



## CEL POLS 3350 (CEL) – Syllabus (Spring 2021)

**Instructor:** José D. Villalobos

**Office:** Benedict Hall 306

**Phone:** (915) 747-7978

**UTEP Email:** [jdwillalobos2@utep.edu](mailto:jdwillalobos2@utep.edu)

**Course Registration Number:** 28058

### Course Overview

POLS 3350 (CEL)\* focuses on the role of administration in government and the primary relationships and responsibilities that influence and explain administrative behavior and public administration performance. We will study management processes involved in accomplishing administrative government and explore the various trends in, and techniques of public management. In doing so, we will concentrate on relationships that affect public administrators because we want to understand the craft of public administration and its influence on society. We will also consider in-depth the ethical concerns and responsibilities associated with the administration of public organizations through case study analyses and online class assignment activities. Since this is an online class, much of our discussions will take place in the form of short critical thinking assignments that you will submit for a grade and feedback from the instructor. In addition, the course will also deal with community engagement issues and the prospects for key policy reforms in the current political environment, as well as provide nonpartisan voter awareness and registration opportunities for students to engage in their communities to affect change – mainly vis-à-vis remote social media efforts given the ongoing health and security circumstances amid the COVID-19 pandemic.\*\* I look forward to working with you during the course of the semester and encourage you to be active in our online activities and discussions.

**\*NOTE 1:** The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts (full details to be provided at the start of the online course). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals.

**\*\*NOTE 2:** Given the restrictions and limitations to in-person interaction and planned community engagement activities amid the ongoing circumstances surrounding the COVID-19 pandemic emergency, outreach efforts will be employed remotely through social media for this course rather than direct face-to-face activities (the safety and health of students is first and foremost!). Please also read the section further below entitled “COVID-19 Precautions and Accommodations” for more general advice and guidance to follow during the pandemic.

## Course Objectives and Learning Outcomes

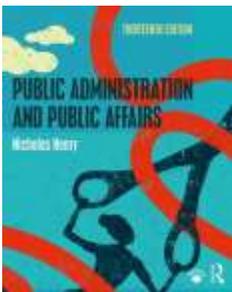
Learning outcomes relevant to Social and Behavior Sciences (SBS) and in line with UTEP's Edge Mission - Students can expect to learn the following by the end of this course:

1. to define, understand, and use concepts and terms relevant to the study of public administration
  2. to apply a body of factual knowledge directly relevant to understanding the role of administrators across a range of public organizations
  3. to critique and apply major ideas that are directly relevant to analyzing the effects of historical, social, political, economic, and global forces on the state of public administrators and the organizations they lead
  4. to recognize and formulate researchable questions relevant to the study of the craft of public administration
  5. to develop ideas about the role that citizens play in national politics through various means of skill-building in political participation, including in-person and/or online social media communication, interpersonal teamwork, and change-making skills, which lend themselves broadly to leadership in community engagement
  6. to apply knowledge and general theories from the literature to evaluate the current events and conditions related to the administrative craft
- \*\*\*Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Change-Making Skills, Global Awareness, and Social Responsibility.

## Required Text

The course includes one required textbook listed below. For anyone interested in additional readings that relate to the course concepts, there is also a casebook that may be of interest (the casebook will NOT be included in the assignments or assessments, it is only for supplemental reading for those who wish to go beyond the introductory materials).

### Main Text (REQUIRED)



Henry, Nicholas. *Public Administration and Public Affairs, 13th ed.*

- Please make sure you obtain a 13<sup>th</sup> edition (any format – rental, ebook, hardcover, or paperback – is fine).

## Objectives for Good Citizenship & Communication Etiquette

As a member of this online class it is vital that you to adhere to the following principles of professionalism:

- Interpret the consequences of one's own actions:

- Unprofessional conduct will be dealt with swiftly through the university and it is at the instructor's full discretion to have a student dropped from the course for any inappropriate behavior.
- Have responsible civic engagement:
  - Respect different points of view and different cultures.
  - Work effectively as a group leader and/or member of the class.
  - Articulate the value of a diverse and global perspective in the workplace and society.
- Communicate effectively and appropriately in online discussions:
  - Since this course limits our communication with each other to online discussions only, it is essential that the utmost respect and professionalism be adhered in all exchanges between class members.
  - When engaging others in discussion, my best advice is to focus on ideas about how one can be most successful in addressing public administration tasks and challenges, and how such suggestions can improve societal outcomes.
  - In doing so, make sure to avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.
- Email Protocol – Please email the instructor whenever you need assistance:
  - When emailing the instructor, please be sure to include your first and last name. Please do not email me about information you can obtain from the syllabus.

## Grades

Grades will be based on two exams that each count for 15%, numerous short assignments that in total constitute 40% of the grade, and one major Community Engagement & Leadership (CEL) class project that is worth 30% of the grade. Instructions for the short assignments and class project will be provided in detailed emails. Please note that I do not give out grades by telephone.

Final Grades are based on accumulated weighted points, rounded to the second decimal:

<b>Grading/Exams</b>	
Class CEL Project	30%
Short Assignments	40%
Exam 1	15%
Exam 2	15%
<b>Total</b>	<b>100%</b>

<b>Final Grade Scale</b>
$\geq 89.50\% = A$
$89.49 - 79.50\% = B$
$79.49 - 69.50\% = C$
$69.49 - 59.50\% = D$
$\leq 59.50\% = F$

**Note:** I will not change grades. If you are concerned about your grade, please contact me immediately by email. This is particularly important if your grade on the first exam is not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

## Classroom Policies

- Participation in assignment postings counts for 40% of the final grade! Accordingly, you must participate in online class discussions to pass the course. I expect everyone to do so in a positive and appropriate way (see “Objectives for Good Citizenship & Communication Etiquette” above). This means being attentive to the online class webpage on a daily basis and being prepared to contribute intellectually with your submissions.
- Demonstrating your willingness to participate and showing that you are prepared and keeping up with the readings is important particularly because, as mentioned above, it will weigh heavily on your final grade. In addition, exams will cover material from the readings and lecture notes, so doing just one or the other will leave you at a disadvantage.
- **NO LATE ASSIGNMENTS** – In this online course, I provide plenty of time for assignments to be completed. *I also encourage students to begin working on their lecture readings and assignments at the start of each week to avoid running out of time.* There is no excuse for being unable to turn in work on time. That said, I do understand if assignments are not turned in because of a technical or system problem that is outside of the student’s control. Accordingly, please know that I *do not* hold responsible or penalize my students for any glitches beyond their control that cause problems with the submission of their work. In fact, I pride myself on resolving those types of issues as effectively and equitably as possible for everyone in the class. Should you experience a technical problem with the online system, please inform me immediately so I can help you resolve the problem.
- **NO MAKE-UP EXAMS** – In meeting with the requirements and limitations of an online course, all exams will be posted online as "take home" exams such that students will have a long duration of time to complete their exams before the course ends, which should fit within their school and work schedules. If for any reason you anticipate a problem with the scheduled exams, please notify me ahead of time to address and resolve the matter.

## Online Etiquette and Effective Communication

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views. No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor’s full discretion to have a student dropped from the course for any inappropriate behavior.

Please carefully read the following rules for online etiquette and effective communication:

**Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

**Respect:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

**Be Forgiving:** If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

**This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

**Edit Your Work:** The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

**Test for Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

**Follow the Parameters/Stick to the Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Do not waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

**Read First, Write Later:** Do not add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

## **E-mail Protocol**

When e-mailing me, please put the course and section number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name and UIN (University Identification Number). Please do not e-mail me about information you can obtain from the syllabus. I do not answer substantive material from lectures or readings via e-mail as it is not an effective means of communicating. If there is class material you are confused about, please contact me during my office hours.

## **CEL Class Project (Blackboard Getting Started Tips)**

When you log into our Blackboard course page, you will see a section folder with the full instructions and forms to help you get started on and complete your CEL Voter Awareness & Registration Community Engagement Project (worth 30% of the grade).\*

\*These activities will be done in partnership with UTEP's Center for Community Engagement (CCE) and the El Paso County Elections Department.

\*As mentioned above, given the restrictions and limitations to face-to-face interaction and planned community engagement activities amid the ongoing circumstances surrounding the COVID-19 pandemic emergency, outreach efforts will be employed remotely through social media for this course rather than direct face-to-face activities (the safety and health of students is first and foremost!).

For this, you will need to follow a few key step-by-step instructions to get started and complete the work (see the full folder on Blackboard for the more detailed steps and downloadable forms):

1. Fill out and submit to me (a) the student contract form and (b) the UTEP release form (send both to me BEFORE starting any activity). I can submit these to the UTEP Center for Community Engagement office on your behalf.

2. For the portion of your activities related to voter registration, here is a link where people can check their status and download an online application to mail in their voter registration:

<https://www.votetexas.gov/register-to-vote/where-to-get-an-application-2.html> (this link will be especially helpful given the current COVID-19 social distancing guidelines and other

limitations/restrictions that highly limit or do not allow for in-person activities). Accordingly, you may share these forms online with interested people so they may fill them out and submit them on their own (Please note: do NOT fill the forms out yourself unless you are trained and deputized to do so, which then requires that you submit the forms on their behalf by a certain deadline. This should not apply or be of concern given our avoidance of face-to-face interactions amid the pandemic.

However, if you have questions about this or alternative options you would like to be considered for credit, please contact the professor). Unless you are already willingly trained, deputized, and ready to do the actual paperwork/submissions yourself, I strongly suggest you take the more cautious route of directing people to registration forms and letting people know that they can easily fill out and submit the forms themselves to the elections office.

**Note 1:** For those of you who are local to El Paso, here are two additional helpful links – one to general voter registration information provided by the El Paso County Elections Office and a second link to the printable official Voter Registration Application for El Paso residents:

[https://epcountyvotes.com/voter\\_information/voter\\_registration](https://epcountyvotes.com/voter_information/voter_registration)

[https://el-paso-county-elections.s3.amazonaws.com/documents/files/000/000/800/original/EL\\_Paso\\_2016\\_VR17.pdf?1462227051](https://el-paso-county-elections.s3.amazonaws.com/documents/files/000/000/800/original/EL_Paso_2016_VR17.pdf?1462227051)

**Note 2:** If you are from outside of the El Paso/Paso Del Norte region, feel free to contact me if you have difficulty finding the same type of information and application forms for your location – I will be glad to help you!

3. Read through the UTEP Volunteer Tip Sheet (Reminders for conducting your activity, no submission required for this).

4. Once you have completed each of your activities, fill out (a) the student time sheet (Note: For voter awareness and registration activities, please make sure to keep track of the number of hours you served, the number of people you came in contact with, and the number of individuals you helped get registered to vote [you can include it right next to your number of hours] so I can keep records for UTEP, thank you!) and (b) reflection sheets, and then send them to me via email scan. Once I record your activities for the course, I will also report the data to the UTEP Center for Community Engagement. We will have a final due date towards the end of the semester when all forms and documentation must be submitted in order to officially get credit for your work.

**[Targeted Edge Advantages:** Communication, Leadership, Global awareness, Social Responsibility, Change-Making Skills, Initiative and Responsibility]

## Current Events and Web Links

All students are always encouraged to keep track of current events (both national and daily) on a daily basis. In particular, I highly encourage for students to use at least one of the following national news sources: *New York Times*, *Washington Times*, *Wall Street Journal*, *Washington Post*, *USA Today*, or, more generally the *Google News* section (click on each title for the hyperlink that takes you to the website). For local news, students may also wish to keep up with the *El Paso Times* or other local news sources. For students living outside of El Paso, try to find and keep up with a reliable local news source (feel free to check with me about your choice).

In addition to keeping up with news, many of our class discussions for the short assignments will include topics and questions that relate to government departments and agencies in charge of key policy spheres. To better understand such bureaucratic entities and as a means to help you shape your opinions about the role they do/should play in solving public problems, I highly recommend using their official websites listed below as a valuable resource of information:

### **CABINET DEPARTMENTS**

[Agriculture](#)  
[Commerce](#)  
[Defense](#)  
[Education](#)  
[Energy](#)  
[Health and Human Services](#)  
[Housing and Urban Development](#)  
[Homeland Security](#)  
[Interior](#)  
[Justice](#)  
[Labor](#)  
[State](#)  
[Transportation](#)  
[Treasury](#)  
[Veteran Affairs](#)

### **FEDERAL AGENCIES**

[Central Intelligence Agency](#)  
[Federal Election Commission](#)  
[Environmental Protection Agency](#)  
[Federal Emergency Management Agency](#)  
[Federal Trade Commission](#)  
[National Aeronautics and Space Administration](#)  
[National Endowment for the Humanities](#)  
[National Science Foundation](#)  
[Small Business Administration](#)  
[Social Security Administration](#)  
[Agency for International Development](#)  
[United States Postal Service](#)  
[Government Accountability Office](#)  
[Peace Corps](#)

## Academic Dishonesty and Misconduct

Academic integrity and standing require a respect and adherence to the grading policies and rules against cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. *One example of collusion is signing in for another person (or having someone sign for you) on the class attendance sheet.* As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

I encourage students to study together and work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is plagiarism. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism:

<http://www.plagiarism.org/resources/webcasts>

Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course may be checked by the instructor for originality via *Turnitin*—an online originality checking service made available by UTEP ([http://www.turnitin.com/en\\_us/features/originalitycheck](http://www.turnitin.com/en_us/features/originalitycheck)).

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be subject to disciplinary action. Students may be suspended or expelled from UTEP for such actions. For further information, please refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>.

## ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the university regarding services for students with disabilities.

## COVID-19 Precautions and Accommodations

Even though our course is 100% online, students may still go to campus to visit the library or other services. Therefore, please read the information below about COVID-19 precautions and accommodations very carefully. Here is an [informative video on COVID-19](#) and a [student training video](#) prepared by UTEP. Check out UTEP's [COVID-19 website](#) for updates and announcements.

### *COVID-19 Precautions*

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](https://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone go to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the University know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in classrooms. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

### ***COVID-19 Accommodations***

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus but have face-to-face classes, you should contact your professors as soon as possible so necessary and appropriate accommodations can be arranged.

Students who are considered high risk according to [CDC guidelines](#) and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

## **Copyright Statement for Course Materials**

The course materials used in this course are copyrighted. By course materials, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lecture notes and PowerPoint slides, in-class materials, review sheets, and additional problem sets. This also includes any information posted on the course webpage. Because these are copyrighted, you do not have the right to distribute the course materials, unless I expressly grant permission.

## **Syllabus Updates**

This is a provisional syllabus. With advanced notice, I may introduce specific changes or updates based on progress in class (including with regard to any system or technical issues that may impeded course due dates). Thus, the syllabus may change at the instructor's discretion.

## Software Requirements

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- Adobe Acrobat Reader. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- Adobe Flash Player. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- QuickTime Player. To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

Microsoft Office. If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

## UTEP Technical Support

UTEP provides a variety of student services and support:

### Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.



## Course Schedule

**Note:** This is a provisional course schedule. With advanced notice, I may introduce specific changes or updates based on progress in class. Thus, the course schedule may change at the instructor's discretion.

Week 1 1/20	<b>Course Introduction – Welcome to the course!</b> Reading: Download and read the syllabus and course schedule and become familiar with the Blackboard course website links and tools. Assignment: <b>None for this session – just be sure to obtain the required text book!</b>
Week 2 1/25	<b>Community Engagement Training</b> Students will: <ul style="list-style-type: none"><li>• Be briefed and trained on expectations concerning the CEL community engagement course component.</li><li>• Go over the paperwork (release form and student contract) required for engaging in voter awareness and registration efforts (provided via UTEP's Center for Community Engagement CCE).</li></ul>
Week 3 2/1	<b>Big Democracy, Big Bureaucracy</b> Discussion Notes: Chapter 1 Reading: <i>Public Administration and Public Affairs</i> , Ch. 1 Assignment: <b>***Assignments Due by Friday @ 11:59pm (MT)</b>
Week 4 2/8	<b>Public Administration's Century in a Quandary</b> Discussion Notes: Chapter 2 Reading: <i>Public Administration and Public Affairs</i> , Ch. 2 <b>***Assignments Due by Friday @ 11:59pm (MT)</b>

Week 5 2/15	<b>The Threads of Organization: Theories</b> Discussion Notes: Chapter 3 Reading: <i>Public Administration and Public Affairs</i> , Ch. 3 ***Assignments Due by Friday @ 11:59pm (MT)
Week 6 2/22	<b>The Fabric and Fibers of Organizations: Forces and People</b> Discussion Notes: Chapters 4 and 5 Reading: <i>Public Administration and Public Affairs</i> , Ch. 4 and Ch. 5 ***Assignments Due by Friday @ 11:59pm (MT)
Week 7 3/1	<b>Clarifying Complexity: The Public's Information Resource</b> Discussion Notes: Chapter 6 Reading: <i>Public Administration and Public Affairs</i> , Ch. 6 ***Assignments Due by Friday @ 11:59pm (MT)
Week 8 3/8	<b>Exam 1</b> Prepare beforehand using the Exam/Quiz 1 Review Sheet ***Exam 1 Due by Friday @ 11:59pm (MT)
Week 9 3/15	<b>Spring Break – NO CLASS</b>
Week 10 3/22	<b>Public Productivity: Corruption's Consequence</b> Discussion Notes: Chapter 7 Reading: <i>Public Administration and Public Affairs</i> , Ch. 7 ***Assignments Due by Friday @ 11:59pm (MT)



Week 11 3/29	<b>Managing Human Capital in the Public Sector</b> Discussion Notes: Chapter 9 Reading: <i>Public Administration and Public Affairs</i> , Ch. 9 <b>***Assignments Due by Friday @ 11:59pm (MT)</b>
Week 12 4/5	<b>Understanding and Improving Public Policy</b> Discussion Notes: Chapter 10 Reading: <i>Public Administration and Public Affairs</i> , Ch. 10 <b>***Assignments Due by Friday @ 11:59pm (MT)</b>
Week 13 4/12	<b>Intersectoral Administration</b> Discussion Notes: Chapter 11 Reading: <i>Public Administration and Public Affairs</i> , Ch. 11 <b>***Assignments Due by Friday @ 11:59pm (MT)</b>
Week 14 4/19	<b>Intergovernmental Administration and Bureaucratic Ethics</b> Discussion Notes: Chapters 12 and 13 Reading: <i>Public Administration and Public Affairs</i> , Ch. 12 and Ch. 13 <b>***Assignments Due by Friday @ 11:59pm (MT)</b>
Week 15 4/26	<b>Community Engagement &amp; Training Review/Discussions</b> *Instructions for completing the final CEL reflection and cumulative community engagement hours report for CEL Timesheet, <b>final due by 5/3</b>
Week 16 5/3	<b>CEL Class Reflections &amp; Sharing Session</b> *Final CEL reflection and timesheet due Class Projects <b>***CEL Class Project Documents Due by today @ 11:59pm (MT)</b>
TBD	<b>Exam 2</b> Prepare beforehand using the Exam/Quiz 2 Review Sheet <b>***Exam 2 Due by TBD</b>

---