ENVIRONMENTAL SCIENCE AND MANAGEMENT 551: PROJECT MANAGEMENT

Winter Quarter 2020
Mondays & Wednesdays, 4:00 – 5:50 p.m.
Science Research & Teaching Center, Rm. 201

Instructor: Sarah Carvill, Ph.D.
email: scarvill@pdx.edu   **office:** Science Research & Teaching Center, Rm. 218A
phone: (503) 725-2351   **office hours:** Tues. 4 – 5 p.m., Fri. 2 – 3 p.m.., and by appointment

---

Overview

This course is designed to introduce PSM and MEM students to the project management toolkit in a manner that facilitates the design and implementation of their master's projects, attends to factors common in the environmental context (e.g., scientific uncertainty, public participation, and regulatory compliance), and supports their overall professional development.

Textbook and Readings

Richman, Larry. 2002. *Project Management Step-by-Step.* AMACOM, New York, NY. *(Note: This text is available at the PSU bookstore and as an ebook through the PSU Library.)*
Additional readings will be posted on D2L.

Course Requirements

Project Plan The term project will be a project plan for your graduate project. You will build a draft of this document from your prospectus (ESM 509) and various homework exercises completed throughout the quarter, and receive feedback from your classmates in in-class workshops. Your final project plan should reflect instructor input on prior assignments and peer comments, and, if possible, feedback from your advisor and/or community partner. All students will present their project plans during the last week of the quarter.

Facilitation Working in teams of three, students will design and direct a 50-minute class session focused on strategies for building or strengthening professional skills that are particularly relevant to project management. Each session must draw on at least three sources (e.g., scholarly articles; scholarly or popular books), and each team will select readings for the class to complete prior to the session. (Major sources and readings must be approved by the instructor.)

Activities, Participation, & Attendance You will be evaluated on your participation in class activities, including the support you show your peers through active engagement with their project plans and facilitations. Poor attendance and frequent tardiness disrupt the class and will impact your grade. If you miss class, you are responsible for making arrangements with another student to get filled in on what happened in your absence.

Grading

Project Plan	25 points	→ *Includes workshop draft and final draft*
Homework Activities	15 points	
Presentation	10 points	
Facilitation	25 points	
Participation	25 points	→ *Includes in-class activities, general engagement, and attendance*
Total	100 points	

Tentative Course Outline

Week	Date	Topic	Homework (due today)
1	Jan. 6	Course Introduction Projects, Project Management, and Environmental Projects	n/a
	I: Project Definition & Planning		
	Jan. 8	Project Definition Building the Team	Read Richman Chs. 1-4, 6, and 23 Topic Ranking/Intro Survey (D2L)
2	Jan. 13	Project Planning: Introduction; Work Breakdown Structures	Read Richman Chs. 5 and 7 FYP: Draft Project Objectives and Requirements
	Jan. 15	Project Planning: Estimating Costs and Time	Read Richman Ch. 8 FYP: Draft Work Breakdown Structure
3	Jan. 20	No Class – Martin Luther King Day	
	Jan. 22	Project Planning: Sequencing and Schedules	Read Richman Chs. 9-11 FYP: Activity Estimate Sheet
4	Jan. 27	Project Planning: Budgets and Resource Plans	Read Richman Chs. 12-13 FYP: Network Diagram; Draft Schedule
	Jan. 29	Project Planning: Wrap-Up	FYP: Draft Budget
II: Project Execution & Control			
5	Feb. 3	What is Project Control? Group Work Session	Read Richman Chs. 15-17 Facilitations: Key sources due Weds., 5 pm
	Feb. 5	Monitoring	Read Richman Chs. 18-22
6	Feb. 10	Variances and Change	TBA
	Feb. 12	Problems and Troubleshooting Reporting	Facilitations: Readings due Fri., 5 p.m.
III: Special Considerations in Environmental Projects			
7	Feb. 17	Working with Regulators Group Work Session	Reading TBA
	Feb. 19	Public Participation and Environmental Policy	Reading TBA
8	Feb. 24	Engaging the Public	Reading TBA
	Feb. 26	Scientific Uncertainty and Adaptive Management Workshop Draft Project Plans	Reading TBA Bring 3 hard copies of your draft project plan; submit 1 copy via D2L
IV: Leadership & Professional Development			
9	Mar. 2	Organization Project Plan Presentations	Readings to be selected by student-facilitators and approved by instructor
	Mar. 4	Facilitation Project Plan Presentations	Readings to be selected by student-facilitators and approved by instructor
10	Mar. 9	Communication Project Plan Presentations	Readings to be selected by student-facilitators and approved by instructor
	Mar. 11	Managing Conflict Project Plan Presentations	Readings to be selected by student-facilitators and approved by instructor
F	Mar. 20	Final Project Plans due in D2L by 5 p.m.	

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me.

The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Academic Integrity

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental science and management, collaboration is an essential part of problem-solving, and one we emphasize in undergraduate courses. Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently (and as you have probably noticed) there are strong formal and informal sanctions against academic misconduct in this university and in this department. I take plagiarism and cheating very seriously, and I expect that all work that you submit in this class will represent an original synthesis of your own ideas and the ideas of others. That means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words or placed in quotation marks. Ask questions early and often. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide from the UCLA library is a good starting place: http://guides.library.ucla.edu/bruin-success/citing.

D2L

We will make (limited) use of D2L-Daylight in this course. Although this web-based course management system can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser. You should check if the devices and browsers that you intend to use are supported in D2L-Daylight by checking this page:

   https://d2l.custhelp.com/app/answers/detail/a_id/1483/kw/supported%20browsers

If your device/browser combination is not fully supported, it is your responsibility to make arrangements for taking quizzes or submitting work.

Title IX Reporting Obligations

Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. (PSU faculty are also required to file a report under other circumstances, e.g., if we become aware of child abuse.) If you are experiencing or have experienced any form of sexual harassment or violence and would like to get support

and learn about your options without triggering a report or an investigation, the PSU Women's Resource Center hosts advocates who can maintain confidentiality. Their services are available to students of all genders. To book an appoint with a confidential advocate, go to psuwrc.youcanbook.me or call (503) 725-5672. You may also wish to seek help from the Center for Student Health and Counseling (SHAC), where counselors are not subject to the same reporting requirements as your instructors.

Mandatory Safe Campus Online Training Module
PSU requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take about 45 minutes to complete and contains important information and resources. If you have not done so already, please complete the Safe Campus Module in D2L. If you have technical difficulties with the module, contact OIT's help desk at (503) 725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact saveact@pdx.edu. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and may result in a range of sanctions, including suspension and expulsion.

Students' Right to Privacy
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions. Schools may also disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. These sites provide additional information on FERPA:

> https://www.pdx.edu/registration/student-records-privacy-policy
> http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_privacy.pdf

OTHER RESOURCES AND SUPPORT FOR PSU STUDENTS
PSU offers an extensive array of services for students designed to help you succeed here and complete your degree. Please visit our course website on D2L for a list of student centers and services that may be helpful to you during your time here. Note that I also keep fliers and other literature from many campus offices providing specialized resources to students in my office; feel free to come and peruse them, or to ask me about what is available.