[York University](http://www.yorku.ca/)

**AP/PPAS 4200 A 6.00 Applied Public Policy Analysis**

Course Outline

Y 2019-2020 Fall/Winter

Tuesdays, 16:00-19:00, beginning September 10

ACE 006 Accolade East

| Instructor | Professor Wilkins is Associate in Public Management with the School of Public Policy and Administration. He was a Commonwealth Diplomat based in London (United Kingdom) and a career senior public servant in Canada. In 2009, he was awarded the Lieutenant-Governor’s Medal for Excellence in Public Administration. |
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Course Description

An applied analysis of specific areas of public policy chosen to reflect current public debates. The primary focus is on Canada, but comparisons with other countries are made where useful to understanding the policy process in Canada. Students apply their knowledge of policy analysis in the context of case studies and/or real-world projects with community partners.

Prerequisites: 78 credits, including AP/PPAS 3190 6.00 or AP/POLS 3190 6.00 or, for students with equivalent preparation, permission of the Undergraduate Program Director.

Course credit exclusions: AP/PPAS 4300 6.00, AP/POLS 4300 6.00, GL/POLS 4300 6.00.

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# Course Learning Outcomes

This course is designed to impart practical knowledge and insights about how public institutions and their leaders engage in government policy making and issues management. The aim is to expose students to the theory and practice of public policy analysis. The course borrows from Canadian and international contexts to explore contemporary public policy debates.

Over the course, students will acquire the conceptual and technical fundamentals that a policy analyst must possess. You will engage in theoretical reflections and proceed to in-depth analysis of specific public policy issues, primarily in Canadian federal and provincial orders of government. The course covers important elements of policy analysis, including structuring problems, collecting data, setting criteria, assessing options, making choices, implementing changes, and evaluating outcomes.

***Course Organization.*** The course is organized in four parts, as indicated in the weekly schedule under Class-by-Class Syllabus (pages 16-18):

1. *Purpose.* The first part explains the WHY and WHO of public policy analysis. It frames policy concepts, context, and community as prerequisites to understanding good practice. Students learn about the relationship between theory and practice in public policy making.
2. *Process.* The second part explains the HOW TO of public policy analysis. It outlines the policy planning, consultation, analysis, design, implementation, risk, and evaluation steps in a rational problem-solving and decision-making process. Students examine comparative management strategies, systems, and practices deployed in public policy development.
3. *Product.* The thirdpart explains the WHAT of public policy analysis. It explores the role and function of policy advice, instruments, and capacity in achieving public outcomes. Students assess the use, content, and effectiveness of different forms of communicating public policy.
4. *Presentation.* The fourth part explains the WHERE and WHEN of public policy analysis. It features group projects in which clients from Canadian jurisdictions are briefed on their priority policy issues. Students hone strategic communication skills and presentation techniques in policy advice to clients.

***Learning Objectives.*** Upon completion of this course, students should be able to:

* Discern normative theory and good practice in applied public policy analysis;
* Describe how public servants manage the policy development process for best results;
* Diagnose critical public policy issues utilizing proven analytical frameworks and methods;
* Differentiate and critique comparative strategies and methods used in public policy analysis;
* Develop creative, realistic, compelling options that resolve public policy priorities;
* Design policy that responds with political acuity and sensitivity to the setting and context;
* Detect international trends, benchmarks, and good practices in public policy analysis;
* Demonstrate advanced research, writing, and presentation skills in advice to policy makers;
* Determine key expectations, risks, and results in experiential learning projects; and
* Display ethical and professional conduct in client, stakeholder, and class relations.

By the end of the course, students will better appreciate the challenges that governments face in making complex, rapidly-changing policy in the new millennium. Mastering theoretical knowledge, ethical considerations, research and analytical skills, and the policy cycle itself comes with practice and experience. This course prepares you to enter the workforce as a policy analyst or to undertake postgraduate studies in a policy-related field.

***Learning Format.*** The course is grounded in experiential learning: “Experiential Education (EE) can be defined as a pedagogical approach that affords students the opportunity to apply theory to a concrete experience in a manner that advances the learning objectives of a course or program. These learning experiences can occur either within a classroom or within the community and serve as a means by which students can reflect upon their learning, and potentially acquire a deeper understanding of their subject matter.” (Experiential Education Working Group. 2013. *A Case for Change. Experiential Education Integration at York University*. Toronto: York University, 1.)

EE affords opportunities within the course framework for students to assume practical roles in policy analysis. You will work closely with an organization that is dealing with real policy issues to prepare analyses and recommend new or modified policy. Applying theoretical concepts to casework and adding the experience to your résumé are two of the mutual benefits of collaboration. Please note that the theoretical foundations of policy analysis remain a fundamental learning objective and a precursor to practical components of the course.

The course is designed to facilitate various forms of learning⎯assigned readings, short lectures, class discussions and exercises, individual and group work on assignments. The schedule may be adapted over the year to answer student needs or accommodate changing demands arising from EE components. You will be informed in advance of any schedule changes.

For more details on how EE is approached in this course, please refer to the Client Project under Written Assignments and Projects (pages 7-13).

# Deliverables at a Glance

Students are expected to do advance readings, attend all classes, and participate actively in class discussion of key concepts, practices, exercises, cases, and assignments. You are also expected to complete tasks and assignments according to schedule. The impact of each assignment on your final course grade is indicated in the table below. For details, please refer to Written Assignments and Projects (pages 5-14).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ASSIGNMENT | QUANTITY | % WEIGHT | TOTAL % | RESPONSIBILITY |
| CURRENT ISSUE   * Presentation * Paper | 1  1 | 10  15 | 25 | Individual  Individual |
| CLIENT PROJECT   * Terms of Reference * Presentation * Appraisals:   + Client   + Team * Report | 1  1  1  1  1 | 10  15  10  5  20 | 60 | Group  Group  Group  Individual  Group |
| CLASS PARTICIPATION | 15 | 1 | 15 | Individual |
|  |  |  | 100% |  |

# Course Material

The required textbook for this course is:

**Pal, Leslie A. 2014. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 5th edition. Toronto: Nelson Education Ltd.**

Pal (2014) is an acclaimed Canadian textbook on the theory and practice of public policy analysis: “Authoritative and intrepid, *Beyond Policy Analysis* examines public policymaking in Canada with an eye to what lies beyond conventional categories and concepts. Author Leslie A. Pal explores the extent to which the world of policymaking has reacted to the increasing pressures of globalization, information technology, changing public values and cultural assumptions, citizen distrust, and decentralization and subsidiarity. His fifth edition keeps up with the hectic pace of ever-evolving governance and includes updated examples and statistical information, a greater balance between Canadian and international policy in Chapter 2, and the inclusion of a new chapter on political communication (Chapter 9).” (Atlas of Public Management. 2017. Beyond Policy Analysis – Book Highlights. Ian Clark, 23 April 2017.)

The book is also conveniently linked to the Atlas of Public Management, which offers excerpts and summary information online.  Pal (2014) is crosslinked to other parts of the Atlas, creating a portal that multiplies learning benefits to students.  The Book Highlights page in the Atlas is available at <http://www.atlas101.ca/pm/resource-pages/beyond-policy-analysis-book-highlights/>.

***Required readings*** in Pal (2014) are referenced in the Class-by-Class Syllabus (pages 16-17). The text can be purchased through the York University **Bookstore** <https://www.bookstore.yorku.ca/>. Two copies are also available for up to three days on **Course Reserve** from York University’s Scott Library <https://www.library.yorku.ca/web/>.

***Other required readings*** are available on York University **Moodle** <https://moodle.yorku.ca/>. Please arrange for access, and check the site between classes. All course readings, materials, and announcements are posted on this site. Case studies, exercises, research, and informed class debate draw upon current publications and reliable Internet sites for pertinent opinion and evidence from domestic and international sources.

***Supplementary references*** may be suggested by the Instructor from time to time. Students may also request the Instructor to identify readings on specific subject matter of special interest.

# Class Preparation and Participation

This course is delivered in the style of an interactive seminar in which readings, presentations, exercises, case studies, current events, real stories, and guest commentaries stimulate discussion. Class discussion is central to learning.

***Preparation***. Students are expected to come to class well prepared to communicate and collaborate. Each student is assumed to bring perspectives, knowledge, and experience that are of value to the topics under discussion. You may wish to keep notes to reinforce your learning. On average, you should expect 3-6 hours per class for pre-reading and assignments.

***Class Participation*.** Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend all classes in their entirety, listen actively, ask questions, get involved in group exercises, and engage fully in class discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment. For more details on grading, please refer to Class Participation under Written Assignments and Projects (pages 13-14).

***Instructor Responsibility.*** The Instructor serves as an expert resource by facilitating class discussions, clarifying topical issues, sharing experiences, and guiding the learning process. The Instructor is committed to (1) creating an open, stimulating environment for exchanging ideas and questioning assumptions, (2) being available for questions and advice, and (3) being prompt, prepared, and respectful of all points of view. Respect does not imply accepting uncritically every argument. Policy analysis is about using evidence and logic to be analytical and critical.

***Student Responsibility.***Consistent with academic, professional, and ethical standards and the Code of Student Rights & Responsibilities <https://oscr.students.yorku.ca/student-conduct>, you are expected to:

* *Attend class*. Experience shows that students who do not attend class receive lower grades.
* *Do the work*. The best way to earn high marks is to do the reading, pay attention, contribute to discussions, and work hard. Not everything covered in the textbook and posted readings will be discussed in class. Lectures and discussions are held to enrich the material, not simply to reread it. You are also required to participate fully in all group activities.
* *Be courteous to the Instructor and classmates*. Some behaviours are unacceptable in a learning environment. These include allowing phones to ring, reading newspapers and magazines, browsing the Internet for purposes unrelated to the course, and packing up to leave before class ends.
* *Be aware and respectful of York University policies, regulations, and procedures*. Students should become conversant in the policies highlighted under General Academic Policies (pages 14-15). A complete list can be found on the Senate website at <http://secretariat-policies.info.yorku.ca/>.

# Written Assignments and Projects

| *Due Date* |  |
| --- | --- |
| **CURRENT ISSUE** | |
| The Current Issue assignment is a foundational component of the course. The purpose is to transcend theory and introduce students to the nuances and intricacies of public institutions and their policy issues. The objective is to learn why governments initiate public policy analysis and how public servants advise policy makers on the issues.  Students will practice their newfound craft of presenting and documenting policy issues in the relative safety of the classroom. Issues can be identified from reputable government, community, academic, or media sources. They often appear as current events in the news. They may be featured in short articles or stories drawn from news media of journalistic or broadcasting quality. | |
| SEP 24 – DEC 3 | **PRESENTATION**  Maximum length: 15 minutes (maximum of 5-minute presentation, minimum of 10-minute Q&A discussion)  Value: 10%  In the role of policy advisors, students will make short, in-class presentations on current policy issues. The task is to analyze a critical issue of interest, to assess comparative policy development strategies, and to present coherent policy advice.  The Instructor will orient students to the assignment in Class 1. Students will select and/or draw presentation time slots scheduled in clusters of three over Classes 3-11, with a cluster of four in Class 12 as necessary. All presentations must be made in class on the scheduled date. You may only request rescheduling by prior agreement with the Instructor and affected students. Requests must be justified in writing.  You will select a current issue that illustrates key policy concepts, readings, and questions raised in the first half of the course. By Class 2, you are asked to confirm your choice of a real, contemporary public policy issue in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. There is class time for topic work and coaching.  Students are expected to adopt a public management perspective to analyze the policy issue at hand. You should research how the current issue is being addressed⎯by which government jurisdictions and institutions, with which tools and what results, and with what coalitions and partnerships to enhance public value. You may employ various frameworks, techniques, and tools to analyze the problems and options.  You are asked to make specific, actionable recommendations, taking into account stakeholder involvement. Please be inclusive in identifying stakeholders and their diverse positions, including those with opposing views. Most policy issues entail controversy, as well as unintended consequences. You should embrace rather than shy away from issues.  Students may present their work utilizing the audio-visual format of choice. Presentations can take various forms⎯PowerPoint (or equivalent) slides, hand-outs, posters, self-produced video, role play, press conference. Please use your imagination, be creative, but keep it brief. Ideally, your presentation will generate questions and inform class discussion. Time limits will be strictly enforced. Your presentation and class discussion will be cut off promptly after 5 and 15 minutes, respectively.  Please e-mail the Instructor an electronic document the day of your presentation. The Instructor will use a template to assess presentations according to five criteria, each weighted equally. The related attributes include:   1. *Innovative* – researches and fills knowledge gaps, reframes issues using creative perspectives, embraces new approaches to public policy analysis; 2. *Relevant* – links clearly to topical themes and current issues, builds upon challenges in advancing leading thought, promotes elevated baselines of good practice; 3. *Scholarly* – observes theoretical and methodological rigour in critical analysis, follows rational, evidence-based process, paves the way for action research; 4. *Interdisciplinary* – tackles complex, cross-cutting issues head-on, integrates good governance principles, adopts a big-picture, whole-of-government view; and 5. *Responsive* – observes time parameters, uses creative audio-visual communications, engages the class constructively in active discussion.   The Instructor will return graded feedback on presentations before the next class. No repeat presentations for course credit are permitted. |
| OCT 1 – DEC 10 | **PAPER**  Maximum length: 2 pages all-inclusive, Word document, single-spaced, 12-point font, 1-inch margins, range of 5-10 references  Value: 15%  In the role of policy advisor, students will convert the Current Issue Presentation into a policy-making product. The task is to prepare a paper in the form of a modified briefing note to convey policy advice. Careful thought should be given to pinpointing the appropriate government policy maker or target audience for the advice.  In sync with the presentation schedule, the Instructor will orient students to the paper format, content, and development requirements in Class 1. Additional guidance on the components will be reviewed in subsequent classes and posted on Moodle. Time for briefings, individual work, and coaching will be allocated in Classes 3-9.  The outline below summarizes the template for organizing the paper. The relative weightings of different sections are indicated by the allocation of marks. The section word counts are estimates only to guide preparations. The two-page limit, not total word count, will be strictly enforced. Papers will not be read and graded beyond the second page.   |  |  |  | | --- | --- | --- | | SECTION | WORDS | MARKS | | Title | 10 | 0 | | Executive Summary | 100 | 2 | | Issue | 100 | 2 | | Background | 100 | 2 | | Current Status | 100 | 2 | | Options | 100 | 2 | | Recommendation | 100 | 2 | | Implications | 100 | 2 | | References | 90 | 1 | | Total | 800 | 15 |   Please e-mail the Instructor your paper as a Word document within one week following your presentation, with allowance for University breaks. Late papers will be penalized up to one letter-grade per class that they are late.  The Instructor will use a template to assess papers according to five criteria:   1. Presentation of sound, clear, and coherent argumentation; 2. Demonstrated understanding of the issues under consideration; 3. Depth, breadth, and quality of analysis; 4. Originality of approach, arguments, observations, and insights; and 5. Professional presentation – length, abstract, format, grammar, spelling, citations.   The Instructor will return graded feedback on papers before the next class. No rewrites for course credit are permitted. |
| **CLIENT PROJECT** | |
| The Client Project is the EE developmental component of the course. The purpose is to consolidate learning, advance critical thinking, and test new competencies. Students practice policy analysis in an applied setting using leading methods to advise a real client. The objective is to learn how governments consult on, analyze, develop, communicate, implement, manage, and evaluate policy.  The centrality of the EE project calls for unconventional approaches to the course. First, students should see the classroom as the boardroom of a consultancy from the moment they know the identity of their client organization. Each week, you will meet with peers to discuss policy analysis, learn from case findings, and share ideas. The Instructor acts as a senior consultant who guides new policy analysts towards the best-balanced choices during the policy analysis process. Second, being consultants gives students more control over how they spend their time. You need to be self-aware of taking greater initiative on your own outside the classroom. It is important to learn how to balance increased freedom with personal discipline. Third, students are required to get and stay involved. You must be available for the client and intellectually committed to their project. Being a consultant is demanding but very rewarding, especially when the client adopts your recommendations.  The Instructor will introduce students to the general parameters of the Client Project assignment in Class 1. The official project launch takes place in October when groups of students formed by the Instructor are linked to specific client organizations and projects. The teambuilding process depends on the number of students enrolled, the number of client partners recruited, and the relative complexity and size of their projects. The Instructor will also consider specific student interests, comparative competencies, as well as team strength and chemistry. Students who do not settle in a group before Class 10 will be disqualified from participation in the project and will receive a ‘nil’ mark.  The Instructor will oversee the full student project experience. This means coaching students on what to do, how to do it, and what it takes to deliver outcomes that satisfy client expectations. You are expected to determine the W5—who, what when, where, why—necessary to plan the how-to steps and produce project results. The LAPS Faculty’s EE Office may be called upon to support logistics.  Project management is critical to successful Client Project outcomes. Becoming a team means deciding on leadership, functional roles, as well as scheduling, meeting, change, and communication protocols. To promote coordination, avoid surprises, and prevent or mitigate risk, it is suggested that each group names a single liaison member as the point of contact with the client. All communications channelled through the liaison should copy group members and the Instructor.  In Class 6, the first of four full-class workshops dedicated to the project features a collaboration exercise, matches clients and groups, and facilitates project management. In Class 10, the second workshop features a role-playing exercise and interprets the results and implications of client meetings. In Class 14, the third workshop features a narrative exercise and schedules client presentations. In Class 18, the fourth workshop features a Q&A exercise and facilitates report writing. All classes, 6 through 18, set aside time for project briefings, group work, and coaching.  ***Penalties***. The cost of presenting late or inferior work is especially high for a policy consultant. Lost revenue goes directly to the bottom-line. Diminished reputation discounts the value of intangible assets and offsets equity on the balance sheet. The multiplier effects for government of late or poor public policy may be more catastrophic. There is a social cost that affects people and can change lives.  As new consultants, students need to appreciate the impact of their work and embrace high standards of quality, cost, and time. Consequences will be enforced in the project:   * No late assignments will be accepted, except where valid reasons are authorized under applicable University policies and substantiated by supporting documentation; * Late or missing assignments will receive a ‘nil’ mark, which is assigned according to the individual or group nature of the assignment; * No rework of assignments submitted for grading will be accepted for course credit; * The Instructor will offer feedback on drafts that seek to learn by doing or improve the calibre of products to better satisfy client requirements; and * Assignments exceeding the stated word/page/slide/time limit will be penalized for the excess according to the ratio of words/pages/slides/time to marks. | |
| DEC 3 | **TERMS OF REFERENCE**  Maximum length: 2,000 words all-inclusive, Word document, single-spaced, 12-point font, 1-inch margins  Value: 10%  The first phase of the Client Project calls for student groups to research and draft a proposal to guide their work. The task is to prepare Terms of Reference to initiate applied public policy analysis. The product is intended to facilitate management decision making on how to go about remedying an important client policy issue. Careful attention should be given to identifying the prospective policy maker and/or target audience for the advice.  ***Client.*** Groups are asked to align with an existing public institution operating in a Canadian federal, provincial, municipal, indigenous, or community jurisdiction. The task is to research the history, role, and impact of the institution. The Instructor will introduce the Terms of Reference Outline and Public Institution Research Checklist in Class 6. There will be regular briefings, group work, and coaching in Classes 7-12. Group work may be facilitated via student-managed networking and cooperation across groups.  ***Assessment.*** Groups are asked to scan and identify gaps in institutional performance and sustainable results. The task is to make a preliminary assessment of the client institution’s performance in fulfilling its mission and mandate. Opposite Classes 7-9, groups will schedule and convene client meetings. Consultations will help outline project issues, expectations, requirements, specifications, and protocols. Advance research will accelerate group assimilation of the policy principles, criteria, and issues at stake. The Instructor will also brief groups on using the Scoping Mission Assessment Tool to interrogate client context, management, strategy, and audit needs.  ***Proposal.*** Groups are asked to document the outcome of client meetings in project Terms of Reference. The task is to frame the strategic action plan to guide the prospective work study. In Class 10, groups will quality-check their preparations in workshop against client and stakeholder expectations. By Class 12, groups will e-mail proposed Terms of Reference as a Word attachment to the Instructor for grading and comments. The Instructor will debrief feedback and results in Class 13.  The outline below summarizes the template for organizing the Terms of Reference. The relative weightings of different sections are indicated by the allocation of word counts and marks. The section word counts are estimates to guide preparations. Only the 2,000 word limit will be strictly enforced. Students exceeding the word count will be penalized one mark for every 200 words, or portion thereof, in excess.   |  |  |  | | --- | --- | --- | | SECTION | WORDS | MARKS | | Project Title | 10 | 0 | | Proposal to Management | 200 | 1 | | Institutional Context | 200 | 1 | | Problem Definition | 200 | 1 | | Project Objective | 200 | 1 | | Methodology and Scope | 200 | 1 | | Literature Review | 200 | 1 | | Preliminary Assessment | 200 | 1 | | Project Management | 400 | 2 | | References, Illustrations, and Appendices | 190 | 1 | | Total | 2,000 | 10 |   The Instructor will use a template to assess proposals according to five criteria:   1. Presentation of sound, clear, and coherent argumentation; 2. Demonstrated understanding of the issues under consideration; 3. Depth, breadth, and quality of analysis; 4. Originality of approach, arguments, observations, and insights; and 5. Professional presentation – length, abstract, format, grammar, spelling, citations.   The Instructor will return graded feedback to groups, so Terms of Reference can be prepared for conveyance to clients for review. Once agreed upon, the Terms of Reference set the expectations, parameters, and plan for the proposed project. |
| FEB 25 – MAR 24 | **PRESENTATION**  Maximum length: 90 minutes (maximum of 30-minute presentation, minimum of 60-minute Q&A discussion)  Value: 15%  The second phase of the Client Project calls for student groups to research the issue in depth and analyze comparative policy development approaches. The task is to prepare a presentation and share your advice with the client. The product is intended to facilitate management decision making about how to remedy an important client policy issue.  ***Research.*** Groups are asked to refer to the approved Terms of Reference as a roadmap. The task is to align planned policy research and analysis with presentation preparations and later report writing. During the debriefing in Class 13, the Instructor will signal priority activities for group follow-up. Time for briefings, group work, and coaching will be allocated in Classes 14-17. The Instructor will offer guidelines and relate the practical implications of the theoretical topics covered in the first term to project requirements.  ***Presentation.*** Groups are asked to prepare presentations that give clients evidence-based policy advice. The task is to dovetail presentation preparations with research, analysis, and report activities. In Classes 14-18, the Instructor will brief and coach groups on strategies for putting together creative, compelling, convincing presentations. Classes 14 and 18 will feature workshops dedicated to the important role of narrative and Q&A, respectively. Practice presentations will be convened in Classes 15-17, along with briefings on structure, design, staging, teamwork, and appraisal.  Groups may present their work utilizing the audio-visual format of choice. Presentations can adopt various formats⎯PowerPoint (or equivalent) slides, pictures, videos, cartoons, posters, hand-outs. Please use your imagination, be creative, but keep it professional. Ideally, your presentation will generate questions, inform discussion, and advise the client effectively. Time limits will be strictly enforced. Your presentation and class discussion will be cut off promptly after 30 and 90 minutes, respectively. As a guideline, it is suggested that presentations have up to 20 core slides. Additional slides may be used during Q&A. Please e-mail the Instructor an electronic document the day before your presentation.  After Class 14, groups are asked to coordinate with clients to schedule presentations in Classes 19-23. All group presentations must be made in class on the scheduled dates. Groups may only request rescheduling by prior agreement with the Instructor, the client, and other affected groups and clients. Rescheduling must be confirmed in writing.  The presentations give groups the chance to share their policy proposal with their clients, classmates, and special guests. Representatives of the client organization are the primary audience. Key stakeholders may be invited to attend, with the prior consent of the client. The schedule of presentations will be posted and opened to the SPPA community, including faculty, alumni, and students. Sessions may also be made available via Zoom.  The Instructor will use a template to assess presentations. The Scorecard will reflect criteria, attributes, and weightings derived from the CAPPA/IPAC National Public Administration Case Competition. It will be posted on Moodle and briefed in Class 14.  The Instructor will moderate the sessions and be the principal scorekeeper. Students not presenting and special guests are invited to complete and submit Scorecards in confidence. The Instructor will compile feedback and e-mail the results to groups the week following their presentation. Presentation marks are shared by all group members. The overall results and learning experience will be debriefed in Class 24. |
| FEB 25 – MAR 24 | **APPRAISALS**  The third phase of the Client Project calls for clients and student groups to appraise the presentation performance. The task is to complete and submit separate appraisals in confidence for the Instructor to compile comments and calculate scores. The forms capture feedback that facilitates deeper learning about project outcomes and process.  The Client Appraisal and Team Appraisal will be conducted as part of debriefing presentations and Q&A discussion in Classes 19-23. Time will be set aside for the client and group to meet independently to discuss and assess performance. Forms may be submitted immediately by hand, but no later than Friday of that week by e-mail. The Instructor will e-mail the results to group members before the next class.  ***Client.***  Maximum length: 1-page format, plus unlimited comments  Value: 10%  The Client Appraisal aims to assess a group’s overall contribution to client satisfaction. Client representatives are asked to assess group performance against expectations and standards articulated in the Terms of Reference. The client may wish to keep track of incidents and variances during the project.  The 10 marks at risk will be assigned via a template that considers five criteria:   1. *Outcome* – quality and relevance of advice, potential impact, risk exposure; 2. *Value for Money* – cost-savings, revenue generation, unexpected cost-benefits; 3. *Timeliness* – responsive to requests and changes, timely action, timely results; 4. *Innovation* – creative options, transferable ideas, cascading reforms; and 5. *Professional* – competent, courteous and fair, respectful working relationship.   Criteria may be weighted by the client to reflect project priorities. The client may complete a unified assessment or have each client representative assess the group’s performance and assign a score out of 10. The average of scores submitted will determine the group’s mark. Client Appraisal marks are shared by all group members.  ***Team.***  Maximum length: 1-page format, plus optional comments  Value: 5%  The Team Appraisal aims to assess the personal contribution of each student to teamwork. As advance preparation, you are asked to write a clear list of what you have done, learned, and contributed to the group in becoming a team. You should also write a short statement about the quality of work contributed by each teammate. You may wish to keep records that differentiate between contributions made and those actually used in project work.  The 5 marks at risk will be assigned via a template. Each group member will assess the contribution, performance, and engagement of all members of the group, including themselves. You will assign each a score out of 5. The average of scores submitted will determine each group member’s mark. Students failing to submit peer assessments before the next class following their presentation will forfeit their own allocation of 5 marks. |
| MAR 31 | **REPORT**  Maximum length: 20 pages all-inclusive, Word document, single-spaced, 12-point font, 1-inch margins  Value: 20%  The fourth phase of the Client Project calls for student groups to submit their report to the client as the culminating product of the project. The task is to finalize the report based upon feedback from the group presentation and subsequent debriefing and appraisals. The refined product is intended to convey recommended advice that responds to client expectations in the Terms of Reference, reflects rigorous public policy analysis, and models realistic, evidence-based policy. The goal is to satisfy the client and good policy practice.  The report touches on all aspects of policy analysis, from constructing a policy problem to communicating recommendations and their underlying rationale. It reflects a structured project approach that teaches concepts and skills learned ‘on the job’. It refines the problem definition, analyzes alternatives, formulates recommendations, plots implementation, and frames evaluation.  In sync with the schedule for presentation preparations, the Instructor will brief groups on report format, content, and development requirements in Class 14. Additional guidance on report components will be posted on Moodle, reviewed during group work, and reinforced through coaching in Classes 15-18.  The outline below summarizes the template for organizing the report. The relative weightings of different sections are indicated by the allocation of marks and suggested number of pages. The section page counts are estimates to guide preparations. Only the 20-page all-inclusive limit will be strictly enforced. Students exceeding the page count will be penalized one mark per page, or portion thereof, in excess. Please make creative use of illustrations, figures, tables, and graphics, but keep them professional.   |  |  |  | | --- | --- | --- | | SECTION | PAGES | MARKS | | Title Page, Table of Contents | 2 | 0 | | EXECUTIVE SUMMARY | 0.5 | 1 | | INTRODUCTION   * Background (1:1) * Problem Definition (1:1.5) * Purpose and Scope (1:1) * Methodology and Sources (1:1) * Literature Review (1:1.5) | 5 | 6 | | FINDINGS   * Situation Appraisal (2:2) * Options Analysis (5:6) | 7 | 8 | | CONCLUSION   * Recommendations (2:2) * Implementation (1:1) * Implications (1:1) | 4 | 4 | | Bibliography, Annexes | 1.5 | 1 | | Total | 20 | 20 |   Please e-mail the Instructor your group report as a Word document the week following your presentation. The Instructor will use a template to assess it according to five criteria:   1. Presentation of sound, clear, and coherent argumentation; 2. Demonstrated understanding of the issues under consideration; 3. Depth, breadth, and quality of analysis; 4. Originality of approach, arguments, observations, and insights; and 5. Professional presentation – length, abstract, format, grammar, spelling, citations.   Grading will consider three factors in relation to these criteria: (1) overall quality (i.e., absolute scale is the most important factor); (2) relative quality compared to other groups; and (3) improvement over the course of the project (i.e., less important factor). Grades reflect your group’s knowledge of the topic, ability to organize knowledge properly, and degree of analysis in the report.  The Instructor will return graded feedback within one week, so that a timely final report can be submitted for client decision making and action. Reports may not be transmitted to the client if the Instructor judges their quality as less than suitable, befitting the finished product of a consulting engagement. |
| **CLASS PARTICIPATION** | |
| MAR 31 | Maximum length: 15 designated classes @ up to 1 mark per class  Value: 15%  Students can expect their in-class performance to be assessed as indicated under Class Preparation and Participation (page 4). The Instructor will record attendance in every class. Classes with workshops and group presentations will not count towards the 15 designated classes in which Class Participation is assessed. Up to one mark per class will be assigned for attendance, preparation, participation, and contribution to class learning. If you do not attend class, you will receive a ‘nil’ mark. Passive attendance will not be assessed positively. The Instructor will administer the following rubric as a guide in e-mailing mid-course interim progress after Class 12 and final grades after Class 24.   |  |  | | --- | --- | | GRADE | STUDENT PERFORMANCE | | A+ | Regular attendance; regular, significant contributions of outstanding quality; demonstrates excellent preparation, active involvement, evaluative knowledge, creative problem solving, and provocative thinking | | A | Regular attendance; regular, significant contributions of consistently-high quality; demonstrates good preparation, consistent involvement, interpretive knowledge, constructive problem solving, and critical thinking | | B – B+ | Regular attendance; irregular contributions of good quality; demonstrates adequate preparation, sporadic involvement, factual knowledge, responsive problem solving, and reactionary thinking | | C – C+ | Regular attendance; very few contributions, most of inconsistent quality; demonstrates low involvement; only responds when called upon; passive but not disruptive | | D – D+ | Irregular attendance (missed more than 3 classes without valid reason or justification); no or minimal participation in class discussion; disengaged | | E – F | Absent from most classes, making assessment difficult | |

# Course Grades

Course grades conform to the 9-point system used in undergraduate programs at York University.

|  |  |  |
| --- | --- | --- |
| PERCENTAGE MARK | LETTER GRADE | GRADE POINT |
| 90 – 100% | A+ | 9 |
| 80 – 89% | A | 8 |
| 75 – 79% | B+ | 7 |
| 70 – 74% | B | 6 |
| 65 – 69% | C+ | 5 |
| 60 – 64% | C | 4 |
| 55 – 59% | D+ | 3 |
| 50 – 54% | D | 2 |
| 40 – 49% | E | 1 |
| 0 – 39% | F | 0 |

# General Academic Policies

***Academic Integrity.*** Honesty is fundamental to the integrity of university education and degree programs. It applies in every course offered. Cheating and plagiarism are serious academic offences that can result in severe sanctions. Quoting material without citing its source or using others’ arguments without acknowledging authorship is dishonest and subject to penalties that can affect your grade and university standing. Rules regarding academic honesty apply to all academic materials submitted for credit in this course. Students are deemed to have read and have full knowledge of all such regulations and enforcement mechanisms. York’s policy on Academic Honesty can be found at <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>. The University may verify the origin and creativity of all work submitted for academic credit, and all appropriate steps may be taken where necessary if problems are found to exist. For more resources, students should visit York University’s Academic Integrity website and refer specifically to <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>.

***Accommodation of Religious Observances.*** York University is committed to respecting the religious beliefs and practices of all members of the community and to accommodating observances of special significance to adherents. Should any due dates specified in the syllabus for an in-class presentation or assignment pose a conflict, please let the Instructor know in writing within the first three weeks of classes. More information is available at <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>.

***Accommodation of Students with Disabilities.*** The York University Senate has adopted the *Policy Regarding Academic Accommodation for Students with Disabilities*, which can be found at <http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>. Students who require accommodation in a course need to be registered with Student Accessibility Services. A Letter of Accommodation should be provided to the Instructor as soon after the start of the course as possible. More information is available at <https://accessibility.students.yorku.ca/>.

***Attendance Policy.*** Students are expected to attend all classes.  Instructors are under no obligation to re-teach material that has already been taught during a regularly-scheduled class. Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, or other *bona fide* reasons must give appropriate notice to responsible University officials and the Instructor if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and University policy may receive a failing grade for given grade components, and consequently in the course. Please refer to the appropriate regulations, deadlines, processes, and forms at <http://secretariat-policies.info.yorku.ca/>**.**

***Research Ethics.*** Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. Those proposing to undertake research involving human participants (e.g., interviewing the head of an organization or the staff of a government agency, board, or commission; conducting a public survey or focus group; having students complete a questionnaire) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. Please note that you must specify for each assignment whether your research will require ethics review and approval and, if so, what steps you will take to fulfill the ethics review process. If you are in doubt as to whether this requirement applies to you, please contact your Instructor immediately and/or consult the related policy at <http://www.yorku.ca/secretariat/policies/document.php?document=94>. More information on guidelines and process can be found at <http://research.info.yorku.ca/ore/human-participants/>. It is strictly prohibited for any research involving human participants to commence without ethics approval. Course-related research involving human participants is reviewed by the SPPA Research Ethics Committee.

# Class-by-Class Syllabus

Topics, readings, and other preparations for classes are listed below. Notice of schedule changes, assignment requirements, and news of potential interest to students will be posted on and/or announced via Moodle. A typical class is taught according to the following outline:

|  |  |  |
| --- | --- | --- |
| **TIME** | **CLASS COMPONENT** | **LEARNING ACTIVITY** |
| **15:40** | Preliminaries | * Classroom set-up * Student questions and advice |
| **16:00** | Opening | * Story or current event * Announcements and attendance * Agenda and objectives |
| **16:10** | Action Learning | * Special-purpose activity:   + Current Issue Presentations (Classes 3-5, 7-9, 11-12)   + Client Project Workshop (Classes 6, 10, 14, 18)   + Client Project Presentation (Classes 19-23) * Assignment orientation, briefing, and preparation * Assignment feedback, results, and debriefing * Case study or exercise |
| **17:10** | Thematic Topic | * Special-purpose activity (continued as required) * Lecturette or guest speaker * Discussion of application to national competition case * Discussion of implications for applied public policy analysis * Q&A * Next class and closing |
| **18:00** | Workshop (optional) | * Break * Individual study, group work, and coaching * Student questions and advice |

| **Class: Date / Topic** | **Exercise / Case / Assignment** | **Reading** | **Written Preparation** |
| --- | --- | --- | --- |
| **PART I – PURPOSE** | | | |
| Class 1: September 10  **Course Overview** | ‘Expectations’ exercise  Atlas of Public Management orientation  National competition case orientation  Current Issue Presentation and Paper orientation, scheduling, individual work on topic, and coaching  Client Project orientation | Moodle | Notes and questions |
| Class 2: September 17  **Policy Concepts** | Current Issue Presentation briefing, individual work, and coaching | Pal 1  Moodle | Notes and questions |
| Class 3: September 24  **Policy Context** | Current Issue Presentations #1-3  Current Issue Paper briefing, individual work, and coaching | Pal 2  Moodle | Notes and questions  **Presentations #1-3 due** |
| Class 4: October 1  **Policy Community** | Current Issue Presentations #4-6  Current Issue Paper briefing, individual work, and coaching | Pal 6  Moodle | Notes and questions  **Presentations #4-6 due**  **Papers #1-3 due** |
| **PART II – PROCESS** | | | |
| Class 5: October 8  **Policy Planning** | Current Issue Presentations #7-9  Current Issue Paper briefing, individual work, and coaching | Pal 8  Moodle | Notes and questions  **Presentations #7-9 due**  **Papers #4-6 due** |
| October 12-18: Fall Reading Week – no classes, University open | | | |
| Class 6: October 22  **Client Project Workshop** | ‘Collaboration’ exercise  Client Project client selection, group formation, group work on project management, and coaching | Moodle | Notes and questions  **Papers #7-9 due** |
| Class 7: October 29  **Policy Consultation** | Current Issue Presentations #10-12  Interim course feedback  Current Issue Paper briefing, individual work, and coaching  Client Project briefing, client meeting, group work, and coaching | Pal 9  Moodle | Notes and questions  **Presentations #10-12 due** |
| Class 8: November 5  **Policy Analysis** | Current Issue Presentations #13-15  Interim course action plan  Current Issue Paper briefing, individual work, and coaching  Client Project briefing, client meeting, group work, and coaching | Pal 3  Moodle | Notes and questions  **Presentations #13-15 due**  **Papers #10-12 due** |
| Class 9: November 12  **Policy Design** | Current Issue Presentations #16-18  Current Issue Paper briefing, individual work, and coaching  Client Project briefing, client meeting, group work, and coaching | Pal 4  Moodle | Notes and questions  **Presentations #16-18 due**  **Papers #13-15 due** |
| Class 10: November 19  **Client Project Workshop** | ‘Roles’ exercise  Client Project briefing, group work on results of client meeting, and coaching | Moodle | Notes and questions  **Papers #16-18 due** |
| Class 11: November 26  **Policy Implementation** | Current Issue Presentations #19-21  Client Project briefing, group work, and coaching | Pal 5  Moodle | Notes and questions  **Presentations #19-21 due** |
| Class 12: December 3  **Policy Risk** | Current Issue Presentations #22-25  Client Project briefing, group work, and coaching  Class Participation interim progress | Moodle | Notes and questions  **Presentations #22-25 due**  **Papers #19-21 due**  **Terms of Reference due**  **Papers #22-25 due (December 10)** |
| December 23-January 3: Winter break – University closed | | | |
| Class 13: January 7  **Policy Evaluation** | Client Project Terms of Reference debriefing  Client Project briefing, group work, and coaching | Pal 7  Moodle | Notes and questions |
| **PART III – PRODUCT** | | | |
| Class 14: January 14  **Client Project Workshop** | ‘Narrative’ exercise  Client Project briefing, client presentation scheduling, group work on presentation and report, and coaching | Moodle | Notes and questions |
| Class 15: January 21  **Policy Advice** | Client Project group practice presentations  Client Project briefing, group work, and coaching | Pal 10  Moodle | Notes and questions |
| Class 16: January 28  **Policy Instruments** | Client Project group practice presentations  Client Project briefing, group work, and coaching | Moodle | Notes and questions |
| Class 17: February 4  **Policy Capacity** | Client Project group practice presentations  Client Project briefing, group work, and coaching | Moodle | Notes and questions |
| Class 18: February 11  **Client Project Workshop** | ‘Q&A’ exercise  Client Project briefing, group work on presentation and report, and coaching | Moodle | Notes and questions |
| February 15-21: Winter Reading Week – no classes, University open | | | |
| **PART IV – PRESENTATION** | | | |
| Class 19: February 25  **Client Project Presentation A** | Client Project group presentation, Q&A discussion, debriefing, appraisals, group work on report, and coaching | Moodle | **Presentation A due**  **Client Appraisal due**  **Team Appraisal due** |
| Class 20: March 3  **Client Project Presentation B** | Client Project group presentation, Q&A discussion, debriefing, appraisals, group work on report, and coaching | Moodle | **Presentation B due**  **Client Appraisal due**  **Team Appraisal due**  **Report A due** |
| Class 21: March 10  **Client Project Presentation C** | Client Project group presentation, Q&A discussion, debriefing, appraisals, group work on report, and coaching | Moodle | **Presentation C due**  **Client Appraisal due**  **Team Appraisal due**  **Report B due** |
| Class 22: March 17  **Client Project Presentation D** | Client Project group presentation, Q&A discussion, debriefing, appraisals, group work on report, and coaching | Moodle | **Presentation D due**  **Client Appraisal due**  **Team Appraisal due**  **Report C due** |
| Class 23: March 24  **Client Project Presentation E** | Client Project group presentation, Q&A discussion, debriefing, appraisals, group work on report, and coaching | Moodle | **Presentation E due**  **Client Appraisal due**  **Team Appraisal due**  **Report D due** |
| Class 24: March 31  **Lessons Learned** | Project learning  Course learning outcomes  Course evaluation  Class Participation final grade | Moodle | **Report E due** |
| April 25: Winter term ends | | | |