University of Montana  
PUAD 501.50: Public Administration  
Spring 2019: Online

Instructor Information

Three (3) credit hours  
**Classroom:** Online  
**Instructor:** Dr. Sara Rinfret  
**Professor's Office:** LAW 146  
**Email:** sara.rinfret@umontana.edu (email is the most reliable way to contact me)  
**Office Phone:** 406-243-4702  
**Office Hours:** Wednesdays/Thursdays (2:00-3:00p.m.); or by appointment

Course Description

This is the introductory foundation course for the Master of Public Administration degree and familiarizes you with public service as a career path and as a field of study. It is one of the core courses for the degree program. In this seminar, you will explore values, theories, practices, and strategies common in the field to understand contemporary issues encountered by public managers in government or nonprofit organizations. We will think more deeply about the constitutional, democratic, and cultural tenets that frame notions of acceptable government action; managerial, political, and economic aspects of public and nonprofit service; links between law, policy, and administration; intergovernmental and public-private-nonprofit relations in public service delivery; and the intellectual heritage of the field.

Public service can be challenging. In this course, you engage in discussion with colleagues to consider what public service means and how to do it well. My plan is that you leave the course with a better understanding of the complexity, power, and responsibility that comes with being an effective public servant, as well as a deeper sense of fulfillment in serving others. There are challenges galore in public service but the rewards are plentiful. No other career offers the abundance of opportunities for making a real difference in the quality of life for families, communities, and the broader society. Welcome to an exploration of these opportunities!

Expectations for Student Learning for this Course and the University of Montana's MPA Program

The MPA Program has competency expectations for anyone seeking the MPA degree. This course introduces you to some of those expectations. At a minimum, by the end of the semester you should feel more confident responding to these questions: What is public administration? How does a career in public service differ from other careers? How does accountability, ethics, and the need for transparency affect public servants? What skills are most important for managers in public service organizations to possess?

In exploring these questions, along with others, the course learning objectives include:

- Provide a theoretical foundation for understanding events affecting public administration
- Promote understanding and appreciation for the complexity and dilemmas of current administrative practices
- Gives students a conceptual framework within which to examine their role as public servants
- Prepares students for their graduate studies through emphases on critical thinking, analytical skills, technology, and writing.
Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: articulating and applying a public service perspective. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

**MPA Portfolio**

If you are using any of the class assignments for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. MPA Portfolio requirements can be found using this [link](#).

**Required Course Readings & Materials**

3. Moodle Required Readings – noted with an asterisk (*) in the course schedule
   a. Many of our Moodle readings come from:
4. Virtual Reality Goggles
   a. Used for case study assignments – use link [here](#) to order your own goggles/use your own headphones
   b. If you do not have a smartphone or an older smartphone then do not order, use a laptop or tablet
5. Podcasts (see hyperlink in course syllabus/posted on Moodle by week)
6. Watch and listen to weekly PPT presentations/message from your professor
7. **If a citation is missing in a Moodle reading, please just cite the title of the reading and the week in Moodle.**
   a. Note: apologies if quality of scans are poor, let me know, and I will do my best to address.

For students interested in free books for this course, I suggest using the university's inter-library loan – great way to decrease costs. You request the book via inter-library loan for the semester. Let me know if you need help with this.

**Course Expectations**

The following items provide explanations for course expectations.

**Using Moodle:**

This is an online course; each student is required to check our course site once per day. Here is the link for [Moodle access](#).

**Weekly Update & Lectures:**

Each week, students are provided a video or voice automated presentation from the professor in the form of update and lecture. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer and dives into the materials for each week. However, I want to stress that the lectures cannot replace your time spent on weekly readings. **If not already posted, announcements and lectures will be published no later than Monday of each week – this is to provide timely information for the class.**

**Course Grading & Drafts:**

As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Each assignment will use a rubric. **If the rubric feedback is not enough, please let the professor know.** Students are invited to submit drafts of assignments via email to the professor before turning in any assignment this semester. The professor will only read one draft per assignment. These must be emailed to the professor at least 72 hours in advance. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.
Writing Center:
The University of Montana Writing Center is a great resource to review written assignments and readily available to best meet the needs for online and in-person students. Please set up an appointment in advance for staff to review your work before assignments using this link.

Help with Technology:
Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, the University of Montana will send students an email. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Firing Option:
Often working in groups can be difficult, thus each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining deliverables.

Guidelines for Written Work:
All written assignments should meet the following criteria unless otherwise noted in the assignment instructions listed below:

1. All work must be typed, double-spaced, utilize 12-point font, and have one-inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.
6. Note: If a citation is missing in Moodle, please just cite the title of the reading and the week in Moodle.
   Apologies if quality of scans are poor, let me know, and I will do my best to address.

Time Spent:
Students are expected to follow the weekly reading schedule (listed below). These readings should be used for bi-weekly discussions and other course assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to choose when and where they will participate in class activities. However, at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility is balanced by responsibility. Ideally, as working professionals, you will check our Moodle site one time per day and spend 6-8 hours per week reading and working on assignments. Some weeks may involve more hours but please reach out to the professor for assistance if confused by materials or feeling overwhelmed.

Conversation with the Professor and Classmates:
To provide an online learning community, during the first week of the course, each student is required to sign up with their classmates for a virtual conversation using Zoom. Each session will have up to six students and the professor. Students simply click on the "zoom" link during their assigned session and make sure you microphone and camera are on. The goal is for students to ask the professor and classmates’ questions. Please watch this getting started page prior to session if you are unfamiliar with this software before your session. The instructor serves as the moderator and will enroll students once they log onto the system. You logon by clicking on your designated time and date.
Assessment of Student Learning Outcomes

Students are evaluated according to their performance in the following areas:

Virtual Reality (VR) Case Applications (15 points apiece x 3 = 45 points possible):
Due to student feedback on our pre-course survey, we are going to engage in an immersive experience to understand how we can effectively tackle public sector problems. One common criticism of public administration is its inability to solve problems and/or lead transformational change. We are going to push ourselves this semester to engage in applied learning through virtual reality cases. This is your opportunity to apply theory (course readings) to practice (VR case). The course schedule below provides four VR case studies, you are required to complete three. If you decided to complete all four, I will record the highest grades. For these assignments, you view the VR case using your goggles and will write a one page (single spaced) outline to demonstrate your command of weekly readings to tackle a VR case dilemma.

Outlines are always due by Sundays, 11 p.m., Moodle. Each outline should be organized and include:

1. Case Dilemma (4 points)
   a. Argue, in one sentence, what you would do as a public administrator to address the dilemma presented in the VR video for the week. Do not describe the case, but make an argument.

2. Application (4 points)
   a. List two-three approaches you would use from the readings (citing by name) for the week to provide solutions for the VR dilemma.

3. Questions or Concerns (4 points)
   a. List one-two criticisms or questions you have about the readings for the week or VR video, citing evidence.

4. Grammatically correct, 1 page maximum (in-text citations and a reference page are not necessary), and outline format used (3 points)

5. How do you write an outline – Purdue Owl Resource

Specific readings and key ideas should be clearly cited with the author reference in text (however, a formal reference list is not needed at the end). Please be prepared to share your ideas with your colleagues each week during our discussions.

Bi-Weekly Conversation Café Discussions (10 points apiece x 6 weeks = 60 points possible):
To maintain consistencies with national models of online learning, this course has six total discussion weeks that link to course readings – these are bi-weekly (every other week). Week 1 is just an introduction week for students to familiarize themselves with the course and classmates. Although Week 1 discussions are not graded, they are required. After week 1, and due to the amount of students in the class, the class has been divided into two groups. This is so students do not feel overwhelmed during our discussions and can have meaningful conversations with their classmates.

Voluntary Off Week Discussions: For students that would like to pose questions during the weeks we do not have mandatory discussions, there is a space to do so. These are open for the entire class and not graded. It should be used as a space to exchange ideas about course content with classmates. One of these off-week voluntary discussions will be held at the University of Montana campus – students can either participate in person or live through zoom. Again, these are voluntary. The date is in the course schedule below and a sign up will be sent to students later in the semester to participate remotely. Off week discussions should not be used for course questions – send an email to the professor directly.
Please read conversation café instructions carefully:

For six weeks out of the semester, students are required to engage in classroom discussions about a given topic for the week from Wednesday-Saturday (the discussion forums close at 11p.m. on Saturdays). The discussions are organized via discussion leader and respondent.

Details for Discussion Leader: For six weeks out of the semester, we will have assigned student discussion leaders. Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question to the class based upon the readings by 11p.m. on Tuesday. This question should be labeled with a number and title (e.g., Question 1: PA History). It is the student’s responsibility to post on time and failure to post your question by 11p.m. on Tuesdays will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly.

Keep in mind each week we have 2-3 discussion leaders. You need to correspond via email (firstname.lastname@umconnect.umt.edu) before posting your question with the other leaders so there is no overlap across questions. As the discussion leader, you only manage and engage in your own topic/thread for the week. You keep the conversation going by asking additional questions.

Details for Discussion Respondent: If you are not the assigned discussion leader, you are the respondent and must respond to at least two of the question threads posted by your discussion leaders between Wednesday-Saturday. The discussions should be ongoing and not occur all on one day. The goal is for you, as the respondent, is to post at least 4-5 total times across week. Our goal is quality, not quantity.

*Week 1 Discussions Only: An introduction, not graded, but required. The purpose is for students to determine who their partner will be for our semester long project. You should introduce yourself by Thursday, January 10 (the day our course begins) and take the time to review/read/interact to determine if you want to work with a partner. Again, you do not need to respond to every single classmate, but you should respond to at least four posts this week. This is the only week you will have a discussion with the entire class. The discussion tabs are organized by region of the state/US to assist with partner/team matches.

Due to the amount of students in our class, our class is divided in two groups (15-17 students per group). From your assigned group, you will determine when you will serve as a discussion leader (see google doc sign up in course schedule below).

Week 15 Discussions Only: Week 15 we will not have a discussion leader. Instead, we will conduct Zoom presentations for your final project. See instructions listed below under PA Project.

Evaluative Criteria for Conversation Café:

**A Range:** Discussion leader(s) posts one of their own discussion question that directly relates to the reading for the week by Tuesday, 11p.m. and actively engages with classmates in discussions about their question (make sure your questions are not the same as the other leaders for the week). The question presented is clearly one question, not multiple questions. The discussion leader(s) have also demonstrated preparedness by reaching out to other leaders before posting questions to avoid overlap. The discussion leader(s) does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner to respondent posts. The discussion leader does not have to respond to every discussion post. Instead, the discussion leader thoughtfully engages across the week.

Non-discussion leaders (respondents) respond to at least two of the questions posted by the discussion leaders and actively engages with classmates in the discussion forum. These responses are clearly articulated with correct grammar and spelling. Such responses do not state, “I completely
agree.” The idea is that you pose additional questions and provide thoughtful feedback for your classmates. This means that the student clearly evaluates the author’s main arguments and conveys this in 100-200 words or less [instructor will monitor]. These responses are made early (by Thursday of each week)/ Moreover, evidence (i.e. quotes) are used from course readings for support. The student avoids long diatribes and sticks to course materials for support.

B-C Range: Discussion leader(s) posts one of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and periodically engages with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non-discussion leaders (respondents) respond to at least two of the questions posed by the discussion leaders and are somewhat engaged with the class about questions for the week. These responses have a few grammatical and spelling errors. Additionally, the student touches upon and understands the author’s arguments in the readings. The student attempts to articulate the main points of the author in 100 words or less, but the explanation is not clear enough. Rather, the student response does not simply state, “great work, I agree with your analysis.” The student submits later in the week – by Friday and is not that active in discussions overall.

D - Below: Discussion leader(s) posts one of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and does not engage with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non-discussion leaders (respondents) periodically respond to discussion questions. These responses are not clear and do not contain correct grammar. The student does not understand or comprehend the readings and the response is made around 10p.m. on Saturday, which does not provide enough time to discuss with classmates.

While the class discussion board hours are open 24 hours, I require that students send comments early in the week – by Thursday to provide ample time for the exchange of ideas. Thus, if you wait until 10p.m. to post/discuss on Friday or Saturday, your grade will reflect this. In addition, if you engage earlier in the week, then you can enjoy your weekend with family and friends!

PA Project (3 assignments = 125 points possible)
The driving elements of public administration are efficiency/effectiveness; accountability/responsiveness; and equity/fairness. This semester students will work with a partner or team of three to tackle an assignment related to these core components of public administration. Please use the google doc sign up to indicate your partner/group preference. Under extenuating circumstances only, students can work on their own. Please contact the professor.

Efficiency & Effectiveness
Assignment 1: Organizational Design (25 points possible):
One of the fundamental aspects to understanding public administration is bureaucratic structures. Please read Exercise 3, Form 12, and Form 13 listed on Moodle that corresponds with this assignment. After reading, students should:
   1. Page 1: Design a new organization chart for the Department of Economic Development (5 points)
   2. Pages 2-4: write a justification and explain your reconfigured organization structure/why you selected this approach – make sure to illustrate why this will enhance the efficiency and effectiveness of the organization. (10 points)
   3. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the
4. 4-5 page paper (double-spaced); this includes your org chart at the beginning; reference page does not include in page limit (5 points)

Accountability & Responsiveness
Assignment 2: Policy Memo (50 points possible)
For your second PA project assignment, you represent an upper level manager(s) within the Department of Interior (you select this person/group). However, members of Congress requested you testify regarding your expertise and suggestions on strategic investments to reduce crime on Indian Reservations. To get started with this assignment, please read Case 12.4 in Kettl (pg. 357). After reading, conduct additional research and write a policy memo to members of Congress in preparation for your testimony. Please include:

1. Header (who you are, who this is written for)
2. Introduction: A clear statement of the problem (5 points)
3. Assessment: What is the evidence for and against strategic investment to reduce crime on Indian Reservations? Clearly identify how this links to accountability and responsiveness. (20 points)
4. Suggestions and Preferred Action: What options are available moving forward and what is your preferred suggestion to Congress, based upon your expertise? (15 points)
5. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus (include references at the end) (5 points)
6. 4-5 page paper (double-spaced) (5 points)

Equity & Fairness:
Assignment 3: Press Release & Final Presentation (50 points possible): For your final assignment, students’ use something we have read this semester that is related to equity and fairness. Use this as your starting point to write a one page (single-spaced) press release that is a call to action, explaining why equity and fairness in the public sector matters for our future. What your press release should include:

1. Title: Persuade the audience to read your press release (5 points)
2. Body: Have a story (might be from class, your own experiences, but what will persuade a call to public sector professions – be creative) (15 points)
3. Throughout: use quotes (might be from PA scholars or PA practitioners you know) – provide evidence (15 points)
4. Make sure to use up to 4-5 scholarly sources (footnote them; no formal reference page needed) (5 points)
5. Samples

Each student team is expected to present during the final week of class to a group of their peers using Zoom. A sign up will be provided later in the semester. This presentation will be 4-5 minutes (max) that explains the theme across Assignments 1-3, demonstrates teamwork/mastery of course materials, and ability to answer questions (10 points)

Reminder: Late papers are not accepted and students should adhere to writing expectations listed above.
All assignment should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.
Totals Points for the Course:

<table>
<thead>
<tr>
<th>VR Applications Bi-Weekly Discussions</th>
<th>45 points 60 points</th>
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<tbody>
<tr>
<td>PA Project</td>
<td>125 points</td>
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<td>Total</td>
<td>230 points possible (If no alterations to the syllabus)</td>
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Grading Scale: The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one’s general education requirements. To accommodate the Plus/Minus system the grading scale shown below will be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Scale</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 or lower</td>
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Course Schedule

Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. Under the reading/assignment column -

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Week 2: January 14-20</td>
<td>Perceptions of Government</td>
<td>Read: Goodsell’s The New Case for Bureaucracy (finish reading entire book)</td>
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<tr>
<td><strong>Watch &amp; Listen:</strong></td>
<td></td>
<td>1. Professor Rinfret Update</td>
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<td>2. Professor Rinfret Lecture</td>
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<td>3. <a href="#">Listen to Podcast</a></td>
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<td>4. <a href="#">Watch VR: Underwater Exploration</a></td>
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<tr>
<td><strong>Due:</strong></td>
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<td>1. VR Case Application #1, 11p.m.</td>
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<td>2. <a href="#">Voluntary Discussion Space</a> to ask questions if needed</td>
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<tr>
<th>Week 3: January 21-27</th>
<th>What is Public Administration?</th>
<th>Read: Kettl, Chapters 2 and 3; *Stillman, *PAR Code of Ethics</th>
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<td>2. Professor Rinfret Lecture</td>
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<tr>
<td><strong>Due:</strong></td>
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<td>1. Discussions Close Saturday, 11p.m.</td>
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<td>(use readings from weeks 2 and 3)</td>
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<td>2. <a href="#">Sign up</a> to select partner for PA Project</td>
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<td>(use grid provided by Professor)</td>
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<tr>
<th>Week 4: January 28-February 3</th>
<th>History and Development of Public Administration</th>
<th>Read: *Friedrich/Finer, *Chapter 1 (history), Kettl, Chapter 1</th>
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<tr>
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<td>2. Professor Rinfret Lecture</td>
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<td>3. <a href="#">Watch VR, DC Monuments</a></td>
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<td><strong>Due:</strong></td>
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<td>1. VR Application #2, Sunday, 11p.m., Moodle</td>
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<td>2. <a href="#">Voluntary Discussion Space</a></td>
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<tr>
<th>Week 5: February 4-10</th>
<th>External Controls on PA: Knowing the Environment</th>
<th>Read: Kettl, Chapter 14, *Long, *Conlan, *Gaus</th>
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<tr>
<td><strong>Watch &amp; Listen:</strong></td>
<td></td>
<td>1. Professor Rinfret Update</td>
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<td></td>
<td>2. Professor Rinfret Lecture</td>
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<tr>
<td><strong>Due:</strong></td>
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<td>1. Discussions Close Saturday, 11p.m. (use readings from weeks 4 and 5)</td>
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<tr>
<th>Week 6: February 11-17</th>
<th>Internal Controls on PA: Knowing</th>
<th>Read: Kettl Chapter 5, *Waldo, *Mayo</th>
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<td><strong>Note:</strong> tor Sunday (Moodle) – under your last name</td>
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<td>3. Post a brief introduction (discussion forum) and answer: 1. Who you are/background; 2. What you look for in a teammate/where you live, Saturday, 11p.m.</td>
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<td>4. Set up a for a group time slot to speak with Prof. Rinfret (google doc)</td>
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<td>5. Complete VR Pre Test</td>
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*Note:* Links and resources are placeholders and not actual links.
**Optional:** Mid Semester meetings with Dr. Rinfret  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
**Due:**  
1. Discussions Close Saturday, 11p.m.  
   (use readings from weeks 6 and 7)  
2. Mid Semester Evaluation, Moodle |
|-----------------------|---------------------|------------------------------------------------------------------------------------------------------------------|
| Week 8: February 25-March 3 | Management of Public Organizations | **Read:** Kettl, Chapters 6 and 7, *Gulick  
*Follett, *PA Project 1 reading materials  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Listen to Podcast about Diversity & Tech  
**Due:**  
1. PA Project 1, Organization Design, 11p.m., Sunday. (Moodle)  
2. Voluntary Discussion Space, Moodle |
| Week 9: March 4-10 | Human Resource Management | **Read:** Kettl Chapters 8 and 9, *Wise, *Stivers  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Listen to Podcast about NWS  
**Due:**  
1. Discussions Close Saturday, 11p.m.  
   (use readings from weeks 8 and 9) |
| Week 10: March 11-17 | Decisionmaking and Group Dynamics | **Read:** Kettl Chapter 10, *Linblom  
**Advice:** Start to work on PA Project #2  
**Watch & Listen:**  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. Watch VR, Solitary Confinement  
**Due:**  
1. VR Application #4, Sunday, 11p.m., Moodle  
2. Voluntary Discussion Space, Moodle |
| Week 11: March 18-24 | Policymaking & Implementation | Read: Kettl Chapter 12, *Stone, *Public Policy (Rinfret, Scheberle, Pautz)  
Watch & Listen:  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
Due:  
1. Discussions Close Saturday, 11p.m. (use readings from weeks 10 and 11) |
|---------------------|--------------------------------|-------------------------------------------------|-----------------|
| Week 12: March 25-31 (Spring Break) | No Class This Week | Due:  
PA Project 2, Policy Memo, Sunday, 11p.m., Moodle; Doodle Poll Sent via email for Final Presentation Time Slot Preferences |
| Week 13: April 1-7 | Public Budgeting | Read: Kettl Chapter 11, *Rubin  
Watch & Listen:  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
3. [Listen to Podcast about USPS](#)  
Due:  
1. Discussions Close Saturday, 11p.m. (use readings from week 13)  
2. Sign up for Zoom Final Presentation (PA Project #3), Moodle |
| Week 14: April 8-14 | Current Topics in Public Administration: A New Public Service | Read: *Denhardt, *O'Leary (ethics of dissent)/online and chapter, Social Media and PA  
Watch & Listen:  
1. Professor Rinfret Update  
2. Professor Rinfret Lecture  
Advice:  
Practice presentation; work on PA Project #3  
Due:  
1. Review your designated zoom presentation time slot |
| Weeks 15 & 16: April 15-26 | Wrapping up the Semester/ Student Presentations | Due:  
1. PA Project #3, Sunday, April 21, 11p.m., Moodle  
2. Designated Zoom Presentations (See Sign Up), Moodle |
Classroom Policies

- **Extra Credit:** Not available for this course.
- **Online Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their online conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle Zoom conversation.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason, the course is not working out for you please adhere to the University’s policies for the last day to drop a class.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. The instructor must approve any exceptions to these 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first week of class may be dropped from the class. Students not allowed to remain must complete a drop form or drop the course on the Internet (http://cyberbear.umt.edu) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.
- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.