AP/PPAS 3190 A 6.00 PUBLIC ADMINISTRATION

Course Outline
SU 2020 Summer
Remote virtual classes: Tuesdays & Thursdays, starting at 19:00 (7:00 PM), beginning May 12
This course depends upon remote teaching and learning. There will be no in-person interactions or activities on campus.

Instructor
Professor John Wilkins
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Office hours: one-day response to e-mails; phone conversations by appointment

Professor Wilkins is an Adjunct Faculty Member in Public Management with the School of Public Policy and Administration. He was an international 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.

Course Description
This course examines the theory and practice of public administration, featuring policy making and the machinery of government in Canada. It discusses who makes policy, how policy is developed and implemented, and how the system works and is managed for results.
Course credit exclusion: GL/POLS 2500 6.00.

Contents

Course Learning Outcomes

This course outlines and reviews public administration in the context of Canadian and international developments. It imparts fundamental knowledge and intimate insights about public institutions, policies, practices, and leaders engaged in government decision making and issues management.

Learning Objectives. Third and fourth-year students who typically take this course accrue higher-order learning expectations as they progress toward professional careers or postgraduate studies. Experiential education marries learning outcomes with real-world employment aspirations. Critical thinking is increasingly the learning gap that demands time and attention.

Upon completion of the course, students should be able to:
❑ Describe the governance, operation, and effectiveness of public institutions;
❑ Apply comparative strategies for public policy analysis and development;
❑ Assess the appropriateness and efficacy of public management practices;
❑ Detect trends, challenges, and prospects for Canadian public administration; and
❑ Recognize the intersection between public administration theory and practice.

Course Organization. The course is organized in three parts, as scheduled in the Class-by-Class Syllabus (pages 11-12):

I. *Institutions.* The first part explains the WHY and WHO of public administration. It frames the concepts, context, roles, and relationships of public institutions necessary to understand the fundamentals of good governance.

II. *Policy.* The second part explains the WHAT of public administration. It outlines the planning, analysis, design, and implementation of public policy necessary to manage the rational problem-solving and decision-making process.

III. *Practice.* The third part explains the WHERE, WHEN, and HOW TO of public administration. It explores the form, function, capacity, and challenges of good management practice necessary to achieve public policy outcomes.

Learning Format. The course is grounded in experiential learning that affords students opportunities to apply theory in practical assignments. Learning is facilitated by assigned readings, recorded lectures, and discussion forums. Virtual classes are delivered remotely via Moodle and Zoom as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Week Before	Preliminaries	• Instructor recording of lecture • Instructor posting of learning materials and meeting invitation • Student reading and preparations
19:00	Opening	• Virtual gathering and opening • Announcements • Agenda and objectives
19:15	Action Learning (as applicable)	• Assignment orientation, briefing, and preparation • Assignment feedback, results, and debriefing • Case study or exercise briefing, activity, and debriefing • Q&A
20:00	Thematic Topic (except workshops)	• Discussion of lecture and readings • Q&A • Next session and closing
Week After	Follow-up	• Instructor posting of recorded meeting • Student individual study and discussion forums • Instructor response to requests for coaching and advice

The course has both synchronous and asynchronous elements. Asynchronous bi-weekly lectures are pre-recorded and can be accessed anytime/anywhere via the course Moodle. They will will be delivered in shorter segments to facilitate learning focus. Some action learning may also use asynchronous modes of student engagement offline from virtual classes.

Synchronous meetings are scheduled every Tuesday and Thursday at 19:00 (7:00 PM) according to the Class-By-Class Syllabus (pages 11-12). Students who attend live Zoom sessions will discuss assignments, cases, exercises, lectures, and readings. Students may also interact in Q&A periods, workshops, work done in Zoom breakout rooms, and physical or mental breaks. Zoom sessions are expected to last less than 60 to 90 minutes. Zoom meeting invitations will be issued from the course Moodle.

Zoom meeting recordings will also be posted to the course Moodle. Please note that:
• Recordings should be used for educational purposes only and as a means for enhancing accessibility;
• Students do not have permission to duplicate, copy, or distribute recordings outside classes;
• Such acts can violate not only copyright laws but also FIPPA; and
• All recordings will be destroyed after the end of classes.

Deliverables at a Glance

Students are expected to do advance readings, attend online classes, and participate in discussion forums on key concepts relative to assignments. Students are also expected to complete 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, Projects, and Exams (pages 4-9).

Assignment	Quantity	% Weight	Total %	Responsibility
Public Institution Research: Fact Sheet	1	20	20	Individual
Public Policy Review: Briefing Paper	1	30	30	Individual
Management Practice Review: Discussion Paper	1	30	30	Individual
Case Study Analysis: Memorandum	1	20	20	Individual
			100%	

Course Material

The required textbook for this course is:

Dunn, Christopher. Editor. 2018. *The Handbook of Canadian Public Administration*. Third Edition. Oxford University Press Canada. 561 Pages. ISBNs 9780199026166, 0199026165, 9780199026173, 0199026173.

Dunn (2018) is an acclaimed Canadian textbook on the theory and practice of public administration: "This edited collection identifies current issues, interprets their relevance, and blankets the Canadian scene more so than counterparts. [It] is a refreshed compendium of emerging themes and topical issues authored by leading scholars in the field. It paints an abstract portrait of twenty-first-century national political-administrative realities and aspirations upon the vast canvass of the decentralized and evolving landscape of Canadian federalism." – John Wilkins, York University

Required readings in Dunn (2018) are referenced by chapter in the Class-by-Class Syllabus (pages 11-12). The text can be purchased online for free delivery in Canada through the York University **Bookstore** https://www.bookstore.yorku.ca/. Students also have the option of online access to the fully digital e-textbook (eISBN-13: 9780199026173) via the Bookstore.

In addition, Oxford University Press Canada www.oup.com/ca/he works with **Redshelf** https://www.redshelf.com/ as one of two eBook vendors. In the search bar, enter the author, title, and edition of the book. Add the text to your "bookshelf". eBook students can direct download to your personal device for convenience. Students have a number of options, including purchasing access for 180 days, 365 days, or longer. All prices are in United States dollars.

Other required readings are available on the York University **Moodle** course web page https://moodle.yorku.ca/moodle/course/view.php?id=165376. 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 discussion 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 remotely in lecture/seminar style in which readings, presentations, exercises, case studies, current events, real stories, and guest commentaries stimulate learning and discussion.

Preparation. The remote, online format requires students to practice self-directed learning. Students are expected to be well prepared to engage. Each student is assumed to bring perspectives, knowledge, and experience that are of value to exploring course topics. While all relevant course materials are posted on Moodle, 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.

Participation. This course works best when students attend online sessions in their entirety, listen actively, volunteer questions, and engage in group discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment, consistent with the Code of Student Rights & Responsibilities https://oscr.students.yorku.ca/student-conduct and General Academic Policies (pages 9-10). A complete list of policies can be found at http://secretariat-policies.info.yorku.ca/.

Technology. To fully participate in the course, students are expected to have access to video conferencing and to appear in virtual class discussions. In addition to stable, higher-speed Internet connection, you will need a computer or smart device with webcam and microphone features. You can run online tests on Speedtest to determine Internet connection and speed.

Course web page: York Moodle https://moodle.yorku.ca/moodle/course/view.php?id=165376.

Course videoconferencing: York Zoom **https://yorku.zoom.us/**.   Recorded lectures, meeting invitations, and recorded meetings are posted on the course Moodle.

Here are some useful links for student computing information, resources, and help:
Student Guide to Moodle
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Computing for Students Website
Student Guide to eLearning at York University.

Written Assignments, Projects, and Exams

The four assignments identified under Deliverables at a Glance (page 3) are described in detail below.   All support materials needed to complete these assignments are posted to the course Moodle.

The costs and consequences of presenting late advice or inferior work are especially high in public administration. Increased expenditures and lost revenues go directly to fiscal deficits. They reduce spending power, discount public value, and undermine confidence in government. The multiplier effects on public policy outcomes impact people and change lives.

Policies. Experiential learning calls for students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. The following implications will be administered across all assignments:
• Assignments must be received by the Instructor on the due date specified;
• Extensions must be pre-authorized for valid reasons (e.g., illness) under University policy;
• Late assignments will only be accepted when supported by proper documentation (e.g., medical);
• Further extensions or accommodation will require students to formally petition the Faculty;
• Late or missing assignments will otherwise receive a 'nil' mark;
• Feedback on rework of graded assignments may be requested to facilitate student learning;
• Rework of graded assignments will not be accepted and reviewed for course credit; and
• Excess word counts above the maximum assignment length specified will be penalized by the ratio of words to marks (e.g., -1:50 = 1 mark deducted for every 50 words in excess).

PUBLIC INSTITUTION RESEARCH: FACT SHEET

Parameters: 1,000 words all-inclusive maximum length (plus bibliography), Word document, single-spaced, 12-point font, 1-inch margins, heading/bullet format

Due Date: June 4   *Value:* 20%   *Word Count Penalty:* -1:50

Public Institution Research is the foundational component of the course. The purpose is to introduce students to the complexities and issues of public institutions. In the role of advisor, students will conduct desk-based research and draft a Fact Sheet on an institution of interest. The product is intended to inform senior management planning of a prospective project to remedy an important institutional problem. Visualizing the target audience for the Fact Sheet helps motivate and focus research and development.

Institution. Students are asked to select an existing public institution operating in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. The task is to research the history, role, and impact of the institution. This research may be transferable in part to subsequent assignments. The Instructor will orient students to the Fact Sheet Outline and Scoping Mission Assessment Tool in workshop in Class 2. There will be regular briefings and interrogation of the Outline through Class 7. Individual study or work may be facilitated via student-managed discussion forums to examine common requirements relative to institutional jurisdiction, form, and function.

Assessment. Students are asked to identify gaps in institutional performance and sustainable results. The task is to make a preliminary assessment of the institution's effectiveness and efficiency in fulfilling its mission and mandate. In Classes 3-7, the Instructor will review good practice criteria via the Scoping Mission Assessment Tool. Coaching to help pinpoint and assess institutional issues at stake is available on request.

Deliverable. Students are asked to document the outcome of their research in a Fact Sheet. The task is to compartmentalize key information in bullet format according to the section headings of the Fact Sheet Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Fact Sheet as a Word attachment to the Instructor by Class 8. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 9.

Evaluation. Fact Sheets will be assessed using five criteria:
1. Presentation of sound, clear, and coherent information;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of preliminary analysis;
4. Originality of approach, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, citations.

Weightings for each section of the Fact Sheet follow a proforma outline:

SECTION	WORDS	MARKS
TITLE [Institution: Jurisdiction]	10	0
EXECUTIVE SUMMARY	90	1
HISTORY	200	4
• Origins (100:2)		
• Development (100:2)		
PROFILE	500	10
• Mandate (100:2)		
• Governance (100:2)		
• Program (100:2)		
• Budget (100:2)		
• Employment (100:2)		
PERFORMANCE	200	4
• Assessment (100:2)		
• Conclusion (100:2)		
BIBLIOGRAPHY	∞	1

	Total	1,000	20

PUBLIC POLICY REVIEW: BRIEFING PAPER

Parameters: 1,000 words all-inclusive maximum length (plus bibliography), Word document, single-spaced, 12-point font, 1-inch margins, heading/paragraph format
Due Date: July 9   *Value:* 30%   *Word Count Penalty:* -1:33

Public Policy Review is the first of two developmental components of the course. The purpose is to give students practice in policy analysis and advice. In the role of advisor, students will conduct desk-based research and draft a Briefing Paper on an existing or emerging policy issue of interest. The product is intended to inform senior management decision making on an important policy problem. Visualizing the prospective target audience for the Briefing Paper helps motivate and focus analysis and advice.

Issue. Students are asked to select a real, contemporary public policy issue found in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. The task is to research the policy issue and define a significant, urgent, or growing problem to address. This research may be transferable in part to subsequent assignments. The Instructor will orient students to the Briefing Paper Outline and Public Policy Review Guidance in workshop in Class 9. There will be regular briefings and interrogation of the Outline through Class 15. Individual study or work may be facilitated via student-managed discussion forums to examine common requirements relative to policy jurisdiction, topic, and process.

Assessment. Students are asked to identify gaps in institutional performance and policy outcomes. The task is to analyze the issue and assess comparative policy development strategies. In Classes 10-15, the Instructor will review analytical frameworks and policy options via the Public Policy Review Guidance. Coaching to help pinpoint and assess policy issues is available on request.

Deliverable. Students are asked to document the outcome of their research and analysis in a Briefing Paper. The task is to make specific, actionable recommendations and present strategic advice in paragraph format according to the section headings of the Briefing Paper Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Briefing Paper as a Word attachment to the Instructor by Class 16. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 17.

Evaluation. Briefing Papers will be assessed using 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, format, visuals, grammar, spelling, citations.

Weightings for each section of the Briefing Paper follow a proforma outline:

SECTION	WORDS	MARKS
Title [Issue: Institution, Jurisdiction]	9	0
Executive Summary	100	2
Issue	132	4
Background	132	4
Current Status	132	4
Options	165	5
Recommendation	165	5
Implications	165	5
Bibliography	∞	1

	Total	**1,000**	**30**

MANAGEMENT PRACTICE REVIEW: DISCUSSION PAPER

Parameters: 1,000 words all-inclusive maximum length (plus bibliography), Word document, single-spaced, 12-point font, 1-inch margins, heading/paragraph format
Due Date: July 30   *Value:* 30%   *Word Count Penalty:* -1:33

Management Practice Review is the second of two developmental components of the course. The purpose is to raise student awareness of good public sector management practices. In the role of advisor, students will conduct desk-based research and draft a Discussion Paper on an existing or emerging management practice of interest. The product is intended to inform senior management resolution of an important management problem. Visualizing the prospective target audience for the Discussion Paper helps motivate and focus research and advice.

Practice. Students are asked to select a real, contemporary public management practice found in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. The task is to research good practice and determine a significant, urgent, or growing opportunity on which to capitalize. This research may be transferable in part to the remaining assignment. The Instructor will orient students to the Discussion Paper Outline and Management Practice Review Guidance in workshop in Class 17. There will be regular briefings and interrogation of the Outline through Class 21. Individual study or work may be facilitated via student-managed discussion forums to examine common requirements relative to practice jurisdiction, topic, and process.

Assessment. Students are asked to identify gaps in institutional performance and management results. The task is to assess the gap and benchmark comparative Canadian and international good practices. In Classes 18-21, the Instructor will review practical innovations and best fit in context via the Management Practice Review Guidance. Coaching to help pinpoint and assess good practices is available on request.

Deliverable. Students are asked to document the outcome of their research and analysis in a Discussion Paper. The task is to profile the opportunity for innovation and present strategic advice in paragraph format according to the section headings of the Discussion Paper Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Discussion Paper as a Word attachment to the Instructor by Class 22. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 23.

Evaluation. Discussion Papers will be assessed using five criteria:
1. Presentation of sound, clear, and coherent information;
2. Demonstrated understanding of the practices under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, citations.

Weightings for each section of the Discussion Paper follow a proforma outline:

SECTION	WORDS	MARKS
Title [Good Practice: Jurisdiction]	9	0
Executive Summary	100	2
Problem Definition	132	4
Context	132	4
Literature Review	165	5
Jurisdictional Scan	165	5
Opportunity for Innovation	165	5
Implications	132	4

Bibliography	∞	1
Total	**1,000**	**30**

CASE STUDY ANALYSIS: MEMORANDUM

Parameters: 1,000 words all-inclusive maximum length (plus bibliography), Word document, single-spaced, 12-point font, 1-inch margins, memo/essay format

Due Date: August 12   *Value:* 20%   *Word Count Penalty:* -1:50

Case Study Analysis is the integrating component of the course. The purpose is to consolidate learning, advance critical thinking, and test new competencies. In the role of advisor, students will conduct desk-based research and draft a Memorandum on the central issue of the case. The product is intended to inform senior management decision making on the form and function of good governance. Visualizing the target audience for the Memorandum helps motivate and focus research and advice.

Case. The case study is posted on Moodle under Class 23. It is grounded in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. The task is to review and research the case, with a view to presenting rational arguments, empirical evidence, and practical advice. The Instructor will orient students to the Case Study, Essay Format, and Conceptual Framework in workshop in Class 23. There will be further briefing and interrogation of the assignment in Class 24. Individual study or work may be facilitated via student-managed discussion forums to examine common governance requirements relative to the case question, jurisdictional context, and institutional form and function.

Assessment. Students are asked to identify the case problems and opportunities. The task is to map the issues, identify the central issue, and plot strategies to improve governance. In Classes 23 and 24, the Instructor will review the case question relative to case context and good governance principles. Coaching to help pinpoint and assess case issues at stake is available on request.

Deliverable. Students are asked to write a Memorandum to a target audience in response to a single case question. The task is to assemble key information, arguments, and advice in paragraph format with reference to the Essay Format. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Memorandum as a Word attachment to the Instructor by the course end date on August 12. The Instructor will acknowledge receipt and return graded feedback before the Summer term ends on August 21.

Evaluation. Memoranda will be assessed using 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, format, visuals, grammar, spelling, citations.

Section headings and information organization are discretionary in the Essay Format. Weightings are allocated notionally within the Memorandum according to a proforma outline:

SECTION	WORDS	MARKS
TITLE [Case Study]	[13]	0
BEGINNING • Purpose • Central Issue • Methodology	200	4
MIDDLE • Arguments	600	12

• Evidence • Discussion		
END • Conclusions • The Way Forward • Final Thoughts	200	4
BIBLIOGRAPHY	∞	0
Total	**1,000**	**20**

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 Research Ethics Committee of the School of Public Policy and Administration.

Class-by-Class Syllabus

Topics, readings, and other preparations for classes are listed below. Notice of schedule changes and assignment requirements, as well as news of potential interest to students, will be posted and/or announced via Moodle. Regular course updates will normally be posted weekly on Mondays.

Class: Date / Topic	Learning Activity	Reading	Preparation
PART I – INSTITUTIONS			
Class 1: May 12 **Introduction to Public Administration**	Course, teaching, and student expectations	Dunn Introduction Moodle	Notes and questions
Class 2: May 14 **Public Institution Research Workshop**	Fact Sheet orientation and institution selection	Moodle	Notes and questions
Class 3: May 19 **Canadian Federalism**	'Power' exercise Fact Sheet briefing and coaching	Dunn 4, 6, 7 Moodle	Notes and questions
Class 4: May 21 **The Public Service**	Fact Sheet briefing and coaching	Dunn 1 Moodle	Notes and questions
Class 5: May 26 **Governance and Accountability**	Fact Sheet briefing and coaching	Dunn 24 Moodle	Notes and questions
Class 6: May 28 **Institutional Governance**	Fact Sheet briefing and coaching	Dunn 11, 12 Moodle	Notes and questions
Class 7: June 2 **Local Governance**	'Pan Am Games' case Fact Sheet briefing and coaching	Dunn 9 Moodle	Notes and questions
Class 8: June 4 **International Governance**	Interim course check-up	Moodle	Notes and questions **Fact Sheet due**
PART II – POLICY			
Class 9: June 9 **Public Policy Review Workshop**	Fact Sheet debriefing Briefing Paper orientation and policy issue selection	Moodle	Notes and questions
Class 10: June 11 **Budgeting**	Briefing Paper briefing and coaching	Dunn 2, 3, 18 Moodle	Notes and questions
Class 11: June 16 **Public Consultation**	'Collaboration' exercise Briefing Paper briefing and coaching	Moodle	Notes and questions
Class 12: June 18 **Public Policy Making**	Briefing Paper briefing and coaching	Dunn 14 Moodle	Notes and questions
June 23-26: Summer Reading Week – no classes, University open			
Class 13: June 30 **Public Sector Reform**	Briefing Paper briefing and coaching	Moodle	Notes and questions
Class 14: July 2 **Citizen-Centred Service**	Briefing Paper briefing and coaching	Moodle	Notes and questions
Class 15: July 7 **Alternative Service Delivery**	Briefing Paper briefing and coaching	Dunn 26 Moodle	Notes and questions
Class 16: July 9 **Public-Private Partnerships**	'Brampton Civic Hospital' case	Dunn 17 Moodle	Notes and questions **Briefing Paper due**
PART III – PRACTICE			
Class 17: July 14 **Management Practice Review Workshop**	Briefing Paper debriefing Discussion Paper orientation and good practice selection	Moodle	Notes and questions
Class 18: July 16 **Change Management**	Discussion Paper briefing and coaching	Moodle	Notes and questions
Class 19: July 21 **Performance Management**	'Balanced Scorecard' exercise Discussion Paper briefing and coaching	Moodle	Notes and questions
Class 20: July 23 **Values and Ethics**	Discussion Paper briefing and coaching	Dunn 5, 20 Moodle	Notes and questions
Class 21: July 28 **Political-Administrative Leadership**	Discussion Paper briefing and coaching	Dunn 10, 16, 23 Moodle	Notes and questions
Class 22: July 30	'Blueprint 2020' case	Moodle	Notes and questions

Class: Date / Topic	Learning Activity	Reading	Preparation
Public Service Renewal			***Discussion Paper due***
Class 23: August 4 **Case Study Analysis Workshop**	Discussion Paper debriefing Memorandum orientation to case study, essay format, and conceptual framework	Moodle	Notes and questions
Class 24: August 6 **Future Trends and Challenges**	Memorandum briefing and coaching Course review Course evaluation	Dunn 13, 21, 22, 25 Moodle	Notes and questions
August 12: Course end date			***Memorandum due***
August 21: Summer term ends			

Addendum: 6 May 2020

Several platforms will be used in this course (e.g., Moodle, Zoom, e-mail) through which students will interact with the course materials, the Course Director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part) and how office hours and presentations will be conducted.

Students shall note the following:

1. Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
2. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
3. The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for Moodle can be found here http://www.yorku.ca/moodle/students/faq/index.html