Course Outline

Summer 2022 SU
Tuesdays and Thursdays, starting at 19:00 (7:00 PM), beginning May 10
DB 1016 Victor Phillip Dahdaleh Building
This course is designated for in-person delivery. All or a significant portion of this course will meet in-person in the location assigned.

Instructor

Professor John Wilkins
SSB N205M Seymour Schulich Building
(647) 965-3527 mobile
wilkins@yorku.ca
One-day response to e-mail queries
Phone/in-person 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

Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada. It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated. Course credit exclusion: GL/POLS 2500 6.00. - Course Timetable

Contents

Course Learning Outcomes

This course examines the theory and practice of Public Administration, featuring policy making and the machinery of government in Canada and abroad. It discusses who makes policy, how policy is developed and implemented, and how the system works and is managed for results. The course 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.

Teaching Approach. 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. This does not mean accepting uncritically every argument. Public Administration is about using evidence and logic for strategic thinking and tactical action.

Learning Format. The course is grounded in experiential education that enables students to explore and apply theory in practical assignments. Learning is facilitated by readings, postings, and discussions. Classes are delivered in-person with online support as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Before Class	Preliminaries	• Instructor preparation of lecture, briefing, or debriefing • Instructor posting of agenda, announcements, and materials • Student reading and preparation
19:00	Opening	• Class gathering, welcome, and story • Meeting objective and agenda • Announcements
19:15	Thematic Topic	• Lecture, readings, and current events • Case study, exercise/activity, or debriefing • Plenary/breakout discussion and Q&A
20:15	Action Learning	• Assignment orientation, briefing, or debriefing • Plenary/breakout discussion and Q&A • Next class and closing
After Class	Follow-up	• Instructor assignment preparations and grading • Student individual study and exchanges • Instructor response to requests for coaching and advice

In-person classes are scheduled according to the Class-By-Class Syllabus (pages 11-12). Students who attend classes discuss questions about lectures, readings, cases, exercises, and assignments in plenary and/or breakout. Classes last up to three hours, including time for student exchanges and coaching.

Lectures, briefings, and debriefings can be accessed anytime, anywhere via the course eClass. They are delivered in shorter segments to facilitate learning focus. Action learning benefits from student preparations outside class.

Please review the entire Course Outline to familiarize yourself with how the class meets and how office hours and other interactions are conducted.

Deliverables at a Glance

Students are expected to complete assignments according to schedule and quality 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 4-8).

Assignment	Quantity	% Weight	Total %	Responsibility	Due Date
Public Institution Research: Fact Sheet	1	20	**20**	Individual	June 2, 2022
Public Policy Review: Briefing Paper	1	30	**30**	Individual	June 30, 2022
Management Practice Review: Discussion Paper	1	30	**30**	Individual	July 28, 2022
Case Study Analysis: Memorandum	1	20	**20**	Individual	August 9, 2022
			100%		

Course Material

Required reading 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

Chapter readings from Dunn (2018) are listed in the Class-by-Class Syllabus (pages 11-12). The text can be purchased online through the York University Bookstore. It is available for free delivery in Canada or for online access to the digital e-book.

Supplementary readings are available on the York University eClass course web page AP/PPAS3190 A - Public Administration (Summer 2021-2022). Please arrange for access, and check the site between classes. All remaining course readings and materials are posted on eClass.

Suggested readings may be flagged 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

The course format and interactive style require students to practice self-directed learning.

Preparation. Students are expected to do advance readings and be well prepared to engage in class. You are assumed to bring perspectives, knowledge, and experience that are of value to exploring course topics. While course materials are posted on eClass, you may wish to keep notes to reinforce your learning. On average, you should expect to spend 3-6 hours per class for reading and assignments.

Group Work. The course may involve group discussion of short cases, scenarios, role plays, Q&A, and related activities. They assist students in learning and applying knowledge acquired from readings and lectures to their studies, as well as to their lives. Students may also wish to consider forming study groups, discussion forums, or freelance syndicates to consult on individual assignments.

***Participation**.* Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend classes in their entirety, listen actively, volunteer questions, and engage in plenary/group discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment, consistent with the [Code of Student Rights & Responsibilities](#), [Secretariat Policies](#), and General Academic Policies (pages 9-10).

Technology. The platforms used in this course enable students to interact with the course material, Instructor, and one another. As circumstances warrant, the Instructor will announce if in-person classes need to switch to remote delivery of virtual classes via videoconferencing. In this event, students will be required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone.

Useful links for student computing information, resources, and help include:
[AP/PPAS3190 A - Public Administration (Summer 2021-2022)](#) – course web page
[Zoom at YorkU](#) – course videoconferencing
[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 on 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. Course assignments simulate realistic public service working conditions and performance expectations to create a level playing field for equitable evaluation of students. Policies and penalties on late papers and word counts are intended to reinforce related guidance and learning outcomes.

The following implications will be administered across all assignments:
- Assignments submitted for grading must be received by the Instructor on or before the due date;
- Extensions must be pre-authorized before the due date for valid policy reasons (e.g., illness);
- 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 are not graded and receive a mark of zero (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 according to 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 calculating lateness and word counts.

PUBLIC INSTITUTION RESEARCH: FACT SHEET

> *Parameters:* 1,000 words <u>all-inclusive</u> 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 2   *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.

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 an attachment 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 and the section weightings below:
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.

SECTION	WORDS	MARKS
Title [Institution: Jurisdiction]	10	1
Executive Summary	90	2
History	200	3
Profile	500	10
Performance	200	3
Bibliography	∞	1
Total	**1,000**	**20**

PUBLIC POLICY REVIEW: BRIEFING PAPER

> *Parameters:* 1,000 words <u>all-inclusive</u> 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:* June 30   *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 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 14.

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 10-14, 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 an attachment to the Instructor by the Class 14 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 15.

Evaluation. Briefing Papers will be assessed using five criteria and the section weightings below:
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	WORDS	MARKS
Title [Issue: Institution, Jurisdiction]	10	1
Executive Summary	120	4
Issue	100	3
Background	100	3
Current Status	100	3
Options	190	5
Recommendation	190	5
Implications	190	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 28 *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 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 capitalize on a significant, urgent, or growing opportunity. 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 22.

Assessment. Students are asked to close gaps in institutional performance, groom the path for policy implementation, or continuously improve management results. The task is to assess sub-optimal management practices and benchmark comparative Canadian and international good practice. In Classes 18-22, the Instructor will review practical innovations 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 an attachment to the Instructor by the Class 22 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 23.

Evaluation. Discussion Papers will be assessed using five criteria and the section weightings below:
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.

SECTION	WORDS	MARKS
Title [Good Practice: Institution, Jurisdiction]	10	1
Executive Summary	120	4
Problem Definition	100	3
Context	100	3
Literature Review	190	5
Jurisdictional Scan	190	5
Opportunity for Innovation	190	5
Implications	100	3
Bibliography	∞	1
Total	**1,000**	**30**

CASE STUDY ANALYSIS: MEMORANDUM

Parameters: 1,000 words <u>all-inclusive</u> maximum length, plus 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 9   *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 Question/Format, and Conceptual Framework in workshop in Class 22. There will be advance briefing in workshop in Class 17 as a heads-up, followed by further briefing and interrogation of the assignment in Classes 23-24.

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 case question. The task is to assemble key information, arguments, and advice in paragraphs with reference to the Essay Format. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Memorandum as an attachment to the Instructor by the course end date. The Instructor will acknowledge receipt and return graded feedback by the end of term.

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
Memo Header/Title [Case Study]	20	1
[Beginning]	200	4
[Middle]	580	10
[End]	200	4
Bibliography	∞	1
Total	1,000	20

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Course Grades

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

Percentage Mark	Letter Grade	Grade Point	Description
90 – 100%	A+	9	Exceptional
80 – 89%	A	8	Excellent
75 – 79%	B+	7	Very Good
70 – 74%	B	6	Good
65 – 69%	C+	5	Competent
60 – 64%	C	4	Fairly Competent
55 – 59%	D+	3	Passing
50 – 54%	D	2	Marginally Passing
40 – 49%	E	1	Marginally Failing
0 – 39%	F	0	Failing

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. The University may verify the origin and creativity of all work submitted for academic credit, and all appropriate steps may be taken where necessary. It is suggested that you save draft assignments and rough notes in case intellectual property problems arise. 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, assignment, or examination 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.

Accommodation of Students with Disabilities. The York University Senate has adopted policy on Academic Accommodation for Students with Disabilities (Policy) | Secretariat Policies. 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 | 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**.**

Health and Safety. As part of York's [Community of Care Commitment](#), all members of the York community share the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols. Please refer to current information about COVID-19 health and safety measures relative to vaccination mandate, masking protocol, and daily health screening on the [Better Together](#) web site. The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Research Ethics. Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. According to [Human Participants - Research & Innovation](#), all research involving human participants for graduate and undergraduate courses, theses, independent projects, and major research papers (MRPs) that are non-funded and minimal risk must be reviewed by the relevant unit-level Delegated Ethics Review Committee. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, participant observation, and secondary data analysis.

For the purposes of research ethics review, "minimal risk" is defined in [Introducing TCPS 2 (2018) – Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#) as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Please note that research conducted by students that is more than minimal risk and/or involves Indigenous peoples or clinical trials must be reviewed by the Human Participants Review Committee (HPRC). For these types of research, students are required to complete the HPRC protocol form. Please contact the Office of Research Ethics at ore@yorku.ca for further information.

For more information on ethics review requirements for graduate and undergraduate course-related research and MRPs, please go to [Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf](#). Please consult your Instructor if you are in doubt as to whether these requirements apply to you.

Class-by-Class Syllabus

Topics, learning activities, readings, and other preparations for classes are summarized 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 10 **Introduction to Public Administration**	Course, teaching, and student expectations	Dunn Intro. eClass	Notes and questions
Class 2: May 12 **Public Institution Research Workshop**	Fact Sheet orientation and institution selection	eClass	Notes and questions
Class 3: May 17 **Canadian Federalism**	'Power' exercise Fact Sheet briefing and coaching	Dunn 4, 6, 7 eClass	Notes and questions
Class 4: May 19 **The Public Service**	Fact Sheet briefing and coaching	Dunn 1 eClass	Notes and questions
Class 5: May 24 **Governance and Accountability**	Fact Sheet briefing and coaching	Dunn 24 eClass	Notes and questions
Class 6: May 26 **Institutional Governance**	Fact Sheet briefing and coaching	Dunn 11, 12 eClass	Notes and questions
Class 7: May 31 **Local Governance**	'Pan Am Games' case Fact Sheet briefing and coaching	Dunn 9 eClass	Notes and questions
Class 8: June 2 **International Governance**	Interim course check-up	eClass	Notes and questions ***Fact Sheet due***
PART II – POLICY			
Class 9: June 7 **Public Policy Review Workshop**	Fact Sheet debriefing Briefing Paper orientation and policy issue selection	eClass	Notes and questions
Class 10: June 9 **Budgeting**	Briefing Paper briefing and coaching	Dunn 2, 3, 18 eClass	Notes and questions
Class 11: June 14 **Public Consultation**	'Collaboration' exercise Briefing Paper briefing and coaching	eClass	Notes and questions
Class 12: June 16 **Public Policy Making**	Briefing Paper briefing and coaching	Dunn 14 eClass	Notes and questions
June 21-24: Summer Reading Week – no classes, University open			
Class 13: June 28 **Public Sector Reform**	Briefing Paper briefing and coaching	eClass	Notes and questions
Class 14: June 30 **Citizen-Centred Service**	Briefing Paper briefing and coaching	eClass	Notes and questions ***Briefing Paper due***
Class 15: July 5 **Alternative Service Delivery**	Briefing Paper debriefing	eClass	Notes and questions
Class 16: July 7 **Public-Private Partnerships**	'Brampton Civic Hospital' case	Dunn 17 eClass	Notes and questions
PART III – PRACTICE			
Class 17: July 12 **Management Practice Review Workshop**	Discussion Paper orientation and good practice selection Memorandum advance briefing and coaching	eClass	Notes and questions
Class 18: July 14 **Change Management**	Discussion Paper briefing and coaching	eClass	Notes and questions
Class 19: July 19 **Performance Management**	'Balanced Scorecard' exercise Discussion Paper briefing and coaching	eClass	Notes and questions
Class 20: July 21 **Values and Ethics**	Discussion Paper briefing and coaching	Dunn 5, 20 eClass	Notes and questions
Class 21: July 26 **Political-Administrative Leadership**	Discussion Paper briefing and coaching	Dunn 10, 16, 23 eClass	Notes and questions

Class: Date / Topic	Learning Activity	Reading	Preparation
Class 22: July 28 **Case Study Analysis Workshop**	Memorandum orientation to case study, essay format, and conceptual framework	eClass	Notes and questions ***Discussion Paper due***
Class 23: August 2 **Public Service Renewal**	Discussion Paper debriefing Memorandum briefing and coaching 'Blueprint 2020' case	eClass	Notes and questions
Class 24: August 4 **Future Trends and Challenges**	Memorandum briefing and coaching Course review Course evaluation	Dunn 13, 21, 22, 25 eClass	Notes and questions
August 9: Course end date			***Memorandum due***
August 31: Summer term ends			