Instructor Information

Three (3) credit hours  
Classroom: Online  
Instructor: Dr. Sara Rinfret  
Professor’s Office: LAW 146  
Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)  
Office Phone: 406-243-4702  
Office Hours: Tuesdays and Wednesdays (2-3p.m.); or by appointment (students can request zoom)

Communication with the Professor

My approach is to value student inquiries and be responsive. I can be reached via email from 8a.m.-5p.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

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.

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

By the end of this class, you should be well-versed in our following course learning objectives. Each of these learning objectives are carried out in the course schedule as you consider weekly topic areas.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>To understand the nature, context, and foundations of public administration.</th>
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<tr>
<td>Learning Objective 2</td>
<td>Promote understanding and appreciation for the complexity and dilemmas of current administrative practices.</td>
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<tr>
<td>Learning Objective 3</td>
<td>Apply conceptual frameworks within which to examine your role as public servants (theory to practice).</td>
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<tr>
<td>Learning Objective 4</td>
<td>Prepare students for their graduate studies and enhance employment skills through emphases on critical thinking, analytical skills, technology, cultural awareness, public speaking, and writing.</td>
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<tr>
<td>Learning Objective 5 (NASPAA National Competency)</td>
<td>Within the MPA program, this course is designed for students to make significant progress in the following</td>
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</tbody>
</table>
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.

Required Course Materials

2. Moodle Readings – noted with an asterisk (*) in the course schedule
   a. Many of our Moodle readings come from:
3. Podcasts (see hyperlink in course syllabus/posted on Moodle by week)

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

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. Use your computer’s “snipping tool” to capture graded feedback and save with your files. MPA Portfolio requirements can be found using this [link](#).

**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 Updates & Lectures:**
Each week, students are provided a weekly update and a voice automated pod lecture from the professor. 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.*

**Help with Technology:**
Please make sure 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.

**UM Email**
Students are expected to use their umontana student email address for all communication and check regularly. Here is a [link](#) for an overview.

**Course Resources:**
Although the syllabus clearly lays out course expectations for the semester and a guide for you, to provide additional
benefits for students, I have created a “suggestions and tips” tab and “sign up” tab under our Moodle course site. The suggestions and tips provide resources for your semester long project. The sign up tab lists all of our sign-ups for the semester in one location.

**Firing Option:**
Working in groups can be difficult. 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 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 guidelines such as, MLA, Chicago, or APA – pick what works for you (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.

**Course Performance (Grading):**
This class employs something called contract grading. One of the goals of contract grading is to reduce the anxiety about grades students often experience. Another goal is to encourage students to develop their own motivations for excellence. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative (numerical) assessments of students’ written work.

During the semester I will not assign grades or scores to individual assignments; instead I will provide written feedback within 7 business days. In my feedback, I will identify the strong aspects of the assignment, point out information or concepts that were missing from your assignment, and/or suggest additional work (thinking, writing, reading, etc.) that you need to do in order to improve your understanding of the topic. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE). You can track this feedback, on your own, throughout the semester. This feedback will help you deepen your understanding of the material and is aligned with best practices of public administration. During week 4 students will sign up for a required individual conference with the professor to discuss your progress to date. At this meeting, each student is expected to write a one page memo, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email a hard copy to your professor prior to your designated session.

**To meet expectations (M) in this course, you must do the following for each assignment, resulting in a final grade of B in this class if you:**
1. Meet the stated criteria for all assignments;
2. Meet due dates for all assignments;
3. Actively participate in all class discussions;
4. Ask thoughtful questions during online discussions and conversations with the professor and classmates;
5. Edit all assignments so that they conform to course writing guidelines (listed at the top of this page in the syllabus);
6. Attend required conference with professor to discuss coursework progress/complete mid and end of semester learning evaluations; and
7. Check UM email and Moodle class site regularly and be responsive to class inquiries.

Note: if you are below the expectations above, you will receive a C for assignments/discussions.
To meet/exceed expectations (ME) in this course, you must do the following for each assignment, resulting in a final grade of a B+ in the course. You must do everything that you must do to earn a B as well as:
1. Demonstrate a sophisticated understanding of the material evidenced in your written work;
2. Watch weekly updates and listen to pod lectures;
3. Use evidence in semester discussions and participate clearly and concisely, staying within word count; and
4. Turn in assignments that are concise, carefully edited, and easy to read.

To exceed expectations (E) in this course, you must do the following for each assignment, resulting in a final grade of an A in the course. You must do everything that you must do to earn a B and B+ as well as:
1. Receive critiques during discussions and written work in a professional and nondefensive manner;
2. Demonstrate a strong commitment and willingness to learn and grow from individual and team assignments;
3. Utilize the campus public speaking and writing center to complete quality, written work; and
4. Produce creative, unique, and thoughtful assignments.

To earn an A, your performance in all aspects of this class must be exceptionally high quality.

You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with me during my office hours, scheduled student conferences, or by appointment. These issues are best addressed in person and earlier rather than later.

Each assignment will receive written feedback via the Moodle assignment dropbox. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the plurality of assignments receive an M, you will be awarded a B for the course. You click on the assignment dropbox to locate my feedback. I will give written feedback on each assignment and at the end will note:
BE = below expectations
M = met expectations
ME = met/almost exceeded expectations
E = exceeded expectations

Students are also invited to discuss assignments with me before turning them in at any point during the semester. Students are also encouraged to make an appointment with UM’s Writing and Public Speaking Center.

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, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Assignments:

This semester you will be evaluated on three major assignments: 1. Understanding the Founders Outlines; 2. Student Discussions; and 3. Professional Skills Development Project.

Understanding the Founders (4 need to be completed):
Understanding the Founders Outlines encourage reflective reading and succinct summary of foundational texts and then applying the concepts therein to public sector dilemmas. These one page (single-spaced) outlines demonstrate your command of weekly readings, encourage active discussion, and help you apply theory to practice. Our course schedule indicates which founder(s) to focus your attention for each of these assignment options. For example, the first Understanding Founder option is Woodrow Wilson. Outlines are always due by Saturdays, 11:00p.m. There are multiple opportunities to complete, I will record your top four highest performances.
Each outline should include:

1. **Major Argument**
   a. Summarize, in one bullet point, what you believe to be the major argument presented per PA founder(s) for the week. This should be demonstrated in your own interpretation of the material written.
   b. *Note:* If there is more than one founder for the week, you should have a bullet point for each founder, demonstrating their arguments.

2. **Knowledge**
   a. In 2-3 bullet points, what does this founder(s) add to our knowledge about public administration?
   b. *Note:* Knowledge means for you to identify what this founder contributed to the advancement in our field; if there is more than one founder, think about what they collectively offer to our field.

3. **Solving Problems & Diversification of Thought**
   a. In 2-4 bullet points, how does this founder(s) help you to address problems in your current or future work? In addition, does the founder(s) promote or diminish our notion of cultural awareness in public administration? [our Kettl textbook should be helpful in this regard]
   b. *Note:* Current or future work simply means how you would make connections with the founder(s) – for example, does this reading help you design a new training, make sense of a contemporary issue, etc. Cultural awareness is defined as an ability to promote diverse opinions, thought, and voices in our field – with the goal of increasing diversification of our public sector organizations. Again, if there are more than one founder for the week, consider this as a comparison or theme.

Over the course of the semester, **several Understanding the Founder Outlines** are possible for students to select from. You only have to complete four outlines; however, a student can complete all of our outlines available. It is your choice.

**Applied Learning Discussions (6 required weeks):**
This course has six total discussion weeks that link to course readings and an applied discussion topic. Week 1 and Week 15 discussion will be an assigned date (your choice) and conducted via zoom. The remaining four discussion weeks will be completed via the discussion tab in Moodle. Due to the amount of students in our class, students have been divided into two groups. Discussions 2-5 are case study driven – there is a corresponding discussion reading that the managers should use as the starting point to create their video, inviting their classmates (staff) to tackle/address questions. Keep in mind all readings for the week link to the given case study. The goal is to link PA theory to practice.

<table>
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<tr>
<th>Discussion Topic 1: Student Introductions, questions, and sharing results from DISC personality test (Week 2)</th>
<th>Students will sign up and convene Zoom group sessions with the professor and fellow classmates. Review Zoom’s getting started page</th>
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<tbody>
<tr>
<td>Discussion Topic 2: The County Planner and Politics (see Form 16, Moodle Reading) (Week 3)</td>
<td>Student Role Options: Managers or staff In this case, the manager represents the county planner</td>
</tr>
<tr>
<td>Discussion Topic 3: Mansplaining (see Moodle reading) (Week 6)</td>
<td>Student Role Options: Managers or staff In this case, the manager represents mid-level management at a state level agency.</td>
</tr>
<tr>
<td>Discussion Topic 4: Emotional Labor and Human Resource Management (see Hartley, Moodle Reading) (Week 8)</td>
<td>Student Role Options: Managers or staff In this case, the manager represents a local level HR Director.</td>
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<tr>
<td>Discussion Topic 5: E-Governance (see West, Moodle Reading) (Week 13)</td>
<td>Student Role Options: Managers or staff In this case, you represent a manager within the federal government’s Department of Labor.</td>
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<tr>
<td>Discussion Topic 6: Final Presentation Forum (Week 15) (links to final lessons learned assignment)</td>
<td>Student Role Options: select your designated time slot; coordinate with your semester long project teammate</td>
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**Voluntary Off Week Discussions:** For students that would like to pose questions or share resources 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 to
discuss course content. Questions about assignments should be directed to your professor.

Please read applied learning discussions instructions carefully:
- For discussion topics 2-5, the class is organized by two distinct roles – public administration manager and staff.
  - Details for Public Administration Manager:
    o Each student will serve as a public administration manager once. As the managers, you “add a new topic” and pose your very short video directive/question (30 seconds) to your staff based upon the assigned case reading by 11p.m. on Monday. This video question should be labeled with a number and title (e.g., Question 1: County Planner: Your Last Name). It is the student’s responsibility to post on time and failure to post your video question by 11p.m. on Mondays will forfeit your obligation to serve as manager for the semester.
    o Keep in mind each week we have 3-4 managers. You need to correspond via email (firstname.lastname@umontana.edu) before posting your video question with the other managers so there is no overlap. As one of the managers, you only oversee and engage in your own topic/thread for the week. You keep the conversation going by asking additional questions of your classmates.
  - Details for Discussion Staff:
    o If you are not the assigned manager, you are a staff member and must respond to at least two of the question threads posted by your manager(s) between Tuesday-Friday. The discussions should be ongoing and not occur all on one day. The goal is for you, as the staff member, is to post at least 4-5 total times across week. Our goal is quality, not quantity.

Note: You cannot see each other’s posts until you post yourself (sometimes there is a delay in Moodle)

Expectations

Public administration manager(s) posts one of their own discussion video question (30 seconds or less) that directly relates to the case reading for the week by Monday, 11p.m. and actively engages with classmates in discussions about their question (make sure your questions are not the same as the other agency managers for the week). The question presented is clearly one question, not multiple questions. The manager(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 policy staff posts. The manager does not have to respond to every discussion post. Instead, the manager thoughtfully engages across the week.

Staff respond to at least two of the questions posted by the managers 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 questions for your classmates. This means that the student clearly uses readings to answer and conveys this in 150 words or less [instructor will monitor]. These responses are made early (by Wednesday 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.

Professional Skills Development Project (3 assignments)
The Professional Skills Development Project involves working with a partner on three interconnected, yet separate and unique assignments. You will critically assess the pillars of public administration: efficiency/effectiveness; accountability/responsiveness; and equity/fairness. Please use the google doc sign up for a teammate and final discussion/presentation time slot. February 2nd, you should submit a 1 page workflow/communication outline with your teammate to ensure success for this project [e.g. preferred communication; how to stay on target; what to do if a problem arises].

Note: On our course Moodle page, I have created a “suggestions and tips” section for you to be successful in each of
these assignments.

**Pillar 1: Efficiency & Effectiveness**
**Skills Assignment 1: Organizational Design:**
Please read Exercise 3, Form 12, and Form 13 listed on Moodle, Week 4 to begin this assignment. Design a new organization chart for the Department of Economic Development (graphic) and write a justification that explains your reconfigured organization structure and why you selected this approach. Conclude by explaining why your team’s redesign will enhance the efficiency and effectiveness of the organization. Please include:

- Introduction (includes argument)
- Analysis: explain why you used this design and consider the cultural awareness implications in this examination
- Conclusion
- Organizational chart (can include at the very beginning or in an appendix, your choice)
- Use approximately 6-8 scholarly sources (can use class resources)
- 4-5 pages (double spaced); this includes your org chart at the beginning; reference page does not count toward the page requirement
- See tips and suggestions to start to think about this assignment

**Pillar 2: Accountability & Responsiveness**
**Skills Assignment 2: Congressional Testimony**
Your team represents an upper level policy manager(s) within the Office of Personnel Management. You have been called upon by Congress to recommend step(s) to address whether the federal government should pass a policy to require all states to implement option “X” on IDs. To get started with this assignment, please read “gender-nonbinary” listed on Moodle (Week 6 reading). After reading, conduct additional research to see what local, state, and federal agencies are doing across the US regarding this issue. Write testimony you will read to Congress. Please include:

1. Introduction: who you are (expertise)
2. Assessment: What is the evidence for and against having a “X” for gender-nonbinary? Your analysis should clearly identify how the Office of Personnel Management maintains accountability and responsiveness to the implementation of public policy.
3. Suggestions and Preferred Action: What options are available? What are your key suggestion to Congress?
4. Use up to 4-5 scholarly sources; 2-3 pages (single spaced)
5. See tips and suggestions for this assignment for student preparation

**Pillar 3: Equity & Fairness:**
**Skills Assignment 3: Press & Final Presentation:**
Your team represents communication specialists for your public sector agency (you pick). Your agency is going to unveil a new project to advance equity and fairness in your agency. Your task is to unveil this new project in a press release (Topic is your choice. Use prior readings or interest to develop your project). Your press release should include:

1. Title: Persuade the audience to read your press release and give them a clear sense of your project
2. Body: tell us what your agency is doing that is new and noteworthy to advance organizations in the area of equity and fairness (e.g. you conducted a pay equity audit or created a new diversity management policy)
3. Throughout: use quotes (might be from PA scholars or PA practitioners you know) – provide evidence
4. Make sure to use up to 4-5 scholarly sources (footnote them; no formal reference page needed); 1 page (max), single spaced
5. Samples (see tips and suggestions for students for this assignment)

*Under extenuating circumstances only, students can work on their own for our semester long project. Please contact the professor. Teams should submit one assignment per group for each assignment on the designated Moodle dropbox.*

Each student team is expected to present during the final week of class. This presentation will be 4-5 minutes (max). You should explain your reflective theme for the entire semester (e.g. cultural awareness, diversity, organizational
structure, motivation). What did you learn? What do you look forward to? What is important for our field and profession to consider for the future? Students should demonstrate teamwork, mastery of course materials, and the ability to answer questions about their content. PPTs are prohibited and students should think creatively and innovatively on how to present final information.

**Course Schedule**

The course schedule is organized by week (Monday-Sunday). This is organized to alert students to the topic we are going to cover, what students should read, watch, or listen, what you should consider each week (help to reach our broader course learning objects on page 1), and signify what is due.

If there is a schedule change, students will be notified, in advance, of any changes. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READ/LISTEN/WATCH</th>
<th>CONSIDER WHILE READING/LISTENING:</th>
<th>WHAT’S DUE?</th>
</tr>
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<tbody>
<tr>
<td>1 (Jan. 13-19)</td>
<td>Course Overview &amp; Helpful Tips for Successful Graduate School Experience</td>
<td>-Watch Professor Weekly Update&lt;br&gt;- Watch first 30 Minutes of Kathleen Sebelius Video&lt;br&gt;*Read&lt;br&gt;*Thomson (Chapter 2)</td>
<td>• Intellectual roots of public administration and the field’s enduring debates&lt;br&gt;• Defining pillars of public administration&lt;br&gt;• Understand how to effectively work with teams&lt;br&gt;• Defining cultural awareness</td>
<td>- (sign up for discussion manager and Week 2 zoom meetings)&lt;br&gt;- DISC Personality Survey (take before zoom meeting session)&lt;br&gt;- Practice discussion to get used to manager/staff roles (Professor is the manager for the week)</td>
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<td>2 (Jan 20-26)</td>
<td>What is Public Administration?</td>
<td>-Watch Professor Update&lt;br&gt;-Listen to pod lecture Read: Kettl, Chapters 2 and 3; *Stillman</td>
<td>• Politics-administration dichotomy&lt;br&gt;• Historical debates underpinning public administration&lt;br&gt;• Variation in government growth</td>
<td>- Understanding Founder Outline (Woodrow Wilson); 11 p.m., Saturday&lt;br&gt;- Zoom meetings with the (Discussion #1); professor/classmates (check your designated zoom link)</td>
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<td>3 (Jan 27-Feb 2)</td>
<td>History and Development of Public Administration</td>
<td>-Watch Professor Update&lt;br&gt;-Listen to pod lecture Read&lt;br&gt;*Friedrich/Finer, *PAR Code of Ethics Kettl, Chapter 1&lt;br&gt;*Form 16 (for discussion forum)</td>
<td>• The role of accountability in public administration&lt;br&gt;• Constitutional role&lt;br&gt;• Different between public administration and business administration</td>
<td>- Discussion Topic #2 (County Planner)&lt;br&gt;- Sign up for semester long project (have a teammate); develop a communication plan (1 per group, 11 p.m. Moodle)</td>
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<td>4 (Feb 3-9)</td>
<td>External Controls: Knowing Your Environment</td>
<td>-Watch Professor Update&lt;br&gt;-Listen to pod lecture Read&lt;br&gt;Kettl, Chapter 14, *Long,</td>
<td>• Understanding public administration in an environment of separation of powers</td>
<td>- Understanding Founder Outline (Long, Conlan, Gaus); 11 p.m., Saturday&lt;br&gt;- Start to think about</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Module</td>
<td>Readings</td>
<td>Assignments</td>
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| 5    | Feb 10-16      | Internal Controls: Knowing Your Environment                             | - Watch Professor Update  
- Listen to pod lecture  
Read Kettl Chapter 5, *Waldo, *Mayo                                      | - Understanding Founder Outline (Waldo and Mayo); 11p.m., Saturday  
- Individual conferences with Professor Rinfret |
| 6    | Feb 17-23      | Organization Theory                                                    | - Watch Professor Update  
- Listen to pod lecture  
- Discussion #3 (Mansplaining) |
| 7    | Feb 24-Mar 1   | Management of Public Organizations                                     | - Watch Professor Update  
- Listen to pod lecture  
Read Kettl, Chapters 6 and 7, *Gulick, *Follett *Professional Skills Assignment 1 corresponding reading | - Professional Skills Assignment 1, 11p.m., Saturday (1 per group) |
| 8    | Mar 2-8        | Human Resource Management                                              | - Watch Professor Update  
- Listen to pod lecture  
- Listen to HR Happy Hour Podcast  
| 9    | Mar 9-15       | Decisionmaking and Group Dynamics                                       | - Watch Professor Update  
- Listen to pod lecture  
- Listen to Incrementalism Podcast  
Read Kettl, Chapter 10, *Lindblom, *Thomas                              | - Understanding Founders Outline (Linblom); 11p.m., Saturday  
- Begin to work on Professional Skills Development Assignment #2 (see tips and suggestions) |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments</th>
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<td>10 (Mar 16-22)</td>
<td>Spring Break</td>
<td>- <a href="https://www.gendernonbinarypodcast.com">Listen to gender nonbinary podcast</a></td>
<td>Work on Professional Skills Assignment #2</td>
</tr>
</tbody>
</table>
| 11 (Mar 23-29)     | Policymaking and Implementation             | - Watch Professor Update - Listen to pod lecture  
  Read Kettl Chapter 12, *Stone, *Rinfret et al. | Understanding or rulemaking and regulatory processes  
  Differentiate between congressional and agency policymaking  
  Implementation strategies |
|                    |                                            |                                                                            | Professional Skills Development Assignment #2, 11p.m., Saturday (1 per group) |
| 12 (Mar 30-April 5)| Public Budgeting                           | - Watch Professor Update - Listen to pod lecture - [Watch bonus video on budgeting](https://www.budgetingvideo.com) | Understand why public budget is political  
  How we spend and determine priorities  
  Allocation of scarce resources |
|                    |                                            |                                                                            | Understanding Founders Outline (Rubin); 11p.m., Saturday                   |
| 13 (April 6-12)    | Current Topics: A New Public Service       | - Watch Professor Update - Listen to pod lecture  
  Read *Denhardt, *Thomas (Chapter 11), *West (Discussion Reading) | Investigate and reflect rowing, steering, and serving  
  The intricacies of e-government and guerrilla government  
  Revisit the driving elements of PA |
|                    |                                            |                                                                            | Discussion #5 (E Governance)  
  See calendly link for optional sign up for check ins with professor  
  Start to think about Professional Skills Development Assignment 3 (see tips and suggestions) |
| 14 (April 13-19)   | Research Week & Check-Ins with Professor    | - Watch Professor Update about writing an effective press release | Finish up research for final assignments and complete optional check ins with Professor Rinfret |
| 15 (April 20-27)   | Final Presentations (April 27, see you selected time slot) | - Watch Professor Update | Reflect on your learning for the semester and how this links back to broader course learning goals |
|                    |                                            |                                                                            | Complete UM Online Course Evaluation (email sent from UM Online)  
  Professional Development #3, 11p.m. Moodle (1 per group); April 27  
  Discussion #6 (April 27, 2020; designated presentation order see [link](https://www.presentationorderlink.com)) |
Classroom Policies

- **Extra Credit:** Not available for this course.
- **Make-up Exams:** Our exam is take-home and listed in the course schedule, so make up exams are not available.
- **Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that you will maintain a high level of professionalism in your classroom conduct with me, and with your 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 collaborate 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. Since this is a 10 week course, incompletes will not be an option.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 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 two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. 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.
- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.
- **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.
- **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.”