

**University of Montana**  
**Baucus Institute Department of Public Administration & Policy**  
**Alexander Blewett School of Law**  
**PUAD 504: Organization Theory**  
**Monday 4:30-6:50 p.m.**  
**Fall 2021**

**Instructor Information**

Three (3) Credit Hours

Classroom: LAW 215

Instructor: Blake Emidy

Professor's Office: LAW 148

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Zoom: <https://umontana.zoom.us/my/bemidy>

Office Hours: Mondays (2:00-3:00 p.m.); Wednesdays (2:00-4:00p.m.); or by appointment

**Course Description**

Organizations exist in virtually every sector of contemporary social life. Because of their ubiquity, however, they fade into the background, and we need to be reminded of their functions and impacts. In brief, the presence of organizations in every arena of social and economic life is one indicator of their importance. You might be wondering what organization theory is about. When we speak of organization theory, we do not mean a single theory. "Rather, it is a loosely knit community of many approaches to organizational analysis." The explanatory models employed are quite diverse. The field is multidisciplinary in nature. You will find contributions from sociologists, anthropologists, economists, psychologists, and political scientists in the literature. Although organizations share similar elements and features, this course provides a comprehensive overview of organization theory, particularly as it relates to public management. Our goal is to determine what each major school of thought can tell us about how to structure and manage complex organizations and apply these ideas to real public and nonprofit organizations. More specifically, students will analyze, write about, explain, and compare literature in the field of public administration and organization theory.

**Course Learning Objectives and MPA National Competencies**

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.

1. Apply theory to practice (knowledge to inform your current or future career)
2. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills
3. Understand the major concepts or schools of thought driving organization theory
4. Understand differences between public and private organizations

5. Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments.
6. Understand the meaning behind agency mission statements.

In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to lead and manage in public governance.

## Course Readings

Books required for the course:

1. Pearce, Jone L. & Sowa, Jessica E. 2019. *Organizational Behavior: Real Research for Public and Nonprofit Managers*. Irvine, CA: Melvin & Leigh, Publishers
2. Moodle Required Readings – noted with an asterisk (\*) in the course schedule
3. Watch and listen to occasional videos and podcasts posted on Moodle

For students interested in free books for this course, I suggest using the university's inter-library loan – it is a great way to decrease costs. You request the book via inter-library loan for the semester.

## Learning During a Pandemic

In accordance with federal, county, CDC, and UM guidance, it is **required** for vaccinated and unvaccinated students, staff, and faculty to wear a facemask during the entirety of class and/or office hours. The Department asks students to stay home if they are sick as doing so will not negatively impact assessment of student performance in this course. If a student, a member of their family, or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with the DPAP associate dean and course professor to successfully complete your work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online or remote (Zoom). A backup plan will be shared by the professor during the first week of the semester to ensure preparedness. The quality of student education will not be impacted: our Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Vaccinations are free and available to students through Curry Health Center. Please take the time to [review our Department's COVID-Safe FAQ guide](#).

## **Collective Learning Agreement**

This semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Ūlispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well. With this statement in mind, we will not check boxes in this course, but, meaningfully think about materials through discussion, assignments, and reflection – building skills for our current and future professions.

## **Class Preparation and Participation**

The goal of this course is to introduce students to the graduate study of organization theory and that can only be accomplished by engaging the material inside and outside of class. During our classroom discussions, this means participation is a must. Everyone - students and the instructor - can and should learn from one another. Learning is a process and is enhanced by dialogue. Additionally, engaging the material requires that students have rigorously read the assignments so that they are prepared to thoughtfully and productively contribute to class discussions.

## **Using Moodle**

We will use Moodle extensively for course readings, announcements, and completing assignments. Here is the link for [Moodle access](#).

Keep in mind that our course site is organized by week – for example, each week contains links to assignment dropboxes, readings, and other course materials:

## **Sign Up Lists**

Links to sign up lists (project organization, project partner, etc.) will be located on the Week 1 Moodle page.

## **Course Grading**

As your professor, I will do my very best to turn assignments back quickly, but please allow for up to seven (7) full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

## **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](mailto: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.

## 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 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. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

## Note about Late Assignments

All assignments 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. We are living in an extraordinary time. While late papers are not accepted, it is impossible to know how COVID-19 might impact any one of us this semester. Sometimes life happens. Please contact me as soon as possible if something should arise and you think that you might need an extension.

## MPA Portfolio

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.

## Assessment of Student Learning Outcomes

### Critical Assessment Outlines

Critical assessment outlines are intended to encourage reflective reading and informed discussion. These one-page (single-spaced) outlines demonstrate your command of the weekly readings and engender classroom discussion. Stated differently, the goal of these weekly outlines is not to regurgitate what you have read, but rather to analyze ideas you found compelling in the reading. These assignments are also applicable to public

service – we are often asked to read a large amount of information and convey it concisely to a larger audience in 2 pages. Thus, these assignments are intended to help you in your current or future public service careers.

*Outlines are always due by Monday, 4p.m. **before we cover the reading in class.*** Each outline should be organized or include:

1. Arguments (3 points)
  - a. List each of the authors/readings for assigned for the week listed on the course scheduled and their argument (one, in your own words for each, is sufficient)
2. Connections (3 points)
  - a. List 3-4 ways that the readings connect for the week (or how they connect to readings from previous weeks), citing evidence
3. Critiques (3 points)
  - a. List 2-3 criticisms you have about the readings for the week, citing evidence
4. Questions (3 points)
  - a. List 2-3 questions you have about the readings for the week
5. Grammatically correct, 1 page maximum (a reference page is not necessary), and outline format used (3 points)

Specific readings and key ideas should be clearly cited with the author reference **in text** (a formal reference list is not needed at the end). Please be prepared to share your ideas with your colleagues during our discussion weeks. Over the course of the semester, several outline assessments are possible and students are required to submit 4 total outlines. All students must submit an outline for Week 3. A student can complete all of our outlines available and the top 4 highest grades will be recorded. It is your choice after Week 3 which 3 outlines you want to complete.

## **Organizational Profile Project**

This semester students will embark on studying an organization of interest. Students have the option to work individually or with a partner to complete this semester long project. Each individual or partner team should select **one** public agency at the local, state, or federal level (or non-profit) to examine **for assignments 1-3 for the entire semester** (you will use the same organization for the entire semester). The goal is to not only apply theory to practice but also to use this as a networking opportunity to work for a new organization in the future or help to enhance your current place of employment. Due dates for each assignment are listed in the course schedule and on Moodle.

### Assignment 1: Organization Mission Statement:

One of the fundamental aspects to understanding organizational theory is an agency's mission statement. For this assignment, each student should select one agency, locate its mission statement, and use classroom materials to examine this mission statement. The analysis should include:

1. Introduction: a very brief description of the public organization, why you selected it, and what readings you will use to examine its mission statement. Your introductory paragraph should also include an argument for your paper.
2. Examination: explain the mission statement and its pros and cons. Make sure to use multiple organizational theorists for this evaluation. Please also answer the following questions in this section:
  - a. Based on the mission statement, what are the organization's primary goals?
  - b. What functions does the organization perform?

- c. Are any organizational functions contracted out to other entities (private, nonprofit, etc.)? Would you consider any of these functions “essential” to the organization’s mission?
3. Conclusion: What suggestions/changes would you make to this mission statement? Is it perfect?
4. Make sure to use up to 4-5 scholarly sources (this can include assigned course readings) and follow the course writing guidelines listed in the beginning pages of the course syllabus.
5. 4-5 page paper (double-spaced); reference page

#### Assignment 2: Agency Officials in Action:

For your second assignment, you are required to interview 1-3 agency officials (the more the better, but I understand Covid may limit your options) that work for the organization that you have selected to examine for the semester. These interviews should either be conducted over the phone or on Zoom. The same interview questions should be used for each interviewee and instructor approval of the interview questions is required (please see date in course calendar) – please do not start to interview without approval. The interview questions are worth 5 points of your grade and will be graded for quality of questions. Ideally, students will interview agency officials in different subunits and at different levels in the organizational hierarchy.

Students are required to let the interviewee know that answers to the questions will not be published and only used for a class project. Upon approval of interview questions, students should set up interviews immediately. After you have completed your interviews, write a **4-5 page** paper that includes:

1. Introduction: Who did you interview and why (no need to include names if privacy is a concern, but you should mention their subunit within the organization, their supervisory status, and how long they have been with the organization); make sure the introductory paragraph includes an argument
2. Examination: What did you learn about the organization from your interviews? More specifically, consider some of the following questions:
  - a. Did the interviewees appear to embody the organization’s mission statement?
  - b. Does the structure of this organization appear top-down or flat? How can you tell?
  - c. Does one of the interviewees work in a subunit with more power and influence than other interviewees?
  - d. How do interviewees characterize the organization’s culture and informal structure? Does the organization seem committed to fostering a culture devoted to diversity, inclusion, and equity?
3. Conclusion: What challenges are present in this organization? What are your suggestions for the future? Additional considerations: The best papers will begin their research early in the semester, state and pursue a theme, develop a logical argument with respect to why this agency was chosen, show creativity in developing new arguments (or analyzing old ones) on behalf of your position, and show a capacity to integrate the concepts discussed in class and in the readings.
4. 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
5. 4-5 page paper (double-spaced); reference page
6. Please Note: you might not use all of the interview data collected for your paper; the paper should be organized around themes, not a regurgitation of your interview notes – if questions about this, contact the professor

Assignment 3: Recommendations and Connection to Theory: This project is a brief tour of organization theory. To connect theory and practice, you are asked to analyze the organization’s strengths and weaknesses in accordance with multiple theoretical perspectives. Thus, your final paper should include:

1. Introduction: Based upon your own research of an organization this semester, what is your argument for your organization for the future?

2. Analysis: Provide a detailed examination of the organization by responding to the following questions:
  - a. What lessons from the major schools of thought inform the future opportunities and challenges for the organization?
    - i. Resource Dependence (Pfeffer & Salancik)
    - ii. Population Ecology (Hannan & Freeman)
    - iii. New Institutionalism (Meyer & Rowan; Powell & DiMaggio)
  - b. Is the organization properly structured to meet its objectives outlined in the mission statement? How would you seek to improve its structure?
  - c. What are the primary obstacles to success and the long-term viability of this organization? Are these challenges (Levine, 1978):
    - i. Internal or External?
    - ii. Political or Economic?
3. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning phases of the course syllabus
4. 5-6 page paper (double spaced)
5. We will hold a class discussion of your findings and recommendations during the final class session. This is not a formal presentation, though you are expected to discuss what you learned throughout the project and compare your recommendations with those of your colleagues.

### Grading Scale

This class employs contract grading. The goals of contract grading are to reduce the anxiety about grades students often experience and encourage students to develop their own motivations for excellence, just like a workplace setting. 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 each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment's written feedback is found 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. During week 4 students will sign up for a required individual conference with the professor to discuss your progress to date sometime during Week 4-7. At this meeting, each student is expected to write a paragraph, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email attachment to your professor 30 minutes prior to your designated session.

Evaluative Criteria	Description	Translation into Letter Grade
<b>Below Expectations (BE)</b>	1.Does not meet assignment expectations or commensurate with graduate level work	C
<b>Met Expectations (M)</b>	1. Meets the stated criteria for all assignments; 2. Meets due dates for all assignments; 3. Actively participates in <i>all live</i> in-person/zoom class discussions (and online if covid forces us to re-calibrate); 4. Asks thoughtful questions during discussions and conversations with the	B

	<p>professor and classmates and actively listen when others are speaking;</p> <p>5. Edits all assignments so that they conform to course writing guidelines (listed above);</p> <p>6. Attends required conference with professor to discuss coursework progress/complete mid and end of semester learning evaluations; and</p> <p>7. Checks UM email and Moodle class site regularly and be responsive to class inquiries</p>	
<b>Meet/Exceed Expectations (ME)</b>	<p>Do everything to do to earn an M in addition to:</p> <p>1. Demonstrates a sophisticated understanding of the material evidenced in your written work (e.g. make connections between theory and practice);</p> <p>2. Uses evidence in semester assignments and participate clearly and concisely in class discussion, leaving room to listen and hear others; and</p> <p>3. Turns in assignments that are concise, carefully edited, and easy to read.</p>	B+
<b>Exceed Expectations (E)</b>	<p>Do everything that you must do to earn a M and ME in addition to:</p> <p>1. Receives critiques during discussions and written work in a professional and non-defensive manner;</p> <p>2. Demonstrates a strong commitment and willingness to learn and grow from individual and team assignments;</p> <p>3. Utilizes the campus public speaking and writing center to complete quality, written work; and</p> <p>4. Produces creative, unique, and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g. doing outside research, applying your own experiences).</p>	A

## Course Schedule

I require that you to stay up with the readings in order to maximize your classroom experience. 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.

Date	Topic	Reading/Assignments
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<b>Week 1:</b> August 30	Welcome to Organization Theory	<b>Read:</b> Syllabus; P&S Ch. 1; *Coleman <b>Due:</b> <ol style="list-style-type: none"> <li>1. Direct any questions about the syllabus and/or course to instructor via email</li> <li>2. Review, in class, the theorists' sheet to help you work through course materials for the semester</li> </ol>
<b>Week 2:</b> September 06	No Class – Labor Day	
<b>Week 3:</b> September 13	Classical Organization Theory	<b>Read:</b> P&S Ch. 2; *Overview of Classics; *Taylor; *Smith; *Weber; *Perrow <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 1, due Monday (9/13) at 4p.m. [everyone required to complete this one]</li> </ol>
<b>Week 4:</b> September 20	Contingency Theory	<b>Read:</b> *Thompson Ch. 4 & 6; *Lawrence & Lorsch; *Van de Ven et al. <b>Due:</b> <ol style="list-style-type: none"> <li>1. Email your agency/org selection for the semester to Professor by Monday (9/20) at 4p.m.</li> <li>2. Outline Assessment 2, Monday (9/20) at 4p.m.</li> </ol>
<b>Week 5:</b> September 27	Human Relations Approaches	<b>Read:</b> P&S Ch. 4-5; *Maslow; *McGregor; *Mayo; *Perlow; *Rabl et al. <b>Watch/Listen:</b> Podcast (Ezra Klein Show) <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 3, Monday (9/27) at 4p.m.</li> </ol>
<b>Week 6:</b> October 04	Decision-making	<b>Read:</b> P&S Ch. 11; *Simon; *Lindblom; *Krackhardt & Hanson; *Yamkovenko & Tavares <b>Watch/Listen:</b> Podcast (The Argument)

		<b>Due:</b> <ol style="list-style-type: none"> <li>Outline Assessment 4, Monday <b>(10/4)</b> at 4p.m.</li> </ol> <b>Additional Guidance:</b> <ol style="list-style-type: none"> <li>Watch department cultural awareness video</li> <li>Complete UM Online mid-semester learning evaluation</li> </ol>
<b>Week 7:</b> October 11	Informal Structure	<b>Read:</b> P&S Ch. 7-8; *Feldman; *Blau; *Roy; *Pitts & Jarry; Also refresh your memory on Coleman piece from Week 1 <b>Due:</b> <ol style="list-style-type: none"> <li>Outline Assessment 5, Monday (10/11) at 4p.m.</li> <li>Deadline to submit first draft of interview questions, Monday (10/11) at 4p.m.</li> </ol> <b>Additional Guidance:</b> <ol style="list-style-type: none"> <li>Start scheduling your interviews, ideally between 10/26 and 11/05</li> <li>Best Practices for Interviews</li> </ol>
<b>Week 8:</b> October 18	Organizational Culture	<b>Read:</b> P&S Ch. 9; *Kunda; *Goodsell <b>Due:</b> <ol style="list-style-type: none"> <li>Outline Assessment 6, Monday (10/18) at 4p.m.</li> </ol>
<b>Week 9:</b> October 25	Power	<b>Read:</b> P&S Ch. 10; *Emerson; *Hickson et al.; *Salancik & Pfeffer; *Acker; *Sabharwal <b>Due:</b> <ol style="list-style-type: none"> <li>Outline Assessment 7, Monday (10/25) at 4p.m.</li> <li>Mission Statement Analysis, Monday (10/25) at 4p.m.</li> <li>Power and Decision-making Activity</li> </ol>
<b>Week 10:</b> November 01	Resource Dependence and Population Ecology	<b>Read:</b> *Pfeffer & Salancik; *Malatesta & Smith; *Hannan & Freeman; *Carroll

		<b>Watch/Listen:</b> Podcast (Hidden Brain) <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 8, Monday (11/1) at 4p.m.</li> </ol>
<b>Week 11:</b> November 08	Institutionalism, Old & New	<b>Read:</b> *Selznick; *Meyer & Rowan; *DiMaggio & Powell <b>Watch/Listen:</b> Professor Update and Lecture; podcast 3 (TBD) <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 9, Monday (11/8) at 4p.m.</li> </ol>
<b>Week 12:</b> November 15	Conflict, Decline, and Change	<b>Read:</b> *Hirschman; *Levine (1978 & 1979); *Wright, Christensen, & Isett <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 10, Monday (11/15) at 4p.m.</li> <li>2. Agency Officials in Action (Interview Assignment), Monday (11/15) at 4p.m.</li> </ol>
<b>Week 13:</b> November 22	Thanksgiving – NO CLASS	
<b>Week 14:</b> November 29	Organizational Learning and Innovation	<b>Read:</b> *Argote & Darr; *Cohen & Levinthal; *Greve <b>Due:</b> <ol style="list-style-type: none"> <li>1. Outline Assessment 11, Monday (11/29) at 5p.m.</li> </ol>
<b>Week 15:</b> December 06	In-Class Discussion of Organizational Profile Findings	<b>No readings this week</b> <b>Due:</b> <ol style="list-style-type: none"> <li>1. Connection to Theory Paper due, Monday (12/6) at 4p.m.</li> </ol>

## Classroom Policies

- **Extra Credit:** Not available for this course.
- **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.umd.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."