Instructor Information
Three (3) credit hours
Classroom: Online
Professor: Dr. Anna-Margaret Goldman
Teaching Assistant: Angela Bridegam
Professor’s Office: Law 147
Teaching Assistant Office: Law 153
Phone Number: (406) 243-5351
Email: allow for 24 hour response to email inquiries
Dr. Goldman’s Office Hours: Monday 8:45-11:45, Thursday 2:30-4:30pm, Friday 9:30-12:00 (starting January 21st) and by appointment (anna-margaret.goldman@umontana.edu)
TA Office Hours: Tuesdays 11:30am-1:00pm or by appointment (angela.bridegam@umontana.edu)

Communication with the Instructor
Your instructor can be reached via email from 8a.m.-6p.m. (M-F) for course inquiries. Please allow for up to 24 hours for a response. Unless an emergency, student email inquiries sent over the weekend will be addressed on Mondays.

Course Description
The purpose of this course is to familiarize students with the structure, issues and "themes" of public service and nonprofits and stimulate our thinking about how leaders respond (or fail to respond) to public needs. Throughout the course we will explore and define public service through various theories of public and nonprofit administration. Through case studies and lectures, we will study several components of public service and nonprofit management, including the development of nonprofits, personnel, decision-making, organizational behavior, leadership, technology and policy. Finally, we will discuss future implications for the greater context of public service.

Expectations for Student Learning
By the end of the semester, students should be able to:

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>Use critical thinking skills to carefully consider the context in which public decisions are made and how those decisions influence nonprofits and public service providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 2</td>
<td>Explore and recognize how nonprofit and public service management occurs in real life situations, and express that thinking in writing and through discussions</td>
</tr>
<tr>
<td>Learning Objective 3</td>
<td>Develop a better of understanding of how public policies shape nonprofit and public service agencies</td>
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</tbody>
</table>
Learning Objective 4
Understand the role and purpose of both public and nonprofit organizations

Required Course Readings & Materials

Required Texts/Readings:

   *Do not purchase the e-book – cases are missing from this version*
2. Moodle – additional readings will be assigned and posted on Moodle

*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.*

Suggested Readings:
For students considering a career in public or nonprofit administration, the following resources may be helpful to expand your knowledgebase:

2. Coles, Robert. A Call to Service (Houghton Mifflin Harcourt), 1994

Course Expectations

Using Moodle
This is an online course, therefore each student is required to check our course site once per day. Here is the link for Moodle access. All lectures, additional readings and assignment submissions are completed through Moodle. If you are unfamiliar with Moodle, Moodle 101 for Students offers a free training course (open to all students) on how to use the site properly.

Technology Issues
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, students will be sent an email by the University of Montana.

Weekly Updates & Lectures
Each week, students are provided a weekly update and a voice automated pod lecture from the instructor. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer and dive into the materials for each week. If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.

Grading
The instructor will grade assignments within 10 days after submission unless otherwise noted.
Guidelines for Written Work

Unless noted, **all** written assignments should meet and use following criteria:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guideline such as, MLA, Chicago, or APA – pick what works for you (in-text citations and a reference page are also required)
   - Use scholarly sources to complete assignments (not Wikipedia)
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 to Moodle. 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.

**Assignments**

Students are evaluated according to their performance on: 1) outlines of case studies, 2) participation in discussion boards and Zoom meetings, 4) midterm quiz, 5) Electronic Portfolio Project.

**Discussion Boards & Zoom Meetings (10 points each, 50 points total)**

Students will engage in a series of Moodle discussion boards and Zoom meetings over the course of the semester. Discussion boards provide an opportunity for students to apply their knowledge from the readings and lectures and learn from their fellow students. Students will respond to the video dilemma posted in your designated discussion board on Moodle.

<table>
<thead>
<tr>
<th>Week 1: Discussion Board</th>
<th>Introductions</th>
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</thead>
<tbody>
<tr>
<td>Week 2: Zoom</td>
<td>Questions on Syllabus</td>
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<tr>
<td>Week 5: Discussion Board</td>
<td>Federalism and IGR</td>
</tr>
<tr>
<td>Week 6: Zoom</td>
<td>Mid Semester Check-in with Instructor (required but not graded)</td>
</tr>
<tr>
<td>Week 8: Discussion Board</td>
<td>Technology in the Public Sector &amp; Nonprofits</td>
</tr>
<tr>
<td>Week 12: Discussion Board</td>
<td>PA and Public Interest</td>
</tr>
<tr>
<td>Week 15 or 16: Zoom</td>
<td>Presentation on Lessons Learned (this will be included as part of your portfolio grade)</td>
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</tbody>
</table>

**Requirements for Discussion Boards**

During the discussion weeks 5, 8 and 12, you will be presented with a 30 second video addressing a public or nonprofit service dilemma from the course readings for the week. Videos will be posted to your group no later than Monday at 11:00pm.

Students must respond in writing (100-200 words in length) to the video dilemma by **11:00pm on Tuesday** of the discussion week and engage with classmates throughout the week (Wednesday-Friday). During the week you should check the discussion board daily and engage in dialogue when the instructor or other students comment on your response(s). Discussion boards close Friday at 11:00pm.

**How Will You Be Evaluated?**
A Range: posts a thoughtful, well-articulated response when due, based on designated lecture and reading assignments from the week(s). Responds frequently when other students comment on posts, and engages in lively discussion with fellow group members posts throughout the week.

B Range: posts a thoughtful response when due including materials from lecture and reading assignments from the week(s). Responds somewhat frequently and engages somewhat in the discussion with group members posts during the week.

C Range: posts a response when due, though lacks insight in course materials and lectures from the week(s). Responds infrequently to other students and participates minimally throughout the week.

D or Below: does not post a response when due, fails to incorporate lecture or reading materials in responses. Does not respond to comments or other students’ posts.

Case Study Outlines (3x20 points each = 60 points)
Ten case studies appear in the reading schedule. For 3 of the case studies, you should prepare a 2 page (typed), double-spaced outline of the case study. If a student decides to complete all of the course case study outlines, the top 3 highest grades will be recorded. All students are required to complete at least one outline before the midterm quiz. Your outline should include and follow this format:
1. Case details/overview (what is the case about)
   - Don’t re-hash the case – what are the 3 key points to describe the case
2. The relationship of the case to course theories
3. Two important lessons for public administrators or nonprofit leaders from the case (have we learned anything since this case?) – This requires students to do outside research to see what is happening today
4. Proper citations – keep in mind that our textbook is an edited volume and each essay has a citation at the bottom of each reading

*Due dates for each outline will be posted on Moodle and listed in our course schedule below

How Will You Be Evaluated?
Each section counts equally, so in writing your outline, use bullet points and follow guidelines set forth in a writing handbook on how to properly craft an outline (Purdue Owl is another great source: http://owl.english.purdue.edu/).

The purpose of our outlines is to help students to prepare for discussions, the midterm quiz, and our portfolio project. Please make sure to properly cite (in the text) and add a reference page at the end of each outline. Students must use a proper citation format (APA, MLA). An automatic 5-point deduction will result in students that fail to cite. Also, students that cite Wikipedia will receive a 0 for case study assignments. See the introduction & course resources tab in Moodle for a sample case study outline.

A Range: Uses correct outline format, properly cites, well organized, grammatically correct, proper in-text citations and reference page, clearly addresses and understands items 1-4 in assignment instructions, provides own assessment in lessons learned.

B Range: Attempts to be well organized, uses correct outline format, properly cites/reference page, but lack of understanding assignments items 1-4

C Range: unorganized, outline format used is unorganized, grammatical errors, does not understand the relationship between the theory of the week and how it links to the case study

D or Below: writes a paper instead of an outline, does not properly cite, lack of organization, does not follow assignment instructions

Midterm Quiz (50 points)
This course will have one, open book midterm quiz. The quiz will be a combination of short answer and essay questions and will ask you to draw examples from the lectures, cases we have read and any course materials to date.

Instructions on how to prepare for and complete the quiz will be included in the Week 6 Monday Update on Moodle.

**Due Date:** February 29th, 11:00pm on Moodle

***Electronic Portfolio Project (200 points possible)***
The centerpiece project of this course is a portfolio designed to develop and enhance a number of skills that are important in both the practice and study of public service. The project encompasses a series of assignments outlined below that will be turned in at various points during the semester on Moodle. After completing all of these assignments, students will write a reflection and present their lessons learned to the class (5 minute presentation via Zoom). A brief description of the portfolio project elements are listed below,

1. **Crafting your Own Resume (30 points)**
   It is important that you have a suitable resume when you go on the job market. Part of connecting the theory and practice of public service is demonstrating your own skill set. Each student is required to put together their own resume. Sample formats will be provided and discussed in the Week 2 Monday Update.

   **Due Date:** February 1st 11:00pm on Moodle

2. **Technology in Public Service/Nonprofits Essay (50 points)**
   Public service agencies and nonprofit organizations are not often considered to be leading the way in technology. However, many public agencies are utilizing new technologies to advance their mission and goals. Students will research a public service agency or nonprofit and discuss how it is incorporating new technologies, such as virtual reality, applications, etc. to serve its mission. You must sign up on Moodle with your agency/nonprofit selection and reason for choosing by March 7th at 11:00pm.
   For this essay, you will complete a 2-4 page typed, double-spaced paper using in text citations (using MLA or APA format) and provide a references section at the end of your paper. Detailed assignment instructions can be found on Moodle under Week 8.

   **Public or Nonprofit Agency Selection Due Date:** March 7th, 11:00pm
   **Essay Due Date:** March 28th, 11:00pm on Moodle

*How Will You Be Evaluated?*
**A Range:** uses appropriate college-level writing, formatted with clear organization of ideas, correct grammar and citations, and follows all assignment instructions.
**B Range:** attempts to organize ideas, but not clearly laid out, uses correct grammar and citations and follows assignment instructions.
**C Range:** unorganized writing format, some grammatical errors, some citation errors, does not follow all assignment instructions.
**D-Below:** unorganized writing format and does not follow assignment instructions

3. **Service Saturday Project (50 Points)**
   Given that this is a course in the introduction to public service, students are required to complete a Service Saturday Project through [UM’s Civic Engagement office](#). Students can view and register for opportunities on the [Service Saturday Calendar](#).
Students may select any project during any Saturday on or before Week 14 of the semester. Students must use this Moodle sign-up sheet to identify their selected project date and agency where they will be volunteering by February 8th at 11:00pm.

Upon completion of the Saturday Service Project, students will write a brief 1-2 paragraph summary reflecting on their experience. (see Moodle for example)

**Sign up Due Date:** February 8th, 11:00pm on Moodle

**Project & Reflection Due Date:** April 18th, 11:00 pm on Moodle

### 4. Lessons Learned Paper and Presentation (70 Points)

This portfolio is a whirlwind tour of public service and the nonprofit sector. The goal of this final assignment is a presentation and lessons learned paper (2-3 pages, double spaced, serves as your final exam). For your presentation, you should select two major theorists we have examined this semester to present the theme that brings together all of the elements of your portfolio project. Students will sign up for Zoom presentations by February 22nd, 11:00pm on Moodle. See the introduction & course resources tab on Moodle for an example of a Lessons Learned Paper (this is to help guide you, any copying of material will be considered plagiarism).

**Due Date:** Lessons Learned Paper (40 points): May 2nd, 11:00pm

Zoom Presentation on Lessons Learned (30 Points): presentations will take place during the last two weeks of the course

### Total Points for the Course

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Boards &amp; Zoom Meeting</td>
<td>50</td>
</tr>
<tr>
<td>Case Study Outlines</td>
<td>60</td>
</tr>
<tr>
<td>Midterm Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Electronic Portfolio Project (4 elements)</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360</strong></td>
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</table>

### Grading Policy

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>
<th>Point Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>8 points</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>3 points</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>3 points</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>4 points</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3 points</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>3 points</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>4 points</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>3 points</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>3 points</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>63-66</td>
<td>4 points</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>3 points</td>
<td>.067</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
<td>N/A</td>
<td>0.00</td>
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</table>

➢ Please Note: If a student is .5 from a letter grade, the total will be rounded up.
Course Schedule
Students are encouraged to stay up to date with the reading and lecture materials in order to maximize their learning experience in the course. Although this is the general outline of readings, the schedule may change as the semester proceeds. ("CS" stands for case study; "R" stands for reading in Stillman). The readings marked with an asterisk (*) are available on Moodle, required and organized by week.

- Please Notes: case studies may not always follow the required reading for the week. Please read the syllabus carefully to ensure you are reading the correct CS for the week.

- Please Note: The instructor reserves the right to change the syllabus at any point during the semester. If so, students will be notified with an addendum as soon as changes take effect.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Watch/Listen/Read</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> January 13-19</td>
<td>Course Overview and Introductions</td>
<td>• Monday Update</td>
<td>Discussion Board #1: Introductions</td>
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<td></td>
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<td>• Pod Lecture</td>
<td>(Post by 11:00pm, Tuesday, engage Wed-Fri, close</td>
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<td></td>
<td>Friday 11:00pm)</td>
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<td></td>
<td>Sign up for Zoom introductory meetings with</td>
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<td></td>
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<td>the instructor (link on Moodle)</td>
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<td>(January 18th, 11:00pm)</td>
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<tr>
<td><strong>Week 2:</strong> January 20-26 (January 20th MLK Jr. Day)</td>
<td>The Study and Practice of Public Service &amp; Nonprofits</td>
<td>• Monday Update</td>
<td>Zoom meetings with instructor</td>
</tr>
<tr>
<td></td>
<td>The Blast in Centralia (CS)</td>
<td>• Pod Lecture: Career Services – How to craft your resume</td>
<td>Case Study Outline Option 1 (January 25th, 11:00pm)</td>
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<tr>
<td></td>
<td></td>
<td>• Stillman, R1.1, CS1</td>
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<td></td>
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<td>• * Ott, Dicke, Ch. 1,2</td>
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<tr>
<td><strong>Week 3:</strong> January 27-February 2</td>
<td>The Concept of Bureaucracy and the Purpose of Nonprofits</td>
<td>• Monday Update</td>
<td>Portfolio Project Assignment #1: Crafting your Own Resume (February 1st, 11:00pm)</td>
</tr>
<tr>
<td></td>
<td>How Kristin Died (CS)</td>
<td>• Pod Lecture</td>
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<td></td>
<td></td>
<td>• Stillman, R2, CS2</td>
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<td></td>
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<td>• *Smith</td>
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<td>• * Ott, Dicke, Ch. 12</td>
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</tbody>
</table>
| **Week 4:** February 3-9 | Concept of Ecology  
The Columbia Accident (CS) | • Monday Update  
• Pod Lecture  
• Stillman, R3, CS4 | Service Saturday  
project sign up (link on Moodle)  
(Febuary 8th, 11:00pm)  
Case Study  
Outline Option 3  
(Febuary 8th, 11:00pm) |
|--------------------------|-----------------|-----------------|-----------------|
| **Week 5:** February 10-16 | Federalism and IGR  
Wichita Confront Contamination (CS)  
Libby, MT (CS) | • Monday Update  
• Pod Lecture  
• Stillman, R5, CS5  
• *Podcast: Libby: Plan Beyond Superfund | Discussion Board #2 (Post by 11:00pm, Tuesday, engage Wed-Fri, close Friday 11:00pm)  
Sign up for mid semester Zoom meetings with instructor (link on Moodle)  
(Febuary 15th, 11:00pm)  
Case Study  
Outline Option 4  
(use CS or podcast February 15th, 11:00pm) |
| **Week 6:** February 17-23  
(Febuary 17th Presidents’ Day) | Organizational Theory  
Who Brought Bernadine Healy Down? (CS)  
Nonprofit Watchdog (CS) | • Monday Update: Preparing for Midterm Quiz  
• Pod Lecture  
• Stillman, R6, R11, CS11  
• *Podcast: A Small Nonprofit Becomes | Zoom mid semester meetings with Instructor  
Sign up for Zoom Portfolio Presentations (link on |
| Week 7: February 24-March 1 | Decision-making | • Monday Update  
• Pod Lecture  
• Stillman, R8  
• *Watch: [Distributed Leadership](#)  
Midterm Quiz  
(due by 11:00pm Saturday, February 29th) |  
Distributed Leadership (CS)  
Monday Update  
Pod Lecture  
Stillman, R8  
*Watch: [Distributed Leadership](#)  
Midterm Quiz  
(due by 11:00pm Saturday, February 29th)  
Cast Study Outline Option 6 (February 29th, 11:00pm) |
| Week 8: March 2-8 | Technology in the Public Sector | • Monday Update  
• Pod Lecture  
• *Podcast: [Finding Humanity in Technology](#)  
• *Can Technology Transform the Nonprofit Sector?  
• *WeRobotics (also watch video)  
Discussion Board #3 (Post by 11:00pm, Tuesday, engage Wed-Fri, close Friday 11:00pm)  
Sign up for Technology Essay selection (link on Moodle) (March 7th, 11:00pm) |  
Monday Update  
Pod Lecture  
Stillman, R8, CS9  
*Watch: [Moms Demand Action](#)  
Optional: [Moms Demand Action](#) NY Times article  
Case Study Outline Option 7 (use both reading & video March 14th, 11:00pm) |
| Week 9: March 9-15 | Communication and Public Personnel  
Columbine High School (CS)  
Moms Demand Action (CS) | • Monday Update  
• Pod Lecture  
• Stillman, R9, CS9  
• *Watch: [Moms Demand Action](#)  
• Optional: [Moms Demand Action](#) NY Times article  
Case Study Outline Option 7 (use both reading & video March 14th, 11:00pm) |  
Monday Update  
Pod Lecture  
Stillman, R9, CS9  
*Watch: [Moms Demand Action](#)  
Optional: [Moms Demand Action](#) NY Times article  
Case Study Outline Option 7 (use both reading & video March 14th, 11:00pm) |
| Week 10: March 16-22 | NO CLASS – SPRING BREAK | HAPPY SPRING BREAK! |
| Week 11: March 23-29 | Issue Networks | Monday Update  
|                    | What’s for Lunch? (CS)  
|                    | ReWorking Lunch (CS)  
|                    | • Pod Lecture  
|                    | • Stillman, R14, CS14  
|                    | • *reWorking Lunch  
|                    | Portfolio Project  
|                    | # 2: Technology  
|                    | in Public Service  
|                    | Essay (*March 28th, 11:00pm*)  
|                    | Case Study  
|                    | Outline Option 8  
|                    | (use both readings. *March 28th, 11:00pm*)  
| Week 12: March 30-April 5 | PA and Public Interest  
|                    | Torture (CS)  
|                    | • Pod Lecture  
|                    | • Stillman, R15, CS15  
|                    | • *Center for Victims of Torture  
|                    | Discussion Board #4 (*Post by 11:00pm, Tuesday, engage Wed-Fri, close Friday 11:00pm*)  
|                    | Case Study  
|                    | Outline Option 9  
|                    | (*April 4th, 11:00pm*)  
| Week 13: April 6-12 | The Future of Nonprofits and Public Service Agencies  
|                    | • Pod Lecture  
|                    | • Smith, Phillips  
|                    | • *Work in the Public Service of the Future  
|                    | -Remember all Portfolio #3, Service Saturday Projects must be completed and summary reflections must be turned in by next week  
| Week 14: April 13-19 | Ethics and Public Service  
|                    | The Last Great Days (CS)  
|                    | • Pod Lecture  
|                    | • Stillman, R16, CS16  
|                    | • *Podcast FAA Regulation  
|                    | Portfolio Project  
|                    | #3: Service Saturday Project + Reflection (*April 18th, 11:00pm*)  
|                    | Case Study  
<p>|                    | Outline Option  |</p>
<table>
<thead>
<tr>
<th>Week 15: April 20-26</th>
<th>Portfolio Presentations - Zoom</th>
<th>Monday Update</th>
<th>Portfolio Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16: April 27-May 3</td>
<td>Portfolio Presentations - Zoom</td>
<td>Monday Update</td>
<td>Portfolio Presentations</td>
</tr>
</tbody>
</table>

**Portfolio Project #4: Lessons Learned Paper** (May 2nd, 11:00pm)

**Classroom Policies**

- **Extra Credit:** Not available for this course.
- **Online Classroom Etiquette:** A driving component this course is 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 instructor 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.
- **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](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.

- **Land Statement:** The Salish Cultural Council created the language, "*The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.*"

- **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”