AP/PPAS 4200 A 6.00 APPLIED PUBLIC POLICY ANALYSIS

Course Outline

Fall/Winter 2020-2021 Y
Remote virtual classes: Tuesdays, starting at 16:00 (4:00 PM), beginning September 15
This course depends upon remote teaching and learning. There will be no in-person interactions or activities on campus. Should the University return to in-person classes, the assigned classroom for this course is DB 0011 Victor Phillip Dahdaleh Building.

Instructor

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Access: 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

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 scheduled in the Class-by-Class Syllabus (pages 14-16):

I. *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.

II. *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.

III. *Product.* The third part explains the WHAT of public policy analysis. It explores the role and function of policy advice, communication, and capacity in achieving public outcomes. Students assess the use, content, and effectiveness of different instruments for communicating public policy.

IV. *Presentation.* The fourth part explains the WHERE and WHEN of public policy analysis. It features group projects in which client organizations are consulted on priority policy issues. Students hone strategic teamwork, communication, and presentation techniques in policy advice to clients.

Learning Objectives. Upon completion of the 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, dynamic 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 Approach. 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 enables students to assume practical roles in policy analysis within the course framework. You will work closely with an organization that is dealing with real policy issues to prepare analyses and recommend new or modified policy. Learning the theoretical foundations of policy analysis is a precursor to practical components of the course. Applying theoretical concepts to casework and adding the experience to your résumé are just two of the benefits.

The course is designed to facilitate various forms of learning—assigned readings, posted materials, recorded lectures and briefings, 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 EE demands. You will be informed in advance of any rescheduling.

For more details on how EE is approached in this course, please refer to the Client Project under Written Assignments, Projects, and Exams (pages 5-13).

Learning Format. Virtual classes are delivered remotely via Moodle and Zoom as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Week Before	Preliminaries	• Instructor recording of lecture, briefing, debriefing, and/or story • Instructor posting of learning materials and meeting invitation • Student reading and preparation
16:00	Opening	• Virtual gathering and welcome • Meeting objective and agenda • Announcements
16:10	Action Learning (as applicable)	• Assignment orientation, briefing, workshop, exercise, presentation, and/or debriefing • Assignment discussion in breakout rooms • Plenary Q&A
17:00	Thematic Topic (except workshops and presentations)	• Lecture, reading, and/or story for discussion in breakout rooms • Plenary Q&A • Next class and closing
Week After	Follow-up	• Instructor posting of recorded meeting and announcements • Student individual study, group work, and discussion forum • Instructor response to requests for coaching and advice

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

Synchronous meetings are scheduled according to the Class-By-Class Syllabus (pages 14-16). Students who attend live Zoom sessions discuss questions about assignments, exercises, lectures, readings, and stories in plenary and breakout rooms. Zoom sessions usually last 60 to 90 minutes. Zoom meeting invitations are announced and posted in the course Moodle.

Zoom meeting recordings are also 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 may violate FIPPA, as well as copyright laws; and
- All recordings of meetings will be destroyed after the end of classes.

Please review the entire Course Outline to determine how the class meets, in whole or in part, and how office hours, presentations, and other interactions are conducted.

Deliverables at a Glance

Students are expected to do advance readings, attend online classes, and participate in discussion forums on key concepts and practices relative to assignments. Students are also expected to complete assignments according to schedule and requirements. 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 5-13).

Assignment	Quantity	% Weight	Total %	Responsibility
Current Issue: Briefing Note	1	20	**20**	Individual
Client Project:			**60**	
• Terms of Reference	1	10		Group
• Presentation	1	10		Group
• Client Appraisal	1	10		Group
• Team Appraisal	1	10		Individual
• Report	1	20		Group
Take-home Exam: Case Study	1	20	**20**	Individual
			100%	

Course Material

The required textbook for this course is:

Pal, Leslie, Graeme Auld & Alexandra Mallett. 2020. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th edition. Toronto: Nelson College Indigenous. 480 pages. ISBN-10: 0176886915, ISBN-13: 978-0176886912.

Pal, Auld & Mallett (2020) is the brand-new, partnered successor to Pal's (2014) acclaimed Canadian textbook on the theory and practice of public policy analysis: "With an authoritative and courageous approach, *Beyond Policy Analysis* examines public policymaking in Canada at all areas of governance, including Health Care, Education, Economic Development and Trade. This title goes beyond conventional categories and concepts to examine how the world of policymaking has changed with the increasing pressures of globalization, information technology, changing public values and cultural assumptions, citizen distrust, and decentralization and subsidiarity. The sixth edition investigates ever-evolving governance, and proactively discusses contemporary Canadian issues."

The book is also conveniently linked to the Atlas of Public Management, which offers excerpts and summary information online. Pal (2014) is cross-linked to various 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 et al. (2020) are referenced by chapter in the Class-by-Class Syllabus (pages 14-16). The text can be purchased through the York University **Bookstore** https://www.bookstore.yorku.ca/.

Other required readings are available on the York University **Moodle** course web page https://eclass.yorku.ca/eclass/course/view.php?id=3062. Please arrange for access, and check the site between classes. All course readings, materials, and announcements are posted on this site. Assignments, 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 remotely in an interactive seminar style in which readings, presentations, exercises, case studies, current events, real stories, and guest commentaries stimulate discussion and learning.

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*.** Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The 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 13-14). A complete list of policies can be found at http://secretariat-policies.info.yorku.ca/.

Instruction. 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 for analytical, critical thinking.

Technology. The platforms used in this course (i.e., Moodle, Zoom, e-mail) enable students to interact with the course material, Instructor, and one another. To fully participate, students are expected to have access to video conferencing and to appear in virtual classes. In addition to stable, higher-speed Internet connection, you 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://eclass.yorku.ca/eclass/course/view.php?id=3062. Moodle technology requirements and FAQs are found at http://www.yorku.ca/moodle/students/faq/index.html.

Course videoconferencing: York Zoom https://yorku.zoom.us/. Recorded meetings are posted on the course Moodle. Please note that:

- Zoom is hosted on US servers, which include recordings done through Zoom;
- Personal data privacy can be protected by providing only your first name or a nickname when joining a session; and
- The system is configured to automatically notify all participants when a session is being recorded i.e., a session cannot be recorded without you knowing about it.

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 three assignments identified under Deliverables at a Glance (pages 3-4) are described in detail below. All support materials needed to complete these assignments are posted to the course Moodle.

The costs and consequences on public policy of presenting late advice or inferior work are especially high. 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.

Penalties. Experiential learning calls for students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. Policies and penalties on late papers and on page, time, and word count violations are intended to reinforce the guidance provided and to promote positive learning outcomes. The following implications will be administered across all assignments:

- Assignments must be received by the Instructor on or before 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;
- Excess page counts above the maximum length specified will be penalized by not reading and grading papers beyond the page limit;
- Excess time counts above the maximum length specified will be penalized by the assignment's ratio of time to marks (e.g., -1:2 = 1 mark deducted for every 2 minutes in excess);
- Excess word counts above the maximum length specified will be penalized by the assignment's ratio of words to marks (e.g., -1:50 = 1 mark deducted for every 50 words in excess); and
- The Instructor's computer or device will prevail as the authoritative source of all page, time, and word count calculations.

CURRENT ISSUE: BRIEFING NOTE

> ***Parameters:*** 2 pages all-inclusive maximum length, plus bibliography, Word document, single-spaced, 12-point font, 1-inch margins, heading/paragraph format
> ***Due Date:*** November 17 ***Value:*** 20% ***Page Count Penalty:*** 0 > 2 pages

The Current Issue is the foundational component 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 Note on an existing or emerging policy issue of interest. The product is intended to inform senior management decision making on an important public policy matter. Visualizing the prospective target audience for the Briefing Note 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 foreign (country, international) jurisdiction. The task is to research policy issues and define a significant, urgent, or growing problem to address. The Instructor will orient students to the Briefing Note Outline and Current Issue Guidance in Class 1. You are asked to choose a policy issue to explore by Class 2. There will be regular briefings and interrogation of the Outline through Class 8. Individual study or work may be facilitated via student-managed discussion forums to examine common requirements relative to policy jurisdiction, topic, and process.

Analysis. Students are asked to identify gaps in institutional performance and/or policy outcomes. The task is to analyze the central issue and assess comparative policy development strategies. The Instructor will discuss analytical frameworks, policy options, and tricks of the trade through Class 8. Coaching to help pinpoint and assess the central issue is available on request.

Deliverable. Students are asked to document the outcome of their research and analysis in a Briefing Note. The task is to make specific, actionable recommendations and present strategic advice in paragraph format according to the section headings of the Briefing Note Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Briefing Note as a Word attachment to the Instructor by the Class 9 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 10.

Evaluation. Briefing Notes 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, in-text citations.

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

SECTION	PAGES	MARKS
Title [Issue: Institution, Jurisdiction]	0.1	0
Executive Summary	0.3	3
Issue	0.3	3
Background	0.2	2
Current Status	0.2	2
Options	0.3	3
Recommendation	0.3	3
Implications	0.3	3
Bibliography	∞	1
Total	**2**	**20**

CLIENT PROJECT (60%)

The Client Project is the EE developmental component of the course. The purpose is to apply theory, practice analysis, and test capabilities. Students conduct policy analysis on a real issue in a real 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. You will meet weekly with peers to discuss policy analysis, learn from case findings, and share ideas. The Instructor acts as the managing partner who oversees project engagement and as the senior consultant who guides new policy analysts through the process. Second, being consultants gives students more control over how they spend their time. You need to be self-aware of taking greater initiative outside the classroom. It is important to learn how to balance increased freedom with professional discipline. Third, students are required to get and stay involved. You must be available and intellectually committed to the client's 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 Class 5 when students form groups and choose client organization projects. The team-building 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 facilitate the matching process with reference to student interests, comparative competencies, and team chemistry. Students who do not settle in a group by Class 10 will be disqualified from participating in the project and will receive a ‘nil’ mark.

The Instructor will oversee the full student project experience. This means responding to requests for coaching groups and 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.

Project management is critical to successful Client Project outcomes. Becoming a team means deciding on leadership, roles, and protocols for scheduling, meetings, changes, and communications. Each group should name a single liaison member as the point of contact and coordination with the client. All communications channelled through the liaison should copy group members and the Instructor.

CLIENT PROJECT: TERMS OF REFERENCE

Parameters: 2,000 words all-inclusive maximum length, plus bibliography, Word document, single-spaced, 12-point font, 1-inch margins, heading/paragraph format
Due Date: December 8 ***Value:*** 10% ***Word Count Penalty:*** **-**1:200

The Terms of Reference are the first component of the Client Project. The purpose is for student groups acting as consultants to research and draft a proposal to guide project work. The product is intended to facilitate project decision making on how to go about remedying an important client policy issue. Identifying the prospective policy maker helps motivate and focus research and analysis.

Client. Groups are asked to choose an existing public policy issue from among the selection of client projects on offer in Canadian and international jurisdictions. The task is to research the history, role, and performance of the client organization. The Instructor will orient students to the Terms of Reference Outline, Public Institution Research Checklist, and project management in workshop in Class 5. There will be regular briefings, interrogation of the Outline, and coaching through Class 12. Group work is facilitated throughout the project via student-managed discussion forums and networking.

Assessment. Groups are asked to identify gaps in fulfilling the client's policy mandate. The task is to make a preliminary assessment of institutional performance and results. Opposite Classes 6-9, groups will schedule and convene client consultations to help map project issues, expectations, and protocols. Pre-meeting research will accelerate group assimilation of the policy principles, criteria, and issues at stake. Coaching to help pinpoint and assess institutional policy issues is available on request.

Proposal. Groups are asked to document the outcome of client consultations in the Terms of Reference. The task is to frame the project strategy and action plan in paragraph format according to the section headings in the Terms of Reference Outline. Groups should quality check their final work against client expectations and assignment parameters. Please e-mail the Terms of Reference as a Word attachment to the Instructor by the Class 12 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 13.

Evaluation. Terms of Reference 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, in-text citations.

Weightings for each section of the Terms of Reference follow a proforma outline:

SECTION	WORDS	MARKS
Title [Issue: Institution, Jurisdiction]	10	0
Proposal to Client	190	1
Institutional Context	200	1
Problem Definition	200	1
Project Objective	200	1
Methodology and Scope	200	1
Literature Review	200	1
Preliminary Assessment	300	1.5
Project Management	500	2
Bibliography	∞	0.5
Total	**2,000**	**10**

CLIENT PROJECT: PRESENTATION

Parameters: 20-minute presentation maximum length, live or recorded, plus Q&A discussion maximum length at client's discretion
Due Date: February 23, March 2/9/16/23 ***Value:*** 10% ***Time Count Penalty:*** **-**1:2

The Presentation is the second component of the Client Project. The purpose is for student groups acting as consultants to research the policy issue in depth, analyze comparative policy development approaches, and present advice to the client. The product is intended to facilitate client engagement during the Presentation and inform refinement of the Report.

Preparation. Groups are asked to initiate project work by signing off the Terms of Reference with the client. The task is to take on board feedback from the Instructor's debriefing in Class 13 and to confirm and follow-up client priorities. The approved Terms of Reference act as a road map to addressing a significant, urgent, or growing policy issue.

The Instructor will orient students to the Client Project Presentation Guidance and Scorecard in workshop in Class 13. There will be regular briefings, interrogation of the Scorecard, and coaching through Class 17. The Instructor will also interpret the practical project implications of the theoretical topics covered during the first term.

Presentation. Groups are asked to prepare a Presentation that gives clients evidence-based policy advice. The task is to dovetail Presentation preparations with research, analysis, and Report activities. The Instructor will brief and coach groups on strategies for assembling a creative, compelling, convincing Presentation. Briefings will feature the important role of narrative, design, staging, teamwork, and Q&A, among others. Practice presentations may be convened in workshop in Class 17.

Groups may present their work, live or recorded, utilizing the audio-visual format of choice—slides, pictures, videos, cartoons, posters, hand-outs. Please use your imagination, be creative, but keep it professional. As a guideline, it is suggested that presentations have up to 20 core slides, or about one slide per minute. Additional slides may be used during Q&A. Groups should quality check their final work against assignment parameters and requirements. Ideally, your Presentation will generate questions, inform discussion, and advise the client effectively.

Delivery. After Class 13, groups are asked to coordinate with clients to schedule presentations in Classes 18-22. All presentations will be scheduled for delivery during regular class times, unless groups reschedule by prior written agreement with the client and Instructor. Please e-mail the Instructor an advance copy as an attachment the day before delivery. The Instructor will acknowledge receipt.

Presentations give groups the chance to share their policy proposals with clients, classmates, and special guests. Representatives of the client organization are the primary audience. The client may also invite key stakeholders to attend. The schedule of presentations will be open to the SPPA community, including faculty, alumni, and students. Zoom sessions will be recorded and posted on Moodle.

Evaluation. The Instructor will administer a Scorecard template to assess group presentations. The rubric reflects criteria, attributes, and weightings derived from the CAPPA/IPAC National Public Administration Case Competition. There will be a briefing on the Scorecard in workshop in Class 13.

The Instructor will moderate the sessions and be the principal scorekeeper. Guests and students not presenting are invited to complete and submit Scorecards in confidence. The Instructor will compile and return graded feedback to groups the week following their Presentation. The mark is shared by all group members. Class results and the learning experience will be debriefed in workshop in Class 23.

Weightings for each section of the Scorecard follow a proforma outline:

SECTION	MINUTES	MARKS
Situation Appraisal	8	2
Options Analysis	12	3
Preparation and Delivery	-	2
Questions and Answers	-	3
Total	**20**	**10**

CLIENT PROJECT: CLIENT APPRAISAL

Parameters: 1-page format, plus unlimited comments
Due Date: March 2/9/16/23/30 ***Value:*** 10% ***Default:*** Scorecards

The Client Appraisal is the third component of the Client Project. The purpose is to report client satisfaction with the student group's Presentation performance. Client representatives are asked to appraise 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 form captures feedback that is intended to facilitate deeper learning about project outcomes and process.

Submission. The Client Appraisal will be conducted during and/or following post-Presentation debriefings in Classes 18-22. Forms will be e-mailed as an attachment in confidence to the Instructor by the following Monday. The Instructor will acknowledge receipt, calculate results, and advise group members of their score by the next class. The client is encouraged to communicate important feedback directly to the group during the session and/or separately afterwards.

Evaluation. Client Appraisals will be assessed using 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. Professionalism – competent, courteous and fair, respectful working relationship.

The client may add and/or weight criteria according to project priorities. The client can complete a unified assessment or report client representative appraisals separately, with the average of scores submitted determining the group's mark. The mark is shared by all group members. If the client does not submit a form, the Client Appraisal mark will be based on Scorecard results.

CLIENT PROJECT: TEAM APPRAISAL

Parameters: 1-page format, plus unlimited comments
Due Date: March 2/9/16/23/30 ***Value:*** 10% ***Penalty:*** no appraisal = 0

The Team Appraisal is the fourth component of the Client Project. The purpose is to assess the personal contribution of each student to teamwork. Groups are asked to take stock of factors contributing most to their Presentation performance and client satisfaction to date. You may wish to record what you have done, learned, and contributed to the group in becoming a team. You may also want to write a short statement about the quality of work contributed by each teammate.

Submission. The Team Appraisal will be conducted during and/or following post-Presentation debriefings in Classes 18-22. Forms must be e-mailed as an attachment in confidence to the Instructor by the following Monday. The Instructor will acknowledge receipt, calculate results, and advise group members of their score by the next class. Students are encouraged to share important feedback directly with group members.

Evaluation. Team Appraisals will be assessed using a template that provides for optional comments. Each group member will assess the contribution, performance, and engagement of all members of the group, including themselves. You will assign each a score, with the average of scores submitted determining each group member's mark. Students failing to submit an appraisal before the next class following their Presentation will forfeit their own allocation of marks.

CLIENT PROJECT: REPORT

> ***Parameters:*** 20 pages all-inclusive maximum length, plus bibliography, Word document, single-spaced, 12-point font, 1-inch margins, heading/paragraph format
> ***Due Date:*** April 6 ***Value:*** 20% ***Page Count Penalty:*** 0 > 20 pages

The Report is the fifth and final component of the Client Project. The purpose is for student groups acting as consultants to submit a Report that satisfies client needs and good policy practice. The refined product is intended to facilitate client decision making with advice on an important policy matter.

Preparation. Groups are asked to finalize the Report based upon Scorecard feedback, debriefing, and appraisals. The task is to respond to client expectations in the Terms of Reference, reflect rigorous policy analysis, and model realistic, evidence-based advice. The Presentation acts as a sounding board for checking ideas, arguments, and deliverables with the client before incorporating them in the Report.

The Instructor will orient students to the Client Project Report Outline in workshop in Class 13. In sync with the schedule for Presentation preparations, there will be regular briefings, interrogation of the Outline, and coaching through Class 23. The Instructor will offer final guidance on Report writing in workshop in Class 23 following debriefing of group presentations.

Report. Groups are asked to prepare a Report that gives clients evidence-based policy advice. The task is to dovetail Report preparations with research, analysis, and Presentation activities. 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 embraces concepts and skills learned 'on the job'. It refines problem definition, analyzes alternatives, formulates recommendations, plots implementation, and frames evaluation.

Please make creative use of illustrations, figures, tables, and graphics, but keep them professional. You should quality check your final work against assignment parameters and requirements. Please e-mail your group Report as a Word attachment to the Instructor by the Class 24 due date. The Instructor will acknowledge receipt and return graded feedback within a week to afford timely revision. The mark is shared by all group members.

The final Report may only be transmitted to the client if the Instructor judges the quality to be suitable, befitting the finished product of a consulting engagement. Ideally, your Report will stimulate client interest and action.

Evaluation. Reports 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, in-text citations.

Grading will consider three factors in relation to these criteria: (1) overall quality (i.e., absolute scale); (2) relative quality compared to other groups; and (3) improvement over the course of the project. Grades reflect your group's knowledge of the topic, analytical proficiency, and ability to organize information and advice in the Report.

Weightings for each section of the Report follow a proforma outline:

SECTION	PAGES	MARKS
Title [Issue: Institution, Jurisdiction]	1	0
Table of Contents	0.5	0
Executive Summary	0.5	1
Introduction	5	5
Findings	8	8
Conclusion	5	5
Bibliography	∞	1
Total	**20**	**20**

TAKE-HOME EXAM: CASE STUDY

Parameters: 1,000 words all-inclusive maximum length, plus bibliography, Word document, single-spaced, 12-point font, 1-inch margins, essay format
Due Date: April 13 ***Value:*** 20% ***Word Count Penalty:*** **-**1:50

The Take-home Exam 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 strategic response to the assigned Case Study. The product is intended to inform high-level policy making. Visualizing the target audience helps motivate and focus research, analysis, and advice.

Case. The Case Study is posted on Moodle under Classes 1 and 23. It is grounded in a Canadian federal, provincial, municipal, and/or indigenous 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 and task in Class 1. Individual study or work may be facilitated throughout the entire course via student-managed discussion forums to examine common policy requirements relative to the case task, setting, and context.

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 policy and governance. In workshop in Class 23 and again in Class 24, the Instructor will review the task relative to case context and good policy principles. Coaching to help pinpoint and assess case issues at stake is available on request.

Deliverable. Students are asked to write to the target audience in response to the case task. The task is to assemble key information, arguments, and advice in essay format using headings and paragraphs. Students should quality check their final work against assignment parameters and requirements. Please e-mail your response as a Word attachment to the Instructor by the course end date. The Instructor will acknowledge receipt and return graded feedback before the term ends.

Evaluation. Responses 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, in-text citations.

Section headings and information organization are discretionary. Weightings are allocated notionally within responses according to a proforma outline:

SECTION	WORDS	MARKS
Title [Case Study]	11	0
[Executive Summary]	89	1
[Situation Appraisal]	300	6
[Options Analysis]	300	6
[Recommendations]	150	3
[Implementation Implications]	150	3
Bibliography	∞	1
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.

Class: Date / Topic	Learning Activity	Reading	Preparation
PART I – PURPOSE			
Class 1: September 15 **Course Overview**	Course, teaching, and student expectations Atlas of Public Management orientation Current Issue: Briefing Note orientation Client Project orientation Take-home Exam: Case Study orientation	Pal et al. Preface Moodle	Notes and questions
Class 2: September 22 **Policy Concepts**	Briefing Note briefing, issue selection, discussion forum, and coaching	Pal et al. 1 Moodle	Notes and questions
Class 3: September 29 **Policy Context**	Briefing Note briefing and coaching	Pal et al. 2 Moodle	Notes and questions
Class 4: October 6 **Policy Community**	Briefing Note briefing and coaching	Pal et al. 6 Moodle	Notes and questions
October 10-16: Fall Reading Week – no classes, University open (except October 12: Thanksgiving Day – closed)			
PART II – PROCESS			
Class 5: October 20 **Client Project Workshop I**	Client Project briefing, selection, group formation, project management, and coaching	Moodle	Notes and questions
Class 6: October 27 **Policy Planning**	Briefing Note briefing and coaching Client Project briefing, client consultation, research, and coaching	Pal et al. 3 Moodle	Notes and questions
Class 7: November 3 **Policy Consultation**	Briefing Note briefing and coaching Client Project briefing, client consultation, research, and coaching	Moodle	Notes and questions
Class 8: November 10 **Policy Analysis**	Briefing Note briefing and coaching Client Project briefing, client consultation, research, and coaching	Pal et al. 9 Moodle	Notes and questions
Class 9: November 17 **Policy Design**	Interim course check-up Client Project briefing, client consultation, research, and coaching	Pal et al. 4 Moodle	Notes and questions ***Briefing Note due***
Class 10: November 24 **Policy Implementation**	Current Issue: Briefing Note debriefing Client Project briefing, terms of reference, and coaching	Pal et al. 5 Moodle	Notes and questions
Class 11: December 1 **Policy Risk**	Client Project briefing, terms of reference, and coaching	Moodle	Notes and questions
Class 12: December 8 **Policy Evaluation**	Client Project briefing, terms of reference, and coaching	Pal et al. 7 Moodle	Notes and questions ***Terms of Reference due***
December 24 – January 3: Winter break – University closed			
PART III – PRODUCT			
Class 13: January 12 **Client Project Workshop II**	Client Project: Terms of Reference debriefing Client Project briefing, presentation scheduling, assessments, and coaching	Moodle	Notes and questions
Class 14: January 19 **Policy Advice**	Client Project briefing and coaching on presentation and report	Moodle	Notes and questions
Class 15: January 26 **Policy Communication**	Client Project briefing and coaching on presentation and report	Pal et al. 8 Moodle	Notes and questions
Class 16: February 2 **Policy Capacity**	Client Project briefing and coaching on presentation and report	Moodle	Notes and questions
PART IV – PRESENTATION			
Class 17: February 9 **Client Project Workshop III**	Presentation schedule, process, and practice Client Project briefing and coaching on presentation and report	Moodle	Notes and questions
February 13-19: Winter Reading Week – no classes, University open (except February 15: Family Day – closed)			
Class 18: February 23 **Client Project Presentation A**	Group presentation, Q&A, debriefing, appraisals, report, and coaching	Moodle	***Presentation A due*** ***Client Appraisal A due***

Class: Date / Topic	Learning Activity	Reading	Preparation
			Team Appraisal A due
Class 19: March 2 **Client Project Presentation B**	Group presentation, Q&A, debriefing, appraisals, report, and coaching	Moodle	***Presentation B due*** ***Client Appraisal B due*** ***Team Appraisal B due***
Class 20: March 9 **Client Project Presentation C**	Group presentation, Q&A, debriefing, appraisals, report, and coaching	Moodle	***Presentation C due*** ***Client Appraisal C due*** ***Team Appraisal C due***
Class 21: March 16 **Client Project Presentation D**	Group presentation, Q&A, debriefing, appraisals, report, and coaching	Moodle	***Presentation D due*** ***Client Appraisal D due*** ***Team Appraisal D due***
Class 22: March 23 **Client Project Presentation E**	Group presentation, Q&A, debriefing, appraisals, report, and coaching	Moodle	***Presentation E due*** ***Client Appraisal E due*** ***Team Appraisal E due***
Class 23: March 30 **Client Project Workshop IV**	Client Project: Presentation debriefing Client Project: Report briefing and coaching Take-home Exam: Case Study briefing, questions, responses, and coaching	Moodle	Notes and questions
Class 24: April 6 **Lessons Learned**	Take-home Exam briefing and coaching Course review Course evaluation	Moodle	Notes and questions ***Report due***
April 13: Course end date			***Take-home Exam due***
April 28: Winter term ends			