AP/PPAS 4200 A 6.00 APPLIED PUBLIC POLICY ANALYSIS

Course Outline
Fall/Winter 2026-2027 Y
Tuesdays, starting at 19:00 (7:00 PM), beginning September 15
Rm 116, Vanier College (VC)
This course is delivered in-person, with classes meeting on the Keele campus.

Instructor

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One-day response to e-mail queries
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Jason Reynar is a municipal lawyer and Chief Operating Officer at the law firm Thomson Rogers LLP (Toronto). He is a former Chief Administrative Officer at both small and large cities. He has also held various senior public sector roles in utility companies and healthcare, including Board Chair. Jason has a B.A. (Hons.) in Criminal Justice and Public Policy from the University of Guelph; an LL.B. and LL.M. from Osgoode Hall Law School, York University; and, an M.B.A. from the Schulich School of Business, York University. He is the Co-Director of Osgoode Hall's Certificate in Municipal Law & Governance.

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.

Contents

Land Acknowledgement

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory.

More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce. Between 1781 and 1820, eight treaties were signed between the Crown and the Mississaugas of the Credit First Nation, who opened their territory to settlement. Today, York University's Keele Campus is located on Toronto Purchase Treaty, No. 13 lands and is situated on the traditional territory of the Huron-Wendat and Haudenosaunee.

Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

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.

During the course, students will acquire the conceptual and technical fundamentals that a policy analyst must master. You will engage in theoretical reflections and proceed to in-depth analysis of specific public policy issues. 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:

I. *Purpose.* The first part explains the WHY and WHO of public policy analysis. It frames policy concepts, contexts, and communities 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, research, 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 promulgating 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, written, 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 comparative strategies and critique 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 a volatile, uncertain, complex and ambiguous (VUCA) context. Mastering theoretical knowledge, ethical considerations, research and analytical skills, and the policy cycle itself, improves with practice and matures with 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 Written Assignments, Projects, and Exams below.

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 • Instructor posting of announcements and materials • Student reading and preparation
19:00	Opening	• Class gathering, welcome, policy 'teaser' • Meeting objective and agenda • Announcements
19:15	Thematic Topic	• Workshops and presentations • Lecture, readings, and current events • Plenary 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, group work, and exchanges • Instructor response to requests for coaching and advice

In-person meetings may be scheduled by appointment, generally before class. Students discuss class questions about lectures, readings, and assignments in plenary and/or breakouts. Classes last up to three hours, including time for group work, student exchanges, and coaching. Please review the entire Course Outline 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 below.

Assignment	% Weight	Responsibility	Due Date
Current Issue (25%)			
Presentation	10	Individual	Oct. 27/Nov. 3/10/17/24
Briefing Note	15	Individual	Nov. 3/10/17/24/Dec. 1
Client Project (65%)			
Terms of Reference	10	Group	December 8
Presentation-Scorecard	15	Group	February 23/Mar. 2/9/16
Team Appraisal	5	Individual	March 30
Client Appraisal	5	-	April 12
Report	30	Group	April 5
Participation (10%)	10	Individual	Ongoing
Total	**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

Chapter readings from Pal et al. (2020) are listed in the Class-by-Class Syllabus (pages 15-16). The text can be purchased through the York University Bookstore. As per the "Directive on the Costs of Educational Materials under the MTCU Act, the cost of the text is expected to be $149.99, but is subject to change; however, there is no restriction on using a second-hand copy of the text.

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.

Student Engagement and Participation

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

Each student's attendance and participation in the sessions is essential in order to optimize the learning experiences for all students in the course. Your comments and personal and professional insights related to course topics are valued, welcomed, and indeed expected! Students should strive to engage through the learning methods that will be used, listen actively, ask questions, involve themselves in group discussions and demonstrate that they have read and thought about the assigned readings so that they are able to contribute to engaging interactions. Students will be expected to communicate in a respectful and thoughtful manner engendering a safe and secure environment. Student engagement and participation grades will be assigned based on preparation, engagement, participation and overall contribution to discussion and interactions with other students in the course.

For an active class discussion attendance is a must, **however passive attendance will not be assessed positively**. In order to be able to effective engage and participate in class, it is important that students complete the readings in advance of each class and be prepared to share thoughtful perspectives, raise questions leveraging the readings, react to lecture content, and effectively engage.

Evaluation Rubric

Engagement and participation will be evaluated on the basis of the expectations and associated point values indicated in the following table:

Student Activity/Expectation	Point Value
▪ Sporadic attendance/not punctual ▪ Passive attendance most of the time	1-2
▪ Good attendance/punctual ▪ Attentive most of the time	3-4
▪ Above, plus: ▪ Regularly participates – demonstrating a contribution to the discussion ▪ Does not necessarily demonstrate a preparedness or command of the reading ▪ Perhaps a cursory understanding of the topic	5-6
▪ Above, plus: ▪ Regularly and clearly prepared by reading the material ▪ Actively seeking to be engaged in the discussion ▪ Does not over participate or dominate the conversation ▪ Respectful of other opinions ▪ Does not participate just for the sake of participating, but to make a contribution to the collective understanding of the issue/topic	7-8
▪ Above, plus: ▪ Fully engaged at a superior level ▪ Not only demonstrated a command of the material, but brings reflections/thoughts to the conversation ▪ Takes a leadership role in the presentation of ideas ▪ Contribution is thoughtful, does not take the classroom discussion off track ▪ Brings questions to class that are provocative ▪ Successfully brings in personal/work experiences that enhance/enrich the discussion	9-10

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.

Useful links for student computing information, resources, and help include:
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 will be reviewed in class.

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. Course assignments simulate realistic public service working conditions and performance expectations to level the playing field for equitable student evaluation. Policies and penalties on late papers and on time, page, and word counts are intended to reinforce related guidance and 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);
- Deferred assignments are only accepted when supported by proper documentation (e.g., medical);
- Late or missing assignments otherwise are not graded and/or receive a mark of zero (e.g., 0/10);
- Student rework of graded assignments may be allowed to facilitate learning without 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 according to 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 (e.g., 0 > 2 pages = 0 marks available after the first 2 pages);
- Excess word counts above the maximum length specified are penalized according to 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 is the authoritative source for calculating lateness and all time, page, and word counts. It is the student's responsibility to ensure that their work is received by the Instructor.

Generative artificial intelligence (AI) is not permitted to be used by students in this course. Submitting any work created through the use of generative AI tools will be considered a violation of YU's Senate Policy on Academic Conduct. If you do not know whether an online resource or tool can be used in this course, please contact the Instructor for guidance. For more information, please review AI Technology & Academic Integrity: Information for Students.

CURRENT ISSUE (25%)

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 27, November 3/10/17/24
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 and feedback, with a view to informing student 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 in the sequence selected. 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, transcends challenges to advance leading thought, promotes elevated baselines of good practice;
3. Scholarly (2) – observes rigor 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.

<u>CURRENT ISSUE: BRIEFING NOTE</u>

> ***Parameters:*** 4 pages <u>all-inclusive</u> maximum length, excluding Bibliography; PDF (or equivalent) document; letter-size, portrait page; <u>double-spaced</u>, 12-point font, 1-inch (2.54 cm) margins; heading/paragraph/bullet format
> ***Due Date:*** November 3/10/17/24, December 1
> ***Value:*** 15%
> ***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 4. 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 4. 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/bullet 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 by the next class 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, writing, grammar, in-text citations.

SECTION	PAGES	MARKS
Title [Issue, Institution, Jurisdiction]	-	0.5
Executive Summary	0.6	2
Issue	0.6	2
Context	0.6	2
Options	0.8	2.5
Recommendation	0.8	2.5
Implications	0.6	3
Bibliography	–	0.5
Total	**4**	**15**

CLIENT PROJECT (65%)

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 professional freedom and 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 projects. The team-building process depends on the number of students enrolled, the range of client partners recruited, and the relative size and complexity 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 project participation and grading.

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 superior client outcomes. 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 channeled through this liaison should copy group members and the Instructor.

CLIENT PROJECT: TERMS OF REFERENCE

> ***Parameters:*** 2,000 words all-inclusive maximum length, excluding Bibliography; PDF (or equivalent) document; letter-size, portrait page; single-spaced, 12-point font, 1-inch (2.54 cm) margins; heading/paragraph/bullet format
> ***Due Date:*** December 8
> ***Value:*** 10%
> ***Word Count Penalty:*** **-**1:200

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

Client. Groups are asked to choose an existing public policy issue from among the selection of client projects on offer from Canadian 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, and coaching of the Outline 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. Prior 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. Students should consider applicable project management best-practices.

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/bullet 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 Fall term due date following Class 12. 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, writing, grammar, in-text citations.

SECTION	WORDS	MARKS
Title + Proposal to Client	200	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 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 – February 23, March 2/9/16
Value: 15%
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 student refinement of the Report.

Preparation. Groups are asked to progress project work as outlined in the Terms of Reference, which acts 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 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 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 preliminary policy proposals with clients, classmates, and 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. 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	3
Options Analysis	12	5
Preparation and Delivery	-	3
Questions and Answers	-	4
Total	**20**	**15**

CLIENT PROJECT: CLIENT APPRAISAL

Parameters: 1-page format, plus unlimited comments
Due Date: April 12
Value: 5%
Default: recourse to Scorecard

The Client Appraisal is the third component of the Client Project. The purpose is to report client satisfaction with the student group's work over the course of the term. 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 after submission of the Report. Client representatives will e-mail forms as an attachment in confidence to the Instructor by April 12. 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 decides not to submit a form, the Client Appraisal mark will be based on Scorecard results.

CLIENT PROJECT: TEAM APPRAISAL

Parameters: 1-page format, plus unlimited comments
Due Date: March 30
Value: 5%
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 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. Students must e-mail forms as an attachment in confidence to the Instructor. The Instructor will acknowledge receipt and calculate results. 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. If an appraisal is not received by the Professor by the due date, that omission will not affect other teammates' scores, only their own.

CLIENT PROJECT: REPORT

Parameters: 20 pages all-inclusive maximum length, not including Annex/Bibliography; PDF (or equivalent) document; letter-size, portrait page; single-spaced, 12-point font, 1-inch (2.54 cm) margins; heading/paragraph/bullet format
Due Date: April 5
Value: 25%

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 the Presentation feedback. 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 the underlying rationale of recommendations 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 photos, 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 Winter term due 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 instructor and client before the end of term. Ideally, your Report will be of high quality, befitting the finished product of a consulting engagement, and will inspire client 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, writing, grammar, 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 + Table of Contents	1.5	1
Executive Summary	0.5	3
Introduction/Background	5	5
Findings/Analysis	8	12
Conclusion/Implementation	5	8
Annex	-	0
Bibliography	–	1
Total	**20**	**30**

Course Grades

Course grades conform to the 9-point system used in YU undergraduate programs.

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 YU's Senate Policy on Academic Conduct. 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 YU's Academic Integrity website and refer specifically to SPARK.

Accommodation of Religious Observances. YU 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 notify the Instructor in writing within the first three weeks of classes. More information is available at Academic Accommodation for Students' Religious Observances.

Accommodation of Students with Disabilities. The YU Senate has adopted policy on Academic Accommodation for Students with Disabilities. 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 as possible after start of the course.

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 the Instructor and/or responsible YU officials if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and YU 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. The YU community shares responsibility for keeping others safe on campuses. Students must comply with all YU health and safety protocols. Please refer to current information about COVID-19 measures relative to vaccination mandate, masking protocol, and daily health screening at Better Together. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage the community to uphold compassion, kindness, empathy, and responsibility towards one another. Everyone has a duty to maintain professional and respectful interactions.

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. YU may collect your image, voice, name, personal views and opinions, and course work under authority of *The York University Act, 1965* and for related educational purposes. Students who participate in Hyflex sessions are consenting to have their video or image transmitted and/or recorded. If you have concerns, please sit in the designated seating area which is outside of 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, 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, 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 under Panel on Research Ethics 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 announced in Class.

Class: Date / Topic	Learning Activities / Assignments	Reading
	PART I – PURPOSE	
Class 1: September 15 **Course Overview**	Course Outline, teaching, and student expectations Current Issue orientation, selection, and scheduling Client Project orientation Lecture	Pal Preface
Class 2: September 22 **Policy Concepts**	Current Issue Presentation/Briefing Note preparation Lecture	Pal 1
Class 3: September 29 **Policy Context**	Current Issue Presentation/Briefing Note preparation Lecture	Pal 2
Class 4: October 6 **Policy Community**	Current Issue Presentation/Briefing Note preparation Lecture	Pal 6
	October 10-16: Fall Reading Week – no classes	
	PART II – PROCESS	
Class 5: October 20 **Client Project Workshop I**	Client Project briefing, selection, group formation & teaming, project management, and coaching Lecture	
Class 6: October 27 **Policy Planning**	***Current Issue Presentations #1-5 due*** Client Project Terms of Reference briefing, client consultation, research, and coaching Lecture	Pal 3
Class 7: November 3 **Policy Consultation**	***Current Issue Presentations #6-10 & Briefing Notes #1-5 due*** Client Project Terms of Reference briefing, client consultation, research, and coaching Lecture	
Class 8: November 10 **Policy Analysis**	***Current Issue Presentations #11-15 & Briefing Notes #6-10 due*** Client Project Terms of Reference briefing, client consultation, research, and coaching Lecture	
Class 9: November 17 **Policy Design**	***Current Issue Presentations #16-20 & Briefing Notes #11-15 due*** Client Project Terms of Reference briefing, client consultation, research, and coaching Interim course check-up Lecture	Pal 4
Class 10: November 24 **Policy Implementation**	***Current Issue Presentations #21-25 & Briefing Notes #16-20 due*** Client Project Terms of Reference briefing and coaching Lecture	Pal 5
Class 11: December 1 **Policy Risk**	***Current Issue Briefing Notes #21-25 due*** Client Project Terms of Reference briefing and coaching Lecture	
Class 12: December 8 **Policy Evaluation**	***Client Project Terms of Reference due*** - last date to submit Fall work Current Issue debriefing Client Project Terms of Reference briefing and coaching Lecture	Pal 7

December 10 – January 3: Winter Break – no classes		
PART III – PRODUCT		
Class 13: January 5 **Client Project Workshop II**	Client Project Terms of Reference debriefing Client Project Presentation/Report briefing, scheduling, assessments, and coaching Lecture	
Class 14: January 12 **Policy Advice**	Client Project Presentation/Report briefing and coaching Lecture	
Class 15: January 19 **Policy Communication**	Client Project Presentation/Report briefing and coaching Lecture	Pal 8
Class 16: January 26 **Policy Capacity**	Client Project Presentation/Report briefing and coaching Lecture	Pal 9
PART IV – PRESENTATION		
Class 17: February 2 **Client Project Workshop III**	Client Project Presentation/Report briefing, schedule, process, and coaching Lecture	
Class 18: February 9 **Client Project Preparations**	Client Project Presentation/Report briefing, group work, and coaching Lecture	
February 13-19: Winter Reading Week – no classes		
Class 19: February 23 **Client Project Presentation**	***Group Presentation due*** ***Scorecards due February 25***	
Class 20: March 2 **Client Project Presentation**	***Group Presentation due*** ***Scorecards due March 4***	
Class 21: March 9 **Client Project Presentation**	***Group Presentation due*** ***Scorecards due March 11***	
Class 22: March 16 **Client Project Presentation**	***Group Presentation due*** ***Scorecards due March 18***	
Class 23: March 23 **Client Project Workshop IV**	Client Project Presentations debriefing Client Project Report briefing and coaching	
Class 24: March 30 **Lessons Learned**	***Team Appraisals Due*** Course review and evaluation Lecture	
April 5	***Client Project Report due –*** last day to submit Winter term work	
April 12	***Client Appraisals due***	