be able to print entire articles, just pages) is available for [purchase through Zinio (only buy single issue)](#) at $18.99 as of 12/27/2018. Either version is fine

Library resources

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. 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 in-class activities in class, student reading of texts and online resources, quizzes and review of quizzes, and analytical writing. Materials for this class will be posted on the **TSU eLearn** page for this course (https://elearn.tnstate.edu/) - this includes PowerPoint slides, course objectives, and resources for major assignments. That will also be the location for our online activities in the "off-site" portion of our hybrid course. Course announcements will be posted in the News section of our eLearn course homepage, make sure you turn on Notifications so you will get an email when something new is posted there.

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Note: Quizzes are cumulative: for example, while most of the material covered on the Module 2 quiz will be from Module 2, a little bit of Module 1 material will also appear. So bring your notes for all past modules to every class so you have them for use if desired during the quizzes. Quizzes are open-notes, but not "open book" or open-article. Printouts of any powerpoints or handouts count as notes, but not any assigned readings, books, or non-course printouts.

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. You will submit assignments in eLearn through the Dropbox feature; you will also need to know how to use the Content feature. If you have not used eLearn before, complete the student orientation (look for a link to this in the My Courses area on your eLearn homepage after logging in).

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. 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 and/or other assignment BY EMAIL TO mstreams@tnstate.edu 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 circumstances and degree of lateness. It is essential that you turn in what you have done by the due date and time, even if not complete; for instance, if you have nothing done on an assignment you have known about for a month, that will be handled differently than if you had it mostly done, turned in what you had and submit the complete version the next day.

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 additional family and voluntary service 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.

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Course elements and weights in course grade

Every course assignment or assessment will be graded out of 100 points, then weighted as shown below.

Course Element	Weight (%)
Module Worksheets including online post | 5 out of 6 total X 5% ea., lowest grade drops	**25**
In-class Module Quizzes | 5 out of 6 total X 5% ea., lowest grade drops	**25**
Memo 1 | Analysis of a public sector decision process	**15**
Memo 2 | Development of flowchart of organizational process OR program logic model	**15**
Memo 3 | Proposed application of tools to workplace scenario	**15**
Course Binder (will be checked at our last class meeting, during Finals week)	**5**
Total for course	**100**

Minimum completion requirement to be eligible for a passing grade in the course

- 5 Quizzes; 5 Module Worksheets; Memos 1, 2, and 3; Course Binder

  Completion of these items does not guarantee a passing grade (obviously, your grade will depend on level of performance on these assignments), but if all of these items are not completed in a timely fashion, you *cannot* pass this course regardless of evaluation on the items completed. This means you cannot choose to just not turn in something late in the course and take a zero because you are otherwise doing well. If an assignment or assessment from earlier in the semester is part of the minimum requirements to complete the course, you will still need to submit it by the last week of class (before finals week) even though you will not receive any credit at that point due to its lateness.

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*).

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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 not available to the rest of the class under any circumstances.

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

- **Up to 0.5 percentage point on the final grade (0.25% for each)**: for turning in BOTH your University course evaluation in myTSU (Banner Services link; Fall/Spring) and Department End-of-Course Survey receipt (Fall/Spring/Summer) by the date announced in class to the appropriate eLearn dropbox.
- **Up to 0.5 percentage points on the final grade (0.25 per event):** for documented attendance (email me a "selfie" that clearly shows you at the specific event) at special events offered by the Department of Public Administration (DPA) or related to the department during the semester. Event types are: ICMA Student Chapter special events (not just the informal get-togethers); TN-ASPA events; College of Public Service Research Brown Bag Talks; College of Public Service Homecoming (fall) or College of Public Service Black History Month (spring) events. To find out if a specific event not of a type listed here could count, you must ask me in advance. I will announce relevant opportunities in the News area of our class throughout the semester. *If you wait till late in the semester to attend anything and no more opportunities are forthcoming, there is no substitute and you will not be able to obtain this extra credit.*

Attendance

Attendance and active participation are essential to this course. Lectures, discussions and activities are the core methods of in-class instruction. Be aware of the following:

- Attendance is expected for this course without a University-approved official excuse or an unavoidable work requirement (in which case I should be notified in advance). This is a different attendance policy than I generally adopt in my graduate courses – but it is dictated by the kind of material we are covering and the fact that in-class time and a critical mass of attendance is essential for the activities we will be doing and the achievement of course learning objectives. A make-up quiz will be given if you must miss one class session, but my expectation is that no one will need to make use of this more than once; therefore, after the first missed class, no make-up quiz will be given without an official approved excuse.
- If an on-ground class meeting is cancelled due to inclement weather, I will contact the class with alternative activity or assignment to complete online to replace the quiz: check e-Learn for that information.
- I do not re-deliver class instruction or activities in office hours because you missed an on-ground session, though I will certainly address any questions you have after reviewing available materials and a classmate's notes. It is your responsibility to find out from a classmate what happened in class, and to obtain resources from them and from eLearn. I will make any handouts and assignment instructions available on the course eLearn website as applicable. I will not give out lecture notes.

Tardiness

If you are unavoidably late for a class session, please enter as quietly as possible and try not to disturb your fellow students. Consistent tardiness is disruptive to other learners and to the instructor, and I reserve the right to take action should this problem arise. Since our course meets for three-hour blocks, however, I do encourage you to come even if you have missed part of the class or must leave early (if known in advance, it is a courtesy to let the instructor know via email). Parking is available and permitted in the state lot across Charlotte after 4:30pm and there is always parking

available there, even if the lot right next to our building is parked up; therefore, parking is not an excuse for class tardiness or absence. If you are uncomfortable walking back to that parking lot after class, please just let me know and I will make sure you are accompanied.

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 or at on-ground meetings. 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).

Accommodation and accessibility

Please see the University policy statement on individual accommodation included towards the end of this syllabus. Regardless of accommodation status, if you have an accessibility issue with any materials provided in eLearn or other items please notify me of the issue as soon as possible.

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 and may affect financial aid status as well as resulting in an F. 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 will be given only after consultation with me and with my approval, with documentation of the official reason, for students *who completed coursework satisfactorily past the point of the withdrawal deadline;* they are rare and meant for unusual circumstances that arise late in the semester, such as car accident or severe illness in last two weeks of class. Incompletes are not a "back-up plan" for students who are not performing at the level they would like throughout the semester and want more time than their peers had to complete course requirements.

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. Keep in mind that one of the five overarching Student Learning Outcomes for the MPA program at TSU is "Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry." Your writing in this course, particularly on the major memo assignments, is an opportunity to improve and demonstrate your achievement of this learning outcome. A variety of useful writing-related resources for TSU MPA, PhD and certificate students are available online.

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Learning environment

You are expected to conduct yourself with civility and professionalism in class and online, so that a learning environment is maintained for all. This includes, but it not limited to: coming to class prepared; listening to and engaging with classmates, the instructor, and guest speakers in a respectful manner whether in written or oral form; and turning off cell phones before class. If an electronic device is in use during class sessions, it should be for class purposes. Texting and social media use is restricted to class breaks. When writing emails to others in this course – peers or instructors – please use a business-appropriate tone and follow the usual business email etiquette. This is a core course in a professional program, and you should maintain the same standards you would adhere to in the workplace.

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 our program is meant to prepare "ethical public and nonprofit managers and leaders" (below). Ethical behavior includes giving credit to others for facts, findings, ideas, and wordings drawn from their work. Plagiarism, even unintentional, and academic dishonesty are inconsistent with the expectation of our students that they "pursue academic excellence and demonstrate integrity.

Ethics and professional preparation

The focus of this course is on concepts relevant to decisionmaking, individual and organizational, and project planning In application of this and other content learned in your program of study, you should be guided by the ethical standards of your field. I encourage you to consult the ethical code of the professional organization(s) relevant to your field of interest, and to continue to seek out information on their application throughout your studies.

- American Society for Public Administration

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[MPA Program Mission](#), *including values statement (adopted May 2018)*

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.*

Disability accommodation statement

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.

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.

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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, nonprofit management, and public administration executive leadership. 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 (i.e., you are not in "good standing"). 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. MPA completion is expected to be within 6 years and certificate completion within 3 years; use of courses outside of this window to meet program requirements may require appeal to Grad School and a plan for demonstrating the material has been retained. Program of study for the MPA degree should be completed when the student has completed 9 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 in the first or second semester at latest (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.

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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 8/20/2017)

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)

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Example:
If your T-Number is T12345678
...then, your password is T12345tsu

You can read these instructions and more about computer accounts at TSU at this [CIT web page](#).

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 https://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) **Keep in mind you need to Commit to attend.**
After registering for courses, you must also make sure to one last step, *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.

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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_programs/academic_calendar.aspx.

- Jan 14 Classes Begin
- Jan 14-18 Late Registration/Schedule Adjustments
- Jan 21 Holiday – MLK – No Classes
- Mar 4-9 Spring Break – No Classes or Office Hours
- *****Mar 22 Last day to withdraw from a course and/or the University*****
- *Mar 25 – April 20 Registration for Summer 2019*
- *April 25 – Aug 24 Registration for Fall 2019*
- April 27 Last day of class
- April 29 – May 3 Final examinations
- May 3 (Friday) Graduate Commencement Ceremony, 5:00 p.m., Gentry Complex
- May 10 Records Office releases all posted grades via "MyTSU"

Summary of on-ground course meetings and quizzes

All meetings are 5:30 – 8:20pm in Avon Williams Campus: please pay attention and mark your calendars carefully, this is NOT simply every two weeks because of Spring Break. Quizzes are in-class. We will typically go over quizzes in class that same night after they are collected.

Note: there is no cumulative final, but class meets including review of course binder for grade on regular class night during Finals Week. There is also a Memo due during Finals week.

- Tues. 1/15
- Tues. 1/29
- Tues. 2/12 – Quiz Module 1.1, 1.2
- Tues. 2/26 – Quiz Module 2
- Tues. 3/12 – Quiz Module 3
- Tues. 3/26 – Quiz Module 4
- Tues. 4/9 – Quiz Module 5
- Tues. 4/23 – Quiz Module 6
- Tues. 4/30 – (1 week later) Course Binder review (during class, Finals week)

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Summary of paper due dates

- Memo 1 topic due by email to instructor by **Mon. 1/28 11:59pm**
- Memo 1 due by **Mon. 2/25 11:59pm**

- Memo 2 topic due by email to instructor by **Mon. 3/5 11:59pm**
- Memo 2 due by **Mon. 3/25 11:59pm**

- Memo 3 topic due by email to instructor by **Mon. 4/8 11:59pm**
- Memo 3 due by **Fri. 5/3 11:59pm**

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Course Schedule, Readings, and Assignment Due Dates

#	Weeks	Theme, topics and assigned readings/tools	Due
0	**Class Jan. 15**	***Course introduction***	☐ Obtain texts, read syllabus, orient to eLearn
1.1	Jan. 16 through **Class Jan. 29**	***Decision making: normative vs. descriptive*** Topics include: System 1 and 2 thinking; types of cognitive biases; profiling a decision **Required Watching (HYBRID ACTIVITY)** • Gilbert TED Talk (link in eLearn) • Cheng TED Talk (link in eLearn) **Required Readings** *Articles from course text HBR "The Art of Decision Making" collection (reprints of older HBR articles):* • Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before You Make That Big Decision. *Harvard Business Review, 89*(6), 50-60. • Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart Your Own Biases. *Harvard Business Review*, *93*(5), 64-71. *PDF in eLearn:* • Sezer, O., Gino, F., & Bazerman, M. H. (2015). Ethical blind spots: explaining unintentional unethical behavior. *Current Opinion in Psychology, 6*, 77-81. **Supplemental (optional) Readings:** • Rogers, P., & Blenko, M. (2006). Who has the D? How clear decision roles enhance organizational performance. *Harvard Business Review, 84*(1), 52-61.	**By Mon. 1/28 11:59pm** ☐ Familiarize yourself with all materials available in Modules 0 and 1 in eLearn ☐ **HYBRID ACTIVITY**: Watch the two videos and participate in the DISCUSSION for Module 1.1 (this in is lieu of worksheet/quiz) ☐ **EMAIL INSTRUCTOR** with your topic idea for Memo 1 (read the Guideline first!) ☐ Complete assigned readings and make notes (applies every module, will only list this once here). These readings WILL be eligible for module worksheet/quiz coverage at our next on-ground meeting, though, so do take careful notes (quizzes are open NOTE but *not* open readings). ☐ You can also get a head start on your next reading, the *Smart Choices* book, if time permits. You need to have read the book by the 2/12 class; take notes so you have them for your quiz. **Tues. 1/30 class meeting 5:30pm** ☐ Bring your reading notes to class.

#	Weeks	Theme, topics and assigned readings/tools	Due
1.2	Jan. 30 through **Class Feb. 12**	***Decision Making: normative vs. descriptive*** Topics include: learning to structure decision processes as an individual and in teams; cognitive biases and strategies for dealing with them; tools for group processes in general **Assigned Tools to study** • Affinity diagramming *Memory Jogger 2 CI* p. 12 • Brainstorming *Memory Jogger 2 CI* p. 23 • Brainwriting *Memory Jogger 2 CI* p. 26 • Plus other tools embedded in required readings. ("Tools" are specific activities, recommendations, or processes that could be used in in an organization or individual decisionmaking process). **Required Readings** • Middletown Scenario (PDF in eLearn) (not for quiz; it is just background for an in-class activity) • Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). *Smart choices: a practical guide to making better life decisions* (paperback ed.). New York, NY: Broadway Books. (Read the entire book; we will work on material from this book over multiple classes, but I want you to read it all the way through once before this class meeting)	**Mon. 2/11 online by 11:59pm** ☐ **HYBRID ACTIVITY**: **Worksheet** with completed prep work (can draw upon readings from 1.1 and 1.2, as will the quiz) to dropbox online AND ☐ **online resource post** (copy of worksheet part 2) made to module discussion area (by class time) **Tues. 2/12 class meeting 5:30pm** ☐ Bring your notes and hard-copy worksheet to class. **Quiz in class**. QUIZ will be open NOTES but not open book. Notes used during quiz must be generated by you (hand-written preferred but typed acceptable; just FYI: see article for some information on the relative advantages of handwritten). You may also use your worksheet printout as a reference. ☐ **In-Class Activity** – Albatross or Golden Egg in Middletown?

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#	Weeks	Theme, topics and assigned readings/tools	Due
2	Feb. 15 through **Class Feb. 26**	***Decision skills and leadership*** Topics include: reducing tradeoffs to a common denominator (even swaps); structuring decisions with uncertainty and/or linked decisions (decision trees); leaders' role in recognizing the organization's decision context and organizing the decision process appropriately **Assigned Tools to study** • "Even Swaps" method (*Smart Choices*) • "Decision Trees" (*Smart Choices*) • Plus other tools embedded in required readings. **Required Readings** • Privatize the Parks Scenario (PDF in eLearn) (not for quiz; it is just background for an in-class activity) • Hammond, J. S., Keeney, R. L., & Raiffa, H. (1999). *Smart choices: a practical guide to making better life decisions* (paperback ed.). New York, NY: Broadway Books. **RE-READ** the chapters on Consequences; Tradeoffs (incl. "even swaps" method); Uncertainty (incl. "decision trees"); Risk Tolerance; and Linked Decisions: this time through, don't *just* read but also try to work along through the examples provided. (These are the most technical chapters of the text and we will do some activities dealing with some of the tools in class). Articles from course text HBR "The Art of Decision Making" collection (reprints of older HBR articles): • Beshears, J., & Gino, F. (2015). Leaders as Decision Architects. *Harvard Business Review, 93*(5), 51-62. • Garvin, D. A., & Roberto, M. A. (2001). What You Don't Know About Making Decisions. *Harvard Business Review, 79*(8), 108-116. • Snowden, D. J., & Boone, M. E. (2007). A Leader's Framework for Decision Making. (cover story). *Harvard Business Review, 85*(11), 68-76.	**Mon. 2/25 online by 11:59pm** ☐ Completed **Memo 1** due to dropbox online ☐ **HYBRID ACTIVITY**: **Worksheet** with completed prep work to dropbox online AND ☐ **online resource post** (copy of worksheet part 2) made to module discussion area (by class time) ☐ **post copy of your Memo 1** to discussion area online (sharing with class; by class time) **Tues. 2/27 class meeting 5:30pm** ☐ Bring your notes and hard-copy worksheet to class. **Quiz in class**. ☐ **In-Class Activities** – M*A*S*H decision tree. Structuring a decision: Privatize the Parks.

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#	Weeks	Theme, topics and assigned readings/tools	Due
3	Feb. 27 through **Class Mar. 12**	***Social decisions: subtleties and strategies*** Topics include: heresthetics; voting methods and strategies (social choice theory) **Assigned Tools to study** • Tools embedded in required readings (e.g., voting methods). **Required Readings** (PDFs in eLearn) • Review the Privatize the Parks Scenario (not for quiz; it is just background for an in-class activity) • Riker, W. H. (1986). *The art of political manipulation*. New Haven: Yale University Press. Preface, Ch. 2 "Chauncey DePew and the 17th Amendment", Ch. 4 "Gouverneur Morris in the Phila. Convention", Ch. 10 "Warren Magnuson and nerve gas" • Shepsle, K. A., & Bonchek, M. S. (1997). *Analyzing politics: rationality, behavior, and institutions* (1st ed.). New York: W.W. Norton. Ch. 7 "Voting methods and electoral systems" • Dixit, A. K., & Nalebuff, B. (1991). *Thinking strategically: the competitive edge in business, politics, and everyday life* (1st ed.). New York: Norton. Ch. 10 "The strategy of voting" **Supplemental (optional) Readings:** Keeney, R. L. (1992). *Value-focused thinking: a path to creative decisionmaking*. Cambridge, Mass.: Harvard University Press. Ch. 1 "Thinking about values", Ch. 2 "The framework of value-focused thinking", and Ch. 8 "Creating alternatives for multiple decisionmakers". (This reading will enhance your understanding of normative decision-making theories based on Modules 1 and 2, here with Keeney's explicit emphasis on considering values (goals) first, before alternatives are considered. Ch. 8 also connects with the topic of Module 3, offering another perspective on the process of crafting alternatives when multiple decision makers are involved.)	***Monday 3/5 via email by 11:59pm*** ☐ email instructor with your topic idea for **Memo 2** **Mon. 3/11 online by 11:59pm** ☐ **HYBRID ACTIVITY**: **Worksheet** with completed prep work to dropbox online AND ☐ **online resource post** (copy of worksheet part 2) made to module discussion area (by class time) ☐ **DISCUSSION (optional; eligible for extra credit on next quiz):** watch assigned video and participate in discussion according to prompt in eLearn (see prompt in eLearn for details on the video to watch) **Tues. 3/12 class meeting 5:30pm** ☐ Bring your notes and hard-copy worksheet to class. **Quiz in class**. ☐ **In-Class Activity** – Privatize the parks? Voting Stages.

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#	Weeks	Theme, topics and assigned readings/tools	Due
4	March 13 through **Class Mar. 26**	**_Improving processes and planning projects_** **Assigned Tools to study** • Flowchart - *Memory Jogger 2 CI* p. 75-85; see also required reading from PQ Systems listed below (PDF in eLearn) • Cause & Effect/Fishbone Diagram - *Memory Jogger 2 CI* p. 34-45 • Force Field Analysis - *Memory Jogger 2 CI* p. 86-90 • Gantt Chart – *Project Management Memory Jogger* p. 189-190; *Memory Jogger 2 CI* p. 86-90 • Logic Model – see Kellogg Fdn. reading listed below (PDF in eLearn) **Required Readings** • PQ Systems. (1996). *Total Quality Tools*. Dayton, OH: PQ Systems. "Flowcharts" p. 112-125. Just another resource on flowcharts that is a little more detailed than Memory Jogger 2. • Tate, K., & Martin, P. (2010). *The Project Management Memory Jogger (2nd Ed.)*. Salem, NH: GOAL/QPC. Read the whole thing. You are not expected to have memorized all the tools in the book – the tools to really focus on are listed above – but you need to absorb the overall approach to project management and understand what tools are available to you in this resource. • W.K. Kellogg Foundation. (2004). *Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation. Excellent, clear guide to an essential skill in public and nonprofit settings. Read the whole thing. **Supplemental (Optional) Readings** • Weiss, C. H. (1998). *Evaluation* (2nd ed.). Upper Saddle River, NJ: Prentice Hall. "Chapter 3: Understanding the Program" p. 46-71. An excellent in-depth look at ways of understanding a program, written from the perspective of its potential evaluation in the near or long-term.	**Mon. 3/25 online by 11:59pm** ☐ Completed **Memo 2** due to dropbox online ☐ **HYBRID ACTIVITY**: **Worksheet** with completed prep work to dropbox online AND ☐ **online resource post** (copy of worksheet part 2) made to module discussion area (by class time) ☐ **post copy of your Memo 2** to discussion area online (sharing with class; by class time) **Tues. 3/26 class meeting 5:30pm** ☐ Bring your notes and hard-copy worksheet to class. **Quiz in class**.

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#	Weeks	Theme, topics and assigned readings/tools	Due
5	Mar. 27 through **Class Apr. 9**	**Visualizing data as an input to decisions** **Assigned Tools to study** • Data points - *Memory Jogger 2 CI* p. 71 • Check sheets - *Memory Jogger 2 CI* p. 42 • Histogram - *Memory Jogger 2 CI* p. 91 • Pareto Chart - *Memory Jogger 2 CI* p. 122 • Scatter - *Memory Jogger 2 CI* p. 188 • Run Chart - *Memory Jogger 2 CI* p. 182 • Plus other tools embedded in required readings. **Required Readings** • Few, S. (2007). *Data visualization: past, present, and future*. • Few, S. (2006). *Visual pattern recognition*. • Few, S. (2006). *Visual communication*. • Few, S. (2012). *Designing effective tables and graphs*. • Streams, ME (2016). Exploring a "training wheels" dataset: Crossword puzzle solve times. (Tableau Public Workbook). • Tableau Public website. Please explore! No required activity or specific knowledge to memorize here, but I want you to know about this tool. If you want to read Few's perspective on Tableau, you can do so here.	**Mon. 4/8 online by 11:59pm** ☐ email instructor with your topic idea for **Memo 3** ☐ **HYBRID ACTIVITY**: **Worksheet** with completed prep work to dropbox online AND ☐ **online resource post** (copy of worksheet part 2) made to module discussion area (by class time) ☐ **DISCUSSION (optional; eligible for extra credit on next quiz):** participate in discussion according to prompt in eLearn (see prompt for details) **Tues. 4/9 class meeting 5:30pm** ☐ Bring your notes and hard-copy worksheet to class. **Quiz in class**. ☐ **In-Class Activity** – Graph Design IQ

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#	Weeks	Theme, topics and assigned readings/tools	Due
6	Apr. 10 through **Class April 23, April 30**	**Understanding people in context: strengths and culture in decision making** Topics include work engagement; psychological capital; the "psychological contract"; influence of culture on decision making **Assigned Tools to study** **Required Readings** • Peila-Shuster, J. J., & Ligon, C. (2014). Putting strengths to work in career development and transition. *Career Planning and Adult Development Journal, Winter 2014-2015*, 52-64. • Mau, W. C. J. (2004). Cultural Dimensions of Career Decision-Making Difficulties. *The Career Development Quarterly, 53*(1), 67-77. • Braun, U. K., Beyth, R. J., Ford, M. E., & McCullough, L. B. (2008). Voices of African American, Caucasian, and Hispanic Surrogates on the Burdens of End-of-Life Decision Making. *Journal of General Internal Medicine, 23*(3), 267-274. • Sweetman, D., & Luthans, F. (2010). The power of positive psychology: psychological capital and work engagement (Chapter 5). In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: a handbook of essential theory and research*. New York, NY: Psychology Press. • Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: not the exception but the norm. *Journal of Organizational Behavior, 15*, 245-259.	**Mon. 4/23 by online 11:59pm** ☐ No worksheet or post due. **Tues. 4/23 class 5:30pm** ☐ **QUIZ** in class. Quiz will be open NOTES but not open book. Notes used during quiz must be generated by you. ☐ Sign up for binder review appt. during finals week class **Tues. 4/30 class 5:30pm** **Individual meetings – scheduled –** questions on Memo 3 and review of course binder ☐ Bring your COURSE BINDER to class for review (graded) ***Fri. 5/3 online by 11:59pm*** ☐ Memo 3 due online to drop box