Course # & Title | MPA 809 Implementing Public Policy  
|----------------|----------------------------------------------------------  
Course Instructor | Gail MacAllister  
|                 | Email: macallis@queensu.ca  
Office | RSH 325  
Office Hours | Following Class(email)  
Term | 2023 - Fall  
Grading Scheme | Reflection Journal 25%; In Class Presentation 30%; By-Law Revision 30%; Executive Summary of Revision 15%  

Course Description

**MPA 809: Implementing Public Policy**  
**Units: 3.00**

This course provides students with a broad understanding of how to implement and sustain public policies once they move from concept to reality. The overall focus is on the leadership and management of public organizations. The focus is on understanding the main drivers of successful policy implementation and how to sustain that over time. Those drivers are people, financial resources, information and infrastructure.

**Learning Outcomes**

By the end of this course, students will:

1. Situate public management in the context of policy analysis and design, democratic values and democratic institutions to ensure the delivery of public value.
2. Consider policy in an integrated way through the application of a framework for assessing how to implement the delivery of public goods and sustain their delivery within public sector values.
3. Assess, mitigate and manage risk through accurate, concise policy revision.
4. Understand key public sector challenges such as accountability, managing with partners in an increasingly complex array of organizational service delivery systems and the changing landscape due to external factors (law, societal change, etc).

This will be managed through:

- Understanding the importance of effective policy implementation.
- Application of effective strategies for disseminating public policy to ensure it is unambiguous and accessible to those impacted.
- Reflecting upon the challenges associated with the various levels of the broader public sector and strategizing ways in which to encourage collaboration across departments and agencies.
- Advancement of critical analysis skills to develop, revise, and evaluate policy.

ASSESSMENT

In groups of 3:

- One By-law Revision (Document provided in Word© with track changes) (30%)
- One Presentation – (30%)
  - What considerations were made?
  - From which perspective(s) were the by-law viewed
  - Eg: Economic, EDII, Legal, Best Practice
  - Identify changes and difference from previous document.
  - Each group member should be responsible for a section of the presentation, both verbal and slides. Bibliography should be identified by each team member.
- Two-page Executive Summary: Reason for change, highlights of change (15%)
Individual (25%):

- A final reflection paper. First person may be used. No external sources other than class material (or your group’s research). What was challenging, enlightening, impactful? How was the group working relationship in preparing the bylaw, the communication, the presentation? Most importantly, what did you learn and how will you use it going forward. What do you feel were gaps when considering the work done by the other groups? 10-12 pages (not including bibliography), double-spaced, 12 pt font, 2.5 cm margins

ACADEMIC INTEGRITY

Queen’s University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits.

Queen’s students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see https://www.academicintegrity.org/) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from “The Fundamental Values of Academic Integrity” (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:
1. **Honesty**  Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

2. **Trust**  Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

3. **Fairness**  Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

4. **Respect**  Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

5. **Responsibility**  Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage**  To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity -- requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Academic Integrity @ Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.
COPYRIGHT

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

ACCOMMODATIONS FOR DISABILITIES

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking Access Ventus button at Ventus | Accessibility Services | Queen's (queensu.ca)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam’s Office and other support services in the process to request, assess, and implement academic accommodations. To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students
TURNITIN STATEMENT

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students’ work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin’s Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen’s University has engaged Turnitin. Your independent use of Turnitin’s other services is subject solely to Turnitin’s Terms of Service.
and Privacy Policy, and Queen’s University has no liability for any independent interaction you choose to have with Turnitin.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet “Turnitin: An Electronic Resource to Deter Plagiarism”.