AP/PPAS 3190 A 6.00 PUBLIC ADMINISTRATION

Course Outline
Summer 2021 SU
Remote virtual classes: Tuesdays & Thursdays, starting at 19:00 (7:00 PM), beginning May 11
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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One-day response to e-mail queries
Phone/Zoom meetings by appointment

Professor Wilkins is a teaching practitioner 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 knowledge and 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 exposures as they progress toward professional careers or postgraduate studies. Experiential education marries academic learning with real-world expectations. It fills knowledge gaps and responds to demand for critical thinking.

Upon completion of the course, students should be able to:
❑ Describe the governance, operation, and performance 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 a 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 opportunities of good management practice necessary to achieve public policy outcomes.

Learning Format. The course is grounded in experiential learning that enables students to explore and apply theory in practical assignments. Learning is facilitated by readings, recordings, postings, and discussions. Virtual classes are delivered remotely via eClass and Zoom as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Before Class	Preliminaries	• Instructor recording of lecture, briefing, debriefing, and/or story • Instructor posting of meeting agenda and learning materials • Student reading and preparation
19:00	Opening	• Virtual gathering, welcome, and story • Meeting objective and agenda • Announcements
19:20	Action Learning (as applicable)	• Assignment orientation, briefing, and/or debriefing • Case study or exercise activity and debriefing • Plenary Q&A
20:00	Thematic Topic (except workshops)	• Questions from lecture and readings for breakout room discussion • Plenary Q&A • Next class and closing
After Class	Follow-up	• Instructor posting of recorded meeting and announcements • Student individual study 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 eClass. 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 11-12). Students who attend live Zoom sessions discuss questions about assignments, cases, exercises, lectures, and readings in plenary and breakout rooms. Zoom sessions usually last 90 minutes. The schedule of Zoom meeting invitations is announced and posted in eClass.

Zoom meeting recordings are also posted to eClass. 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.

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Deliverables at a Glance

Students are expected to do advance readings, attend online classes, and participate in discussions on key concepts 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 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. ISBN 9780199026166, ISBN 9780199026173 (PDF).

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 or for online access to the fully digital e-book through the **Bookstore** Welcome | York University Bookstore.

Other required readings are available on the York University **eClass** course web page Course: AP/PPAS3190 A - Public Administration (Summer 2020-2021) (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 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 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 eClass, 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 | Office of Student Community Relations | York University](#) and General Academic Policies (pages 9-10). A complete list of policies can be found at [Secretariat Policies (yorku.ca)](#).

Technology. The platforms used in this course (i.e., eClass, 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: [Course: AP/PPAS3190 A - Public Administration (Summer 2020-2021) (yorku.ca)](#).

Course videoconferencing: [Zoom at YorkU](#). 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 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 eClass](#)
[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 eClass.

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 and 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 word counts 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 are only accepted when supported by proper documentation (e.g., medical);
- Further extensions or accommodation require students to formally petition the Faculty;
- Late or missing assignments otherwise receive a 'nil' mark (e.g., 0/20);
- Feedback on student rework of graded assignments may be requested to facilitate learning;
- Rework of graded assignments is not accepted and reviewed for course credit;
- Word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess word counts above the maximum length specified are 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 is the authoritative source for all word count calculations.

PUBLIC INSTITUTION RESEARCH: FACT SHEET

> *Parameters:* 1,000 words all-inclusive maximum length, plus bibliography; Word (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/bullet format
> *Due Date:* June 3   *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 foreign (country, 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 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 symptoms of possible problems 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 Word/PDF attachments to the Instructor by the Class 8 due date. 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, in-text 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
Profile	500	10
Performance	200	4
Bibliography	∞	1
Total	1,000	20

PUBLIC POLICY REVIEW: BRIEFING PAPER

> ***Parameters:*** 1,000 words all-inclusive maximum length, plus bibliography; Word (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
>
> ***Due Date:*** July 8   ***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 matter. 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 foreign (country, international) jurisdiction. The task is to research policy issues 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 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 central 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 the central issue 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 Word/PDF attachments to the Instructor by the Class 15 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 16.

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, in-text 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 (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format

Due Date: July 29   *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 foreign (country, 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 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, groom the path for policy implementation, or improve management results in general. The task is to assess sub-optimal management practices and benchmark comparative Canadian and international good practice. In Classes 18-21, the Instructor will review practical innovations that are fit for purpose and context via the Management Practice Review Guidance. Coaching to help search for, 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 Word/PDF attachments to the Instructor by the Class 21 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 22.

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, in-text 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 title and bibliography; Word (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; memo/essay format
> *Due Date:* August 10   *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 eClass under Class 22. It is grounded in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, 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 22. There will be advance briefing in workshop in Class 17 and further briefing and interrogation of the assignment in Classes 23-24. Individual 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 Word/PDF attachments to the Instructor by the course end date. The Instructor will acknowledge receipt and return graded feedback before the term ends.

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, in-text 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]	200	4
[Middle]	600	12
[End]	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. Please consult York's policy at Academic Honesty, Senate Policy on | Secretariat Policies (yorku.ca). 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 SPARK | YorkU.

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 Academic Accommodation for Students' Religious Observances (Policy, Guidelines and Procedures) | Secretariat Policies (yorku.ca).

Accommodation of Students with Disabilities. The York University Senate has adopted policy on Academic Accommodation for Students with Disabilities (Policy) | Secretariat Policies (yorku.ca). 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 Student Accessibility Services | Student Accessibility Services | York University.

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 Secretariat Policies (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. More information on guidelines and process can be found at https://www.yorku.ca/research/research-ethics/. 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 eClass. Regular course updates will normally be posted weekly.

Class: Date / Topic	Learning Activity	Reading	Preparation
PART I – INSTITUTIONS			
Class 1: May 11 **Introduction to Public Administration**	Course, teaching, and student expectations	Dunn Introduction eClass	Notes and questions
Class 2: May 13 **Public Institution Research Workshop**	Fact Sheet orientation and institution selection	eClass	Notes and questions
Class 3: May 18 **Canadian Federalism**	'Power' exercise Fact Sheet briefing and coaching	Dunn 4, 6, 7 eClass	Notes and questions
Class 4: May 20 **The Public Service**	Fact Sheet briefing and coaching	Dunn 1 eClass	Notes and questions
Class 5: May 25 **Governance and Accountability**	Fact Sheet briefing and coaching	Dunn 24 eClass	Notes and questions
Class 6: May 27 **Institutional Governance**	Fact Sheet briefing and coaching	Dunn 11, 12 eClass	Notes and questions
Class 7: June 1 **Local Governance**	'Pan Am Games' case Fact Sheet briefing and coaching	Dunn 9 eClass	Notes and questions
Class 8: June 3 **International Governance**	Interim course check-up	eClass	Notes and questions ***Fact Sheet due***
PART II – POLICY			
Class 9: June 8 **Public Policy Review Workshop**	Fact Sheet debriefing Briefing Paper orientation and policy issue selection	eClass	Notes and questions
Class 10: June 10 **Budgeting**	Briefing Paper briefing and coaching	Dunn 2, 3, 18 eClass	Notes and questions
Class 11: June 15 **Public Consultation**	'Collaboration' exercise Briefing Paper briefing and coaching	eClass	Notes and questions
Class 12: June 17 **Public Policy Making**	Briefing Paper briefing and coaching	Dunn 14 eClass	Notes and questions
June 22-25: Summer Reading Week – no classes, University open			
Class 13: June 29 **Public Sector Reform**	Briefing Paper briefing and coaching	eClass	Notes and questions
July 1: Canada Day – University closed			
Class 14: July 6 **Citizen-Centred Service**	Briefing Paper briefing and coaching	eClass	Notes and questions
Class 15: July 8 **Alternative Service Delivery**	Briefing Paper briefing and coaching	eClass	Notes and questions ***Briefing Paper due***
Class 16: July 13 **Public-Private Partnerships**	Briefing Paper debriefing 'Brampton Civic Hospital' case	Dunn 17 eClass	Notes and questions
PART III – PRACTICE			
Class 17: July 15 **Management Practice Review Workshop**	Discussion Paper orientation and good practice selection Memorandum advance briefing and coaching	eClass	Notes and questions
Class 18: July 20 **Change Management**	Discussion Paper briefing and coaching	eClass	Notes and questions
Class 19: July 22 **Performance Management**	'Balanced Scorecard' exercise Discussion Paper briefing and coaching	eClass	Notes and questions
Class 20: July 27 **Values and Ethics**	Discussion Paper briefing and coaching	Dunn 5, 20 eClass	Notes and questions
Class 21: July 29 **Political-Administrative Leadership**	Discussion Paper briefing and coaching	Dunn 10, 16, 23 eClass	Notes and questions ***Discussion Paper due***

Class: Date / Topic	Learning Activity	Reading	Preparation
Class 22: August 3 **Case Study Analysis Workshop**	Discussion Paper debriefing Memorandum orientation to case study, essay format, and conceptual framework	eClass	Notes and questions
Class 23: August 5 **Public Service Renewal**	Memorandum briefing and coaching 'Blueprint 2020' case	eClass	Notes and questions
Class 24: August 10 **Future Trends and Challenges**	Memorandum briefing and coaching Course review Course evaluation Course end date	Dunn 13, 21, 22, 25 eClass	Notes and questions ***Memorandum due***
August 19: Summer term ends			