# AP/PPAS 4200 A 6.00 APPLIED PUBLIC POLICY ANALYSIS

**Course Outline**
Fall/Winter 2022-2023 Y
Tuesdays, starting at 16:00 (4:00 PM), beginning September 13
VH 2000 Vari Hall
eClass: Course: AP/PPAS4200 A - Applied Public Policy Analysis (Full Year 2022-2023)
***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***
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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 served as an international diplomat based in London (United Kingdom) and a career senior public executive in Canada. 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.* - Course Timetable

**Contents**



## 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 issue 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 at 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 15-17):

 

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 rational problem solving and decision making. 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 tactics 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 team relations.

By the end of the course, students will better appreciate the complex, dynamic challenges that governments face in making 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 learning via various formats—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. For more details on how EE is approached in this course, please refer to the Client Project under Written Assignments, Projects, and Exams (pages 8-13).

***Learning Format.*** 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<br>• Instructor posting of agenda, announcements, and materials<br>• Student reading and preparation |
| **16:00** | Opening | • Class gathering, welcome, and story<br>• Meeting objective and agenda<br>• Announcements |
| **16:15** | Thematic Topic | • Workshops and presentations<br>• Lecture, readings, and current events<br>• Plenary discussion and Q&A |
| **17:15** | Action Learning | • Assignment orientation, briefing, or debriefing<br>• Plenary/breakout discussion and Q&A<br>• Next class and closing |
| **After Class** | Follow-up | • Instructor assignment preparations and grading<br>• Student individual study, group work, and exchanges<br>• Instructor response to requests for coaching and advice |

In-person classes are scheduled according to the Class-By-Class Syllabus (pages 15-17). Students who attend classes discuss questions about lectures, readings, and assignments in plenary and/or breakout. Classes last up to three hours, including time for group work, student exchanges, and coaching.

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

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

## 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 5-13).

| Assignment | Quantity | % Weight | Total % | Responsibility | Due Date |
|---|---|---|---|---|---|
| **Current Issue:** | | | **30** | | |
| • Presentation | 1 | 10 | | Individual | Oct. 25, Nov. 1/8/15/22 |
| • Briefing Note | 1 | 20 | | Individual | November 1/8/15/22/29 |
| **Client Project:** | | | **70** | | |
| • Terms of Reference | 1 | 10 | | Group | December 6 |
| • Presentation | 1 | 30 | | | |
| ➔ Scorecard (10) | | | | Group | March 3/10/17/24 |
| ➔ Client Appraisal (10) | | | | Group | March 6/13/20/27 |
| ➔ Team Appraisal (10) | | | | Individual | March 6/13/20/27 |
| • Report | 1 | 30 | | Group | April 8 |
| | | | **100%** | | |

## Course Material

***Required reading*** 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 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." - Nelson College Indigenous

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. Please check out Beyond Policy Analysis – Book Highlights – Atlas of Public Management.

Chapter readings from Pal et al. (2020) are listed in the Class-by-Class Syllabus (pages 15-17). The text can be purchased online through the York University Bookstore**.** It is available for free delivery in Canada or for online eClass access to the Day1Digital E-Book.

***Supplementary readings*** are available on the York University eClass course web page for AP/PPAS4200 A - Applied Public Policy Analysis (Full Year 2022-2023). 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.

***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 13-14).

***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 means challenging strategic thinking with evidence and logic, not accepting every argument.

***Technology.*** The platforms used in this course enable students to interact with the course material, Instructor, and one another. If circumstances warrant, the Instructor may announce conversion from in-person classes to remote delivery via Zoom. 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.

Zoom recordings since May 2022 are stored in Canada. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. The system is configured to automatically notify participants when a session is being recorded. Please refer to York Information Security's notes on Zoom Privacy and Security and related General Academic Policies (pages 13-14).

Useful links for student computing information, resources, and help include:
Student Guide to eClass
Zoom at YorkU
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 two assignments identified under Deliverables at a Glance (page 3) are described in detail below. All materials needed to complete these assignments are posted on eClass.

The costs and consequences of presenting late advice or inferior work are especially high for public policy. 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 on students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. Policies and penalties on late papers and on time, page, 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 before the due date for valid reasons (e.g., illness);
- Late assignments are only accepted when supported by proper documentation (e.g., medical);
- Further extension or accommodation requires students to formally petition the Faculty;
- Late or missing assignments otherwise are not graded and receive a mark of zero (e.g., 0/10);
- Students may request feedback on rework of previously graded assignments to facilitate learning;
- Rework of graded assignments is not accepted and reviewed for course credit;
- Page and word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess time counts above the maximum length specified are penalized by the assignment's ratio of time to marks (e.g., -1:1 = 1 mark deducted for every minute in excess);
- Excess page counts above the maximum length specified are penalized by not reading and grading papers beyond the page limit;
- Excess word counts above the maximum length specified are penalized by the assignment's ratio of words to marks (e.g., -1:200 = 1 mark deducted for every 200 words in excess); and
- The Instructor's computer or device is the authoritative source for calculating lateness and all time, page, and word counts.

## *CURRENT ISSUE (30%)*

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, give an in-class Presentation, 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 helps motivate and focus analysis and advice.

### CURRENT ISSUE: PRESENTATION

> ***Parameters:*** 10-minute live presentation maximum length, plus Q&A discussion; PDF and/or PowerPoint (or equivalent) document; letter-size, landscape page
> ***Due Date:*** October 25, November 1/8/15/22 ***Value:*** 10% ***Time Count Penalty:*** -1:1

The Presentation is the first component of the Current Issue assignment. The purpose is for students to research a policy issue in depth, analyze comparative policy development approaches, and share advice with the class. The Presentation is intended to facilitate class Q&A discussion, with a view to informing refinement of the Briefing Note.

***Preparation.*** The Instructor will orient students to the Current Issue Guidance in Class 1. You are asked to choose a policy issue to explore and to schedule a Presentation slot by Class 2. The Instructor will brief and coach students on tips for assembling a creative, compelling, convincing Presentation. Individual work may be facilitated via student-managed discussion forums to examine Presentation format and requirements.

***Presentation.*** Students are asked to prepare a Presentation that offers government evidence-based policy advice. The task is to dovetail Presentation preparations with Briefing Note research, analysis, and reporting. Your work is presented live 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 no more than 10 core slides, or about one slide per minute. Additional slides may be used during subsequent Q&A discussion with the class. You should quality check final work against assignment parameters and requirements. Ideally, your Presentation will generate questions, inform discussion, and advance thinking.

***Delivery.*** In Class 1, students are asked to schedule their Presentation in one of up to 25 slots available during Classes 6-10. All presentations will be scheduled for delivery during regular classes at the times specified. Scheduling changes must be by prior written agreement with the Instructor and any affected students. Please e-mail the Instructor an advance copy as an attachment prior to scheduled in-class delivery. The Instructor will acknowledge receipt.

***Evaluation.*** Presentations will be assessed using five criteria, each weighted equally out of 10 marks:

1. Innovative (2) – researches and fills knowledge gaps, reframes issues using creative perspectives, embraces new approaches to public policy analysis;
2. Relevant (2) – links clearly to topical themes and current issues, builds upon challenges in advancing leading thought, promotes elevated baselines of good practice;
3. Scholarly (2) – observes rigour in critical analysis (theory, method), follows rational evidence-based process, paves the way for action research;
4. Interdisciplinary (2) – tackles complex cross-cutting issues head-on, integrates good governance principles, adopts a big-picture whole-of-government view; and
5. Responsive (2) – observes time parameters, uses creative audio-visual communications, engages the class constructively in active discussion.

## CURRENT ISSUE: BRIEFING NOTE

> ***Parameters:*** 2 pages all-inclusive maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
> ***Due Date:*** November 1/8/15/22/29 ***Value:*** 20% ***Page Count Penalty:*** 0 > 2 pages

The Briefing Note is the second component of the Current Issue assignment. The purpose is for students to research a policy issue in depth, analyze comparative policy development approaches, and present advice to the area of government responsible. The Briefing Note is intended to facilitate senior management problem solving and decision making.

***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 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 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 an attachment to the Instructor within one week after your scheduled Presentation. The Instructor will acknowledge receipt, return graded feedback, and debrief overall results in Class 12.

***Evaluation.*** Briefing Notes 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 | 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 (70%)*

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 in the course calls for unconventional approaches. First, students should see the classroom as the boardroom of a consultancy. You will meet weekly with peers to learn from case findings, discuss policy analysis, and share ideas. The Instructor acts as the managing partner/senior consultant who oversees project engagement and 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 in Class 1. The official project launch takes place in Class 5 when students form groups around client organization projects. The team-building process depends on the number of students enrolled, the range of client partners recruited, and the relative complexity and size of 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 receiving a grade.

The Instructor will oversee the full student project experience. This means responding to requests to coach 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 member as the point of contact and coordination with the client. All communications channelled through this liaison should copy group members and the Instructor.

### CLIENT PROJECT: TERMS OF REFERENCE

> ***Parameters:*** 2,000 words all-inclusive maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
> ***Due Date:*** December 6 ***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 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 an attachment to the Instructor by the Class 12 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief overall results in Class 13.

***Evaluation.*** Terms of Reference 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 [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 – SCORECARD**

***Parameters:*** 20-minute live and/or recorded presentation maximum length, plus Q&A discussion maximum length at client's discretion; PDF and/or PowerPoint (or equivalent) document; letter-size, landscape page
***Due Date:*** Presentations – Feb. 28, March 7/14/21; Scorecards – March 3/10/17/24
***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 for 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 18. The Instructor will help students 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 Report research, analysis, and writing. 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 workshopped in Classes 17 and 18.

Groups may present their work live and/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.

***Delivery.*** Following Class 13, groups are asked to coordinate with clients to schedule presentations in Classes 19-22. All presentations will be delivered during regular class times, unless groups schedule otherwise by prior written agreement with the client and Instructor. Please e-mail the Instructor an advance copy as an attachment prior to scheduled delivery. The Instructor will acknowledge receipt.

Presentations give groups a 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. In addition, the schedule of presentations will be open to the SPPA community, including faculty, alumni, and students.

***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. 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 to the Instructor by the Friday following the Presentation. The Instructor will compile and return graded feedback to groups by the next class. 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: PRESENTATION – CLIENT APPRAISAL**

***Parameters:*** 1-page format, plus unlimited comments
***Due Date:*** March 6/13/20/27 ***Value:*** 10% ***Default:*** recourse to 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. Client representatives are asked to appraise group performance to date 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 19-22. Client representatives will e-mail forms as an attachment in confidence to the Instructor by the Monday following the Presentation. 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: PRESENTATION – TEAM APPRAISAL**

***Parameters:*** 1-page format, plus unlimited comments
***Due Date:*** March 6/13/20/27 ***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. Students must e-mail forms as an attachment in confidence to the Instructor by the Monday following the Presentation. 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 other 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. Their omission will not affect teammates' scores, only their own.

## CLIENT PROJECT: REPORT

***Parameters:*** 20 pages all-inclusive maximum length, excepting Annex/Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
***Due Date:*** April 8 ***Value:*** 30% ***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 from Scorecard feedback, debriefings, 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 with the client before incorporating ideas, arguments, and deliverables 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, and coaching of the Outline through Class 24. 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 Presentation research, analysis, and delivery. 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 an attachment to the Instructor by the course end date following Class 24. The Instructor will acknowledge receipt and return graded feedback within a week. The mark is shared by all group members. Groups are expected to revise and submit a final Report to the client before the end of term. Ideally, your Report will be of high quality, befitting the finished product of a consulting engagement, and will stimulate client interest and action.

***Evaluation.*** Reports 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.

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.

| SECTION | PAGES | MARKS |
|---|---|---|
| Title Page [Issue: Institution, Jurisdiction] | 1 | 0.5 |
| Table of Contents | 0.5 | 0.5 |
| Executive Summary | 0.5 | 3 |
| Introduction | 5 | 5 |
| Findings | 8 | 12 |
| Conclusion | 5 | 8 |
| Annex | ∞ | 0 |
| Bibliography | ∞ | 1 |
| **Total** | **20** | **30** |

## 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 Senate Policy on Academic Honesty. 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.

***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.

***Attendance.*** 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 course, 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.

***Privacy.*** Even though this course meets in person, it may occasionally involve Hyflex sessions when guest speakers join parts of a class remotely via Zoom. Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and course work under the authority of The York University Act, 1965, and for use in related educational purposes. Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views, and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class. Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. If you have any questions about the collection or use of your personal information, please contact your Instructor or the Privacy Office at info.privacy@yorku.ca.

***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 class preparations 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 Activities / Assignments | Reading |
|---|---|---|
| | **PART I – PURPOSE** | |
| Class 1: September 13<br>**Course Overview** | Course, teaching, and student expectations<br>Atlas of Public Management orientation<br>Current Issue orientation and scheduling<br>Client Project orientation | Pal Preface<br>eClass |
| Class 2: September 20<br>**Policy Concepts** | Briefing Note briefing, issue selection, and coaching | Pal 1<br>eClass |
| Class 3: September 27<br>**Policy Context** | Briefing Note briefing and coaching | Pal 2<br>eClass |
| Class 4: October 4<br>**Policy Community** | Briefing Note briefing and coaching | Pal 6<br>eClass |
| October 8-14: Fall Reading Week – no classes, University open (except October 10: Thanksgiving Day – closed) | | |
| | **PART II – PROCESS** | |
| Class 5: October 18<br>**Client Project Workshop I** | Client Project briefing, selection, group formation, project management, and coaching | eClass |
| Class 6: October 25<br>**Policy Planning** | Current Issue presentations and discussion<br>Briefing Note briefing and coaching<br>Client Project briefing, client consultation, research, and coaching<br>***Presentations #1-5 due*** | Pal 3<br>eClass |
| Class 7: November 1<br>**Policy Consultation** | Current Issue presentations and discussion<br>Briefing Note briefing and coaching<br>Client Project briefing, client consultation, research, and coaching<br>***Presentations #6-10 due***<br>***Briefing Notes #1-5 due*** | eClass |
| Class 8: November 8<br>**Policy Analysis** | Current Issue presentations and discussion<br>Briefing Note briefing and coaching<br>Client Project briefing, client consultation, research, and coaching<br>***Presentations #11-15 due***<br>***Briefing Notes #6-10 due*** | eClass |
| Class 9: November 15<br>**Policy Design** | Current Issue presentations and discussion<br>Client Project briefing, client consultation, research, and coaching<br>Interim course check-up<br>***Presentations #16-20 due***<br>***Briefing Notes #11-15 due*** | Pal 4<br>eClass |
| Class 10: November 22<br>**Policy Implementation** | Current Issue presentations and discussion<br>Client Project briefing, terms of reference, and coaching<br>***Presentations #21-25 due***<br>***Briefing Notes #16-20 due*** | Pal 5<br>eClass |
| Class 11: November 29<br>**Policy Risk** | Client Project briefing, terms of reference, and coaching<br>***Briefing Notes #21-25 due*** | eClass |
| Class 12: December 6<br>**Policy Evaluation** | Current Issue debriefing<br>Client Project briefing, terms of reference, and coaching<br>***Terms of Reference due*** | Pal 7<br>eClass |
| December 24 – January 8: Winter break – University closed | | |
| | **PART III – PRODUCT** | |
| Class 13: January 10<br>**Client Project Workshop II** | Terms of Reference debriefing<br>Client Project briefing, presentation scheduling, report, assessments, and coaching | eClass |
| Class 14: January 17<br>**Policy Advice** | Client Project briefing and coaching on presentation and report | eClass |
| Class 15: January 24<br>**Policy Communication** | Client Project briefing and coaching on presentation and report | Pal 8<br>eClass |

 

| Class: Date / Topic | Learning Activities / Assignments | Reading |
|---|---|---|
| Class 16: January 31<br>**Policy Capacity** | Client Project briefing and coaching on presentation and report | Pal 9<br>eClass |
| **PART IV – PRESENTATION** | | |
| Class 17: February 7<br>**Client Project Workshop III** | Presentation schedule, process, and practice<br>Client Project briefing and coaching on presentation and report | eClass |
| Class 18: February 14<br>**Client Project Preparations** | Group presentation preparations<br>Client Project briefing and coaching on presentation and report | eClass |
| February 18-24: Winter Reading Week – no classes, University open (except February 20: Family Day – closed) | | |
| Class 19: February 28<br>**Client Project Presentation** | Group presentation, Q&A, debriefing, appraisals, report, and coaching<br>***Presentation due***<br>***Scorecards due March 3***<br>***Client Appraisal due March 6***<br>***Team Appraisals due March 6*** | eClass |
| Class 20: March 7<br>**Client Project Presentation** | Group presentation, Q&A, debriefing, appraisals, report, and coaching<br>***Presentation due***<br>***Scorecards due March 10***<br>***Client Appraisal due March 13***<br>***Team Appraisals due March 13*** | eClass |
| Class 21: March 14<br>**Client Project Presentation** | Group presentation, Q&A, debriefing, appraisals, report, and coaching<br>***Presentation due***<br>***Scorecards due March 17***<br>***Client Appraisal due March 20***<br>***Team Appraisals due March 20*** | eClass |
| Class 22: March 21<br>**Client Project Presentation** | Group presentation, Q&A, debriefing, appraisals, report, and coaching<br>***Presentation due***<br>***Scorecards due March 24***<br>***Client Appraisal due March 27***<br>***Team Appraisals due March 27*** | eClass |
| Class 23: March 28<br>**Client Project Workshop IV** | Presentation debriefing<br>Report briefing and coaching | eClass |
| Class 24: April 4<br>**Lessons Learned** | Course review and evaluation<br>Report briefing and coaching | eClass |
| April 8: Last date to submit Winter term work | ***Report due*** | eClass |
| April 27: Winter term ends | | |