

PADM 605/PLAN 610/UPA 672  
Public Management  
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## MPA MISSION STATEMENT

The University of Louisville's Master of Public Administration is a dynamic, collaborative, interdisciplinary degree program committed to preparing students for career success in the public and nonprofit sectors. The program content reflects the urban/metropolitan setting of the University as well as the focus of the Department of Urban and Public Affairs. We are committed to:

- Providing our pre-service and in-service students with a flexible program of study that emphasizes critical thinking, evidence-based problem solving and engaged service learning.
- Encouraging diversity and inclusiveness in the curriculum, in the classroom and by engaging with the community we serve.
- Advancing scholarship, competence and professionalism in program and public service activities.

## OVERARCHING OBJECTIVE

The Network of Schools of Public Policy, Affairs and Administration (NASPAA) is the national accrediting body for MPA programs. As an accredited program, we have to demonstrate that our MPA graduates have five universal competencies identified by NASPAA. They are:

- Lead and manage in public governance;
- Participate in and contribute to the public policy process;
- Analyze, synthesize, think creatively, solve problems, and make decisions;
- Articulate and apply public service perspectives; and
- Communicate and interact productively with a diverse and changing workforce and citizenry

The courses that comprise your MPA program support all these competencies, but some courses are more directly linked to a particular competency. This course is linked to the first one: to lead and manage in public governance.

Other competencies will be apparent in this course as well. We will talk about relationships with elected officials in the policy making process. We will identify big issues and best practices

in the field. We will always keep our public service perspective paramount as we engage management problems and think about leadership style for management of staff and citizen engagement in governance. Our commitment to these universal competencies define us as public administrators and distinguish our training from other programs.

## COURSE DESCRIPTION

Public management reaches across elements of several courses you have already taken or will take in your MPA curriculum and integrates them into the context of being a city or county manager. I could have taken a more theoretical approach to the course, but that's not my style. Figuring that your specialization is urban governance, and knowing that almost all our students find employment at the local level, I decided to focus on the things that a city or county manager needs to know to be successful.

After two weeks of talking about the local government setting, we will get to thorny problems like working across jurisdictional boundaries, managing roles and relationships within local government, dealing with elected officials, engaging citizens and innovating service delivery. I will also switch roles with you later in the semester when you have chosen a timely topic in local government management and developed expertise that you are ready to share with me and the rest of the class.

## COURSE OBJECTIVES

**Objective 1. Apply the situational context of local governments in the US to current public problems**

- Demonstrate how the structure of local governments in a federal system apply to contemporary problems.
- Evaluate the types, functions and authorities of local governments as they relate to the job of the manager.

**Objective 2. Apply public management concepts to local governance problems**

- Describe how economic disparities across jurisdictions affect service delivery and compare different approaches to dealing with them.
- Relate management attitudes and practices to the habits of high-performing governing bodies. Identify governance problems in the governing body and relate to literature on potential solutions.
- Evaluate changing expectations for citizen engagement in local decision-making and recognize opportunities and limitations associated with it.
- Describe how public-private partnerships work in local government and develop criteria for deciding whether contracting out or privatization is appropriate.

- Work through ethical dilemmas that public managers encounter.

### Objective 3. Develop critical thinking skills

- Critically evaluate the evolution of leadership in the local government manager role and identify current and future challenges that managers face.
- Critically evaluate alternative approaches to building organizational capacity, including strategic planning, performance measurement, budgeting for results and succession planning.
- Critically evaluate the measures local government managers use to deal with “wicked” problems including unchecked growth, the urban-suburban divide and strained relationships with state government. Develop coping strategies that are grounded in theory, fact and best practices.

### TEXT

#### Required

Nelson and Stenberg, *Managing Local Government*, 1<sup>st</sup> Edition, CQ Press, 2018. You must purchase the **electronic** copy from the bookstore, either in person or via the website at <https://www.bkstr.com/uoflstore>.

We will be using a social annotation tool called Perusall with this text. When you purchase the book you will get the Perusall access code.



### JOIN INTERNATIONAL CITY/COUNTY MANAGER’S ASSOCIATION (ICMA)

The book is cheap, so I don’t feel too guilty asking you to spend \$25 on a student membership at ICMA. It’s worth every penny, because you have access to over 5000 articles, case studies, reports and other materials to use in your best practices paper/presentation. You also get their newsletter – *Public Management* – online. I will use the magazine as course material.

Now, be cautious as you sign up. ICMA will ask you if you work full time. What they mean is do you work full time in city/county management. If you answer yes, they will only let you sign up for the full membership fee of \$125. You are a student, even if you work full time. That makes you eligible for the \$25 student fee. I have talked with ICMA about this and they are absolutely in agreement that you are eligible for the student fee while a public management student even if you are working full time. The only exception would be if you were working full time in city/county management.

It is so worth the \$25 because you get access to great applied research resources and the Job Center. We will use their resources throughout and the Job Center for one assignment. I'm not asking you to apply for a job, but to take some time and look at the kinds of jobs that are available, where they are, what they pay, and what qualifications you need to apply. It's a great way to get a sense of the public management market without having to jump into it yourself. Go to <https://icma.org/professors-and-students> or follow the link in the first module on the website.

## OFFICE HOURS

I will hold virtual office hours using Microsoft Teams. If you have a camera and microphone enabled on your computer, we can see each other and talk in real time. I am available Monday through Friday 9-5 by appointment. Evening and weekend appointments are also available to accommodate your work schedule.

When you enter the Blackboard website you will see "Contact Dr. Kelly" as a menu item. When you open it you will find instructions for downloading Teams and a link to a tutorial on using Teams. Your first assignment is to contact me for a Teams meeting. We can discuss the course, the weather, your grandmother's fruitcake recipe or anything else. The purpose is to make sure you can use Teams when we need to discuss something more substantive.

You can always contact me by email. You need to use your U of L email account for emails. I may not respond to [sweetpea@gmail.com](mailto:sweetpea@gmail.com) but I will respond to an email from your U of L account within four hours on weekdays during business hours or one day on weekends or holidays.

## TAKING AN ONLINE CLASS

Taking an online class is different from taking a face-to-face class. Without lectures, you will be teaching yourself to learn. I like to think of it as an essential step toward lifelong learning.

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the teacher and the student are different than you may be used to. I am a facilitator, guide, coach and resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials and each other, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it.

## TECHNOLOGY EXPECTATIONS

Because this course is held completely online, you need access to a computer and reliable high-speed internet. Everything we do will use the Blackboard website as a portal. Please do not sign in to the Perusal.com website. Your Perusal access code is imbedded in Blackboard and will only work there. Similarly, Panopto is an LTI (learning tool interoperability) and must be accessed via the Blackboard course website. Sure, you can get to Panopto from the Blackboard home page, but the video you record will go off into the ether somewhere. When you access Panopto from our course website, your video comes directly to me.

Remember that Blackboard maintenance takes place every Friday from 10:00 pm – 2:00 am EST. I will be informed of any unscheduled loss of Blackboard service and will make whatever adjustments are necessary if that loss of service occurs near a deadline. Signing into Blackboard to complete an assignment, becoming distracted and allowing your session to time out before the assignment is submitted does not constitute a loss of service.

Please use Microsoft Office software for all of your assignments. All written assignments should be in Word or portable document format (PDF). Blackboard won't allow me to view Googledocs or Page. As a student, you can get a free copy of Word and other Microsoft software. To get the Microsoft software you need, go to [Microsoft Office 265 Pro Plus for Students](#). Please consult Blackboard Help for Students <https://help.blackboard.com/Filter/Student> if you are have difficulty downloading or installing the software.

For your privacy and security, *only* your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email at least once a day.

## TEACHING METHODS

The course is divided into learning modules. Each module corresponds to one week in the semester. For most modules, you will have a short (approximately ten minute) introductory lecture to watch and a reading assignment in the text with annotation in Perusal. An application exercise often follows so that we can use the information in the text to understand a structure, function or problem.

Each activity has a similar due date/time, which is midnight EST on Sunday of your module week. You are welcome to work ahead if you like. You cannot work backwards. The link that allows you to submit an assignment will close at midnight on the Sunday due date.

All assignments use Blackboard tools. Forgive me for being repetitive, but Perusal is embedded in your Blackboard course website. Any assignments sent outside the Blackboard environment will not be graded. This is for your protection and convenience. When you complete the

assignment and submit it in Blackboard, we both have a record of the time and date of your submission. There is never any question as to whether a submission was received prior to the deadline.

I will grade your assignment in Blackboard. My comments will be retained for the entire semester. Your grade will automatically be recorded in your Blackboard gradebook. At any time during the semester you can look at the points accumulated divided by the points possible and know what grade you would receive at this point in the semester.

In the unlikely event that Blackboard has an unscheduled outage, I will extend the deadline for the assignment proportionate to the duration of the outage. Please email me when you detect the outage and I will respond with the extended deadline.

## ASSIGNMENTS

### Panopto

The presentation and communication skills that you develop during your MPA program will be among the most valuable assets that you take into the workplace. Unfortunately, classroom presentations often fall short of their potential value because the presenter lacked the requisite planning and preparation for a professional quality presentation. Panopto allows you to record multimedia presentations as homework assignments using your laptop, tablet or smartphone. Using it is easy; planning for it is not.

As one who uses Panopto for all my teaching, I know how important it is to have a presentation plan before I hit the record button. Now, I'm not holding myself out as an expert, but look at my "commentary" videos. Note that I have a short agenda for each recording and that I speak to the camera rather than looking at my notes. The goal is to communicate clearly, precisely and economically. I absolutely assure you that if you can do video communication well, you will be an incredibly effective speaker in a group setting.

You will do two important assignments in Panopto, a poster session on a management problem in a city or county government of your choice and your final project, a presentation on a local government management problem about which you have become an expert. To make sure that you can use the software and help you get comfortable with it, I assigned a brief introduction (less than five minutes) in the first learning module. You might want to watch my "elevator speech" video in preparation. I say a few words about my training and experience in public management. The video is approximately 2 minutes. Since the pandemic, we don't interact on campus the way we did before. Previous students found it helpful to associate a face with a name when responding to a Perusall comment or posting in the discussion board.

I also require the introduction as an assignment so I can troubleshoot any technical problems you may have with the Panopto software prior to your two assignments that require Panopto, the poster and the big issue/best practice. Come to me first for technical support for Perusall, Panopto or any other Blackboard tool. If I can't fix it, we'll bring in the Delphi Center experts.

## Discussion Board

Several modules have a discussion board component. For example, we will read an issue of Public Management (the ICMA monthly magazine) and each of us will write an (approximately) 200-word initial post on one article in the issue. Then we will read the posts of other students and respond to two of them (approximately 100 words each). Responses should be substantial and encourage further discussion. Should you choose (and I hope you will) to respond to more than two posts or to follow up with a classmate on your own post, there is no word count expectation. Response posts submitted in addition to those required help us learn from each other by evaluating and commenting on others' perspectives. Your goal is to communicate with clarity and precision and to help further the discussion.

## Perusall

Perusall is a social annotation tool that allows us to mark up the text as we read. Instead of reading a text chapter and discussing it, Perusall brings the discussion to the text. Reading becomes a collaborative experience. When you annotate the text, you will be responding to the material and to your classmates' observations about the material. I find that this exercise in reading is superior for using the concepts in the reading for the activity associated with the reading.

Each time a chapter appears in a module under assigned reading, your annotation will be due at midnight on the due date listed beside the module. A maximum of 25 points can be earned per chapter. Grading is not adversarial; you are not competing with classmates for assigned points. You are communicating your questions, reflections and observations on the material. Go to the Blackboard website and open the "About Perusall" tab to see a guide for using the tool and a rubric for your annotations.

## Poster Session

In the early text chapters, we think about the structure and function of government with an eye toward the problems that come with problematic structure and overlapping functions. One way to make this real and present for public managers is to engage the issues from the perspective of a particular city or county government of your choosing. A poster session (recorded in Panopto) is a great way to combine your creativity with collaborative learning. You will find a template and guides for creating a poster under the poster tab on the Blackboard website. You will also find my poster presentation on my hometown – Summerville, SC. You will have two weeks to prepare your poster on your hometown or county (or any town or county of your

choosing), then one week to watch other posters and respond to them using the discussion board.

### Leadership Analysis and Reflection

We are not going to spend much time discussing the differences between management and leadership, because I am not well qualified to lead that discussion. Instead, I offer you two tools that really worked for me as a manager/leader. The first is the Myers-Briggs Type Indicator and the second is a summary of a popular book on negotiation. I used these tools in conflict resolution. The Myers-Briggs reminds me that I approach conflict as an extrovert who thinks rather than feels, is uncomfortable with spontaneity, and always wants to solve problems (whether they need solving or not). Those with whom I interact may care more about the process, want to be understood and will see interpersonal aspects of the conflict that I do not. I must understand my propensity to steamroll toward a solution and keep it under control in order to be effective. The Myers-Briggs indicator gave me those insights and the accompanying guide gave me some valuable information about dealing with opposite personality types. I hope you will find it as valuable as I did.

The second item in this segment is a book called “Getting to Yes.” I read it years ago and attended a seminar given by one of the authors. It taught me to focus on the problem and not the person, and never let my personal history with that person enter into my thinking when I am in negotiation. It is not some kind of pop therapy, but a path to self-discipline that facilitates an efficient solution to the conflict, one that is acceptable to both parties, and one that preserves the relationship for future collaboration. This approach to negotiation has been helpful to me in personal settings as well as professionally.

The assignment from this segment is for your self-evaluation and will not be shared with classmates. The analysis and reflection asks you to integrate insights about your own style with the negotiation strategy presented in the book.

### ICMA Job Center

So, you bought a student membership in ICMA for \$25, let’s see what kind of jobs are out there. How fortunate that this assignment coincides with the “management as career” chapter in the text! Engage the Job Center however you like (by state, by salary, by population of the city, by function) and summarize what you see on offer in the Job Center. Describe the education and experience qualifications and the desired skills associated with the positions. Focus on the duties associated with the position. What is a hire of this type hire expected to do? To whom will these candidates generally report? What is the salary range? There is no real agenda to the exercise other than learning about career opportunities in public management and scoping out what is currently available. Your conclusions should take the form of a 200-word post to the discussion board, followed by two roughly 100-word responses to the initial posts of other



classmates. Follow up discussions are welcome and encouraged, and need not follow any format or length.

## Case Memo

Cases are a well-recognized educational tool for management. I was trained in the case method at the Kennedy School at Harvard and use them exclusively in executive education. They facilitate application and analysis level learning. Cases are real, though sometimes case authors can't get permission to reveal the names of the characters or the location of the events. That was true for my case, Rural Democracy, which chronicles a county administrator's struggle to balance best management practices with public preferences.

You should prepare a short (two page) case memo and post it to the course wiki on Blackboard. Specific guidance on preparing a case memo can be found under the "case memo" tab on the Blackboard website. The wiki allows other students to read and react to your memo. To minimize the influence of case memos submitted early, I will hide the submitted memos until everyone has submitted. Then everyone is free to read and comment on any individual person's preferred solution to the problem. Your case memo should demonstrate both your understanding of the facts in the case and your ability to communicate an informed position on your preferred outcome. An informed opinion often relates the reading material to the case issue.

You will not be graded on the position you take on the case, but on how well you support your position. One way to think about your initial post is one-third relating the issue to the text and class discussions, one-third explaining your position and one-third supporting your position.

Finally, I will answer your "what happened" question by releasing the actual conclusion on the due date/time as your case memo. Remember that the resolution as reported does not constitute the "right" answer. The main character in the case justifies his decisions, but he would never assert that he was somehow "right."

## What's Your Topic?

We return to the ICMA website to look for hot issues in public management and best practices associated with management problems. One way to proceed from a "toolbox" perspective is to look at the topics in Chapter 10 of your text. Another way is to look at previous issues of Local Government Review (LGR) on the ICMA website under the "publications and research" menu tab. You will also find research papers and research collaboration reports under the same tab. All these are fair game for your topic. Pick one and prepare to spend a month becoming an expert on it. For this assignment, you will just need to tell me what your topic is and a couple of resources that you have found on it (both need not be from ICMA).

## ICMA Citizen Survey

The ICMA would like to come to your city or county and conduct a citizen and/or employee survey (at a hefty price, of course). Under the ICMA “publications and research” menu tab see “citizen and employee surveys.” As we talk about citizen engagement (guided by the chapter in our text), I would like you to choose a report from a city or county (any size, any location) that is made available on the website and summarize the main findings. Then, reflecting on those findings and the chapter material, offer a personal assessment of what value there is in such efforts, both for citizens and for those who serve them. Would you have any reservations about using the results of a citizen survey to set policy priorities? Why or why not? Three pages, maximum.

## Local Government Review (LGR)

We’ll take it easy for a couple of weeks while you work on your final project. One week we will read about service delivery innovation in the text and also read the latest issue of LGR, which is published twice annually and spotlights such innovation. Choose your article and compose a short summary and reaction (approximately 200 words) to post to the discussion board. Then choose two different articles that your classmates have summarized post a follow up to their initial post (approximately 100 words).

## Big Issues and Best Practices

Here is the moment we have all been waiting for. Prepare a Panopto video (about 15 minutes) where you tell us why your topic is a big issue in city and/or county management and what are the best practices associated with it. Visualize yourself as an invited speaker at the annual ICMA regional conference, a recognized expert on a panel about your topic. Each panel member typically has 15 minutes for a presentation and then the floor is open for questions. Your Panopto video (with PowerPoint presentation) is the presentation and your responses to classmates on the discussion board are the audience questions. You guessed the format. Do your presentation; respond to two other presentations via the discussion board. Specific guidance and a presentation grading rubric can be found under the “big issues/best practices” module on the Blackboard website.

*Please see the course schedule for all these activities at the end of this document.*

## GRADING

All of your grades will appear in Blackboard My Grades. I will grade your discussion board posts, responses, posters, case memo, reflection article, survey review, etc., all within 24 hours. That’s my deadline. If I miss it, I am either in the hospital or at the funeral home.

Here is a short version of the assignment point values. A more comprehensive version is at the end of the syllabus and on the website under “class schedule.”

<b>Assignment</b>	<b>Possible Points</b>
Perusall (11 chapters)	275
Poster/ Responses	150
Analysis Paper	100
Job Center	25
PM Magazine	25
Case Memo	125
Citizen Survey	75
LGR and Posts	25
Topic and Presentation	200

The grading scale is the standard one.

<b>Grade</b>	<b>Range Points</b>	<b>GPA Points</b>
A	960-1000	4
A-	900-959	3.7
B+	860-899	3.3
B	820-859	3
B-	800-819	2.7
C+	760-799	2.3
C	720-759	2

We don't even want to contemplate what would happen if the value of points accumulated were lower than 720.

## NETIQUETTE

Netiquette is a set of rules for good online behavior. Something about cyberspace makes it easy for people to forget that they are interacting with real people. I'm sure you don't need the reminder, but it behooves all of us to remember that our online interactions are not accompanied by body language. For example, what would be a well-received joke in person can sometimes offend online.

We communicate online each week in our Perusall annotations to the text and often to each other's work in discussion boards. Keep this in mind:

- Be sensitive to the fact that our MPA cohort represents different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Be respectful of others' views and opinions, especially when you disagree.

- Consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters as this is considered shouting.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

## UNIVERSITY GUIDELINES AND POLICIES

### Distance Education

The University of Louisville is committed to complying with all requirements regarding the operation of online education within states and U.S. territories. This policy addresses the Department of Education regulations concerning the regular and substantive interaction requirements for online and remote courses. University online and remote courses must be designed to facilitate regular and substantive interaction between instructors and students. The University requires instructors teaching online and remote courses to have regular and substantive interaction with the students enrolled in those courses.

Individuals should report violations of this policy to appropriate University leadership, including but not limited to, the Delphi Center for Teaching and Learning, the University Integrity and Compliance at [compliance@louisville.edu](mailto:compliance@louisville.edu), or the [University's Compliance and Ethics Hotline](#).

### Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

### Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938,

<http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

### **Academic Dishonesty**

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

### **Religious Holy Days and Observances**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

### **Statement on Diversity**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

### **Basic Needs**

Doing well in classes (and in life, for that matter) means getting a good night's sleep, having enough to eat, and being able to get to where you need to go. If you are having any difficulties with these basic necessities, remember that UofL has resources to assist you. These challenges are unfortunately more common than we would wish. Please reach out to me or to one of these great resources if you find yourself in need at any time during this course or after.

- Food (fresh and non-perishable), household and toiletry items: Cardinal Cupboard (SAC W312)
- Clothing, shoes, household items and office/art supplies: UofL Free Store (SAC W303C)

## Student Success

If you're experiencing any academic, financial, or personal difficulties, a Student Success Coordinator in UofL's Student Success Center can work with you individually to provide guidance and support as well as connect you to relevant resources. Contact the UofL Concern Center for help finding and connecting with the resources you need to be successful: <https://louisville.concerncenter.com/>.

## Counseling Center

If you are having difficulty with your coursework for personal reasons, it may be helpful to work with a trained therapist at the Counseling Center in an individual or group setting. People come into the Counseling Center to discuss a range of topics, including relationships, family, identities, grief and loss, depression, stress, and many more experiences and concerns. The Counseling Center provides short term individual, group, and couples counseling, crisis intervention, and psychological testing. Clients seek services for a variety of areas of concern, including psychological, personal/social, academic, and career issues. To schedule an appointment, please contact the Counseling Center at 502-852-6585 or stop by the office in the Student Activities Center Room W-204. More info: <http://louisville.edu/counseling/>

Additional Counseling Resources:

- 24/7 Adult Crisis Line: 502-589-4313 or 800-221-0446 (available 24/7)
- The National Suicide Prevention Lifeline: 988 or 1-800-273-TALK (8255) (available 24/7)
- Crisis Text Line: Text HOME to 741741 (available 24/7)
- The Trevor Project: 1-866-488-7386 (available 24/7 for individuals ages 13-24 who identify as LGBTQ)

Any student who has difficulty accessing sufficient food, lacks a stable place to live, or faces any other hardship that may affect their performance in this class, should contact the Dean of Students Office at 502.852.5787 or <http://louisville.edu/dos>. Also, look for resources marked Basic Needs in UofLConcernCenter. For more information, visit: <https://louisville.concerncenter.com>.

## SUPPORT SERVICES FOR DISTANCE LEARNERS

### Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses page](#).

## Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website. Many useful videos can be found at the [Blackboard 9.1 Help](#) page.

## Writing Center

The University Writing Center is committed to supporting the writing of distance education students. You can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

## COURSE SCHEDULE

Week of	Module	Topic	Reading	Activity	Points	Due Date
10-Jan	1	Welcome!	Syllabus	Introductions, Perusall Preface		16-Jan
17-Jan	2	Local Government Management	Chapter 1, N&S	Join ICMA; Perusall	50	23-Jan
24-Jan	3	Historical Context	Chapter 2, N&S	Just Perusall	25	30-Jan
31-Jan	4	By What Authority?	Chapter 3, N&S	Poster Session	125	6-Feb
7-Feb	5	Working Across Boundaries	Chapter 4, N&S	Two Poster Responses	50	13-Feb
14-Feb	6	Leadership Skills	Article, Book Summary	Analysis and Reflection	100	20-Feb
21-Feb	7	Management as Career	Chapter 5, N&S	ICMA Job Board Post	50	27-Feb
28-Feb	8	Roles and Relationships	Chapter 6, N&S	New Issue PM	50	6-Mar
7-Mar	9	Challenges	Rural Democracy	Case Memo	100	13-Mar
14-Mar	Spring Break					
21-Mar	10	Council Manager Effectiveness	Chapter 7, N&S	What's Your Topic?	50	27-Mar
28-Mar	11	Citizen Engagement	Chapter 8, N&S, Ali & Ganapati Argumentation Tactics	ICMA Citizen Survey	125	3-Apr
4-Apr	12	Service Delivery Innovation	Chapter 9, N&S	LGR: Post, Two Responses	50	10-Apr
11-Apr	13	The Manager's Toolbox	Chapter 10, N&S	Just Perusall	25	17-Apr
18-Apr	14	Emerging Issues	Chapter 11, N&S	Big Issue/Best Practice	150	24-Apr
25-Apr	15	Respond to Big Issues, Best Practices			50	1-May



***Note that all readings and activities constitute deliverables by midnight on the due date.***