

## Program Evaluation for Public Policy - PPG1008H-S

**Weeks 1-6: LEC0101: Wednesdays 10.10am-1.00pm; LEC0102 - Thursdays 10.10am-1.00pm**

**Both sections take the midterm test online on Fri 18 Feb 3.30-5.30pm**

**Week 7 Reading Week (no classes)**

**Weeks 8-12: LEC0101 - Wednesdays 10.10am-1.00pm; LEC0102 - Tuesdays 2.10pm-5.00pm**

**Week 13: Special Student Presentation Sessions: April 5-6, special times set forth below**

**Final Exam: April 14**

### Weeks 1-6: January 10<sup>th</sup> - February 18<sup>th</sup>, 2022

**Instructor:** Patrick Blanchenay

**Email:** [patrick.blanchenay@utoronto.ca](mailto:patrick.blanchenay@utoronto.ca)

**Office Hours:** Tuesdays 3:30pm–4:30pm, January via Zoom (see link below), February 7<sup>st</sup>-18<sup>th</sup>: in GE348.  
Thursdays 1.30-2.30 via Zoom.

Zoom link for all virtual office hours: <https://utoronto.zoom.us/j/87543792186> Passcode: PPG1008.  
Also, by appointment.

**TA:** Dina O'Brien

**Email:** [dina.obrien@mail.utoronto.ca](mailto:dina.obrien@mail.utoronto.ca)

Dina holds regular office hours and should be contacted there first.

**Office Hours:** Please see [Office hours schedule](#) on Quercus

### Week 7: February 21<sup>st</sup> - February 25<sup>th</sup>, 2022: Reading Week, No Classes

### Weeks 8-13: February 28<sup>th</sup> - April 8<sup>th</sup>, 2022

**Instructor:** James Radner

**Email:** [james.radner@utoronto.ca](mailto:james.radner@utoronto.ca)

**Office Hours:** Tuesdays 5 – 6 pm in CG61A. Also, by appointment (in person or on Zoom)

**TA:** Joshua Marando

[joshua.marando@mail.utoronto.ca](mailto:joshua.marando@mail.utoronto.ca)

## Delivery Information

**Delivery:** Virtual for opening classes; in person when University switches back.

**Prerequisite:** PPG1004H. Prerequisite requirements are strictly enforced.

**Schedule:** **1. JANUARY 10 to February 18**

		10 Jan – 05 February (online)	07 Feb - 18 Feb (in person)
LEC0101	Lectures Wed 10:10am–1:00pm EST	<a href="https://munkschool-utoronto-ca.zoom.us/j/94967496495">https://munkschool-utoronto-ca.zoom.us/j/94967496495</a> Passcode: 763714	CG160
	Tutorials Tues 12:30–1:30pm EST	<a href="https://utoronto.zoom.us/j/83408624853">https://utoronto.zoom.us/j/83408624853</a> Passcode: PPG1008	
LEC0102	Lectures Thurs 10:10am–1:00pm EST	<a href="https://munkschool-utoronto-ca.zoom.us/j/91578084540">https://munkschool-utoronto-ca.zoom.us/j/91578084540</a> Passcode: 320146	CG160
	Tutorials Wed 12:30–1:30pm EST	<a href="https://utoronto.zoom.us/j/86824120267">https://utoronto.zoom.us/j/86824120267</a> Passcode: PPG1008	
Both sections	Fri 18 Feb 3.30-5.30pm	ONLINE midterm test.	

## **2. February 28 – April 8**

### **Classes**

- L0101: Wednesdays 10am-1pm in CG160
- L0102: Tuesdays 2-5pm in CG160.

### **Team presentations in Week 13**

Each student will attend ONE two-hour session (assignments to follow):

- Apr 5: 12:30-2:30pm and 3:00-5:00pm in CG160;
- Apr 6: 9:30-11:30pm and 12:00-2:00pm in CG160.

*Note:* there are no tutorials in Part 2.

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## Course Description and Learning Objectives

This course will introduce students to both quantitative and qualitative methods in program evaluation for public policy. Students will gain an understanding of when and how to use various methods of program evaluation and will be exposed to both theoretical concepts and case studies.

## Course Format

### Part I (until February 18th)

This portion of the class is provided through a mix of lectures and tutorials (both via Zoom initially and both switching to in-person in accordance with University decisions). Readings are assigned for every week, and must be completed before live classes. Live classes build on the reading material and offer the chance to students to ask questions. Each week's homework is designed to help students learn how to implement the methodology using Stata.

### Part II (after February 28th)

This portion of the course still includes regular lectures, but will have more emphasis on applications, case discussions, and in-class group work. Each regular class during Part II (i.e., after February 28th, though the first class after February 28th, which introduces Part II, has a simplified format) will be divided into three periods as follows:

- *Period 1:* About 70 minutes. Section meets in plenary (~40 students). Lecture on core topic for the week.
- *Break:* Ten minutes.
- *Period 2:* About 45 minutes. Class divides into two subsections. (Students will be assigned to Subsection A or Subsection B for the entire second half of the course.) Subsection A meets with the course instructor and discusses the case study for the week. Subsection B meets in small teams, with the Teaching Fellow available, and completes the student team assignment for the week (see the section on the Student Team Project below).
- *Period 3:* About 45 minutes. Class is again in two subsections, with the program from Period 2 flipped across the subsections. Subsection B meets with the course instructor and discusses the case study for the week. Subsection A in small teams and completes the student team assignment for the week -- see below. (For variety, on alternate weeks we will change the order so Subsection B meets first with the course instructor and Subsection A starts out in the teams.)

At the end of term, there will be special sessions scheduled for student teams to deliver their presentations in their subsections. These special sessions will be held on April 5 (12:30-2:30 and 3:00-5:00) and April 6 (9:30-11:30 and 12:00-2:00). No plenary section meetings will be held that week; instead, each subsection will meet for a two-hour period to hear the four student team presentations within that subsection. Each student attends one such two-hour session, assignments based on your subsection, TBA.

## First Rule of Holes

Stop digging and get some help! Come see one of us, [CAPS](#), or any of the other resources listed at the end of the syllabus.

## Email

We check our University of Toronto email accounts once each business day and expect you to do the same. We will respond to all emails within two business days. If we do not respond within five business days, please follow up. Emails should be sent from your official University of Toronto email address. When emailing us please prefix the subject line with [PPG1008] so that we can prioritize your message. Please copy the teaching assistant on any email sent to one of us.

In order to help us get to know you better, we would prefer that you ask questions in class, after class, or during office hours; rather than by email. In addition, it is generally more efficient to get any longer questions answered in person rather than over email.

## Attendance

Although there are two sections for this course, you need to attend the section that you are registered in, except in case of an accommodation agreed in advance with the instructor. Class participation is part of your grade for the classes after February 25, and unexcused absences (see the Accommodation section below for our policy on excusing absence) will count against that grade.

## No Audio or Video Recordings

You may not create audio or video recordings of classes, with the exception of those students requiring an accommodation for a disability, who must speak to us prior to beginning to record lectures. We plan to record lecture sessions solely as a back-up or students who are unable to attend a particular class (e.g., for health reasons), in which case we will make the appropriate recording available on an individual basis.

## Civility and Respect for Diversity

The Munk School is committed to creating and fostering a positive learning environment based on open communication, mutual respect, and inclusion. The School encourages behaviour that is welcoming, supportive, and respectful of cultural and individual differences at all times, both within and outside the classroom.

In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students, faculty member(s), and guest speakers.

## Stata Resources

To help you learn Stata we have Stata how-to's, and office hours throughout the week. There are a wide array of Stata resources available online. Here are good starting points:

- Prof. Blanchenay's "Stata How-To": <https://www.economics.utoronto.ca/blanchenay/#stata>
- Stata cheat sheets — [http://geocenter.github.io/StataTraining/portfolio/01\\_resource/](http://geocenter.github.io/StataTraining/portfolio/01_resource/)
- UCLA's Stata resources (especially see learning modules) — <https://stats.idre.ucla.edu/stata/>
- Stata video tutorials — <https://www.stata.com/links/video-tutorials/>
- Q&A websites
  - <https://www.statalist.org/>
  - <https://stackoverflow.com>
- A longer list of resources is available at <http://geocenter.github.io/StataTraining/resources/>

It is strongly recommended that you purchase a Stata license. You need version 14 or above. For each version, Stata comes in several "flavours" of increasing memory capacity, but for the purpose of this course, the simplest Stata/BE is sufficient. As of November 2021, a [6-month license to Stata/BE for students costs 48 USD](#) (make sure to click on the 6-month tab). (You are free to buy a more expensive flavour or a longer license, but it is unnecessary for this course.) If you already have Stata version 14 or above, you do not need to buy the latest version, as most commands we will use haven't changed. Stata 13 and prior versions are unable to open datasets provided for the tutorials and assignments.

## Evaluations and Course Grade

The final course grade reflects your level of demonstrated achievement of the course Learning Objectives listed above. Evaluations provide feedback on your progress towards the final course grade. We may curve the course grades upwards, but will not curve them down.

Evaluations	Weight	Deadline	Submit via	Plagiarism Detection
<b>Part I: 5 Weekly Assignments</b>	25%	11:59pm on Tuesdays	Quercus	Yes
<b>Part I: Midterm Exam</b>	25%	Fri 18 Feb (3.30-5.30).	Online	No
<b>Part II: Class Participation</b>	5%	Ongoing	In-person	No
<b>Part II: Team Presentations</b>	15%	Week of April 4, Dates & times TBA See <a href="#">Important Dates</a> for more details	In-person	No
<b>Part II: Final Exam</b>	30%	April 14	TBD	No

## Evaluation Criteria

### **Part I weekly assignments**

There are 5 assignments that will require some data analysis using Stata. I drop the lowest of your 5 assignment grades. This is an automatic accommodation for all the things that can go wrong during a pandemic (including technical difficulties, illness, stress, etc.) and does not require any documentation. The remaining assignments are weighted equally.

### **Midterm exam**

25% of your final grade will come from the midterm. The midterm will be given for both sections, on **Fri 18 Feb 3.30-5.30pm**. If you cannot take the midterm on this date, you must tell Professor Blanchenay before the end of the second week of the course (see Academic Accommodations section below). No non-medical excuses will be accepted after that date. This exam can be regarded as the “final” for the material covered in the first six weeks of the course.

### **Final exam**

30% of your final grade will come from the final exam. The final exam will focus on material covered after February 28th. The material from before February 18th is a prerequisite for the subject matter in the rest of the course, and so it will be assumed, but not directly tested, in the final exam.

### **Student Team Project**

Each student will be assigned to a small group (of 4-6 students each) for the team project. Teams will work together through the second half of the semester, culminating in team presentations at the end of term. Presentations will be delivered the week of April 4 in special 2-hour sessions to be held on April 5 (12:30-2:30 and 3:00-5:00) and April 6 (9:30-11:30 and 12:00-2:00); each student attends ONE such special session, to be assigned. While teams will need to devote some time outside of class time to this project, the intent is that the bulk of the preparation work for the presentation will be done during class time in the sessions after February 25th. The student teams will meet during part of the class time in Part II for this purpose.

The team presentations will comprise recommendations and proposals for how to evaluate a single, major public policy initiative. Each team will be assigned such an initiative, their project case for the entire Part II of the course. During each class during Part II, teams will discuss how the topics and methods highlighted in that week apply to the challenge of evaluating their project case, and why. (A possible point of view teams may take is that the specific methods for the week should NOT be used in evaluating their project case; they would then need to develop their reasoning as to why not, with some comments on recommended alternatives.)

During class time, teams will develop their core ideas and recommendations. It is expected that student teams will need to work outside the class times on the form and style of their presentation—preparing and polishing slides, organizing and practicing the oral presentation—but that the content will be basically supplied through the class time work, without the need for further research.

There will be about 20-25 students, and exactly four student teams, in each subsection. Each team will have a different project case, but the project cases will have a common theme: Each will be policy initiatives for pre-K in a particular jurisdiction (jurisdictions ranging from North America to Europe to Brazil). Before Part II begins, teams will be given their project case assignment and a set of relevant readings. Selected, project case readings, the core for the team's case, will be part of the required reading for the first class of Part II, but there will not be additional required project case readings for subsequent weeks. Instead, the packet of project case readings beyond the first class after the first class of Part II assigned core should be seen as background information for teams (or individual team members) to dip into at their option as they develop their case recommendations.

Presentations will be strictly limited to 20 minutes, with 5 additional minutes for questions and comments.

Students are expected to contribute equitably to the work of the team, and, on that basis, each team member will receive the same team presentation grade, except in special circumstances as determined by the instructor, who may consult with the MPP Program Director to resolve such cases.

### **Late Penalty**

Late homework is assessed a 10-percentage point penalty for each day it is late.

To assist you in managing your workload while searching for an internship, in the first half of the course you are allowed to turn in the Stata portion of one assignment one week late with no penalty. "The Stata portion" means any questions that involve Stata, not just the parts of the questions that involve Stata. To claim this extension, please put a note at the top of the assignment stating you are using your one-time extension.

### **Appealing Grades**

If you believe an assignment, quiz, or exam has been incorrectly graded, you may ask the person who graded it for a re-evaluation – one re-grade per assignment per student. You need to make this request as soon as possible after receiving the work back, and the request must be received within one week of the coursework being handed back. The entire work will be re-graded and your grade may increase or decrease. We have this policy not to punish you for asking for a re-evaluation but because notwithstanding all our efforts to achieve precision in grading, grading inevitably involves a degree of randomness and in regrading we wish to reduce the randomness (both in your favor and against) on all parts of the work in order to come to a more precise measure of your true performance on the assignment. If after completing this process you still have a problem with any aspect of your grade, the overall grade appeal process under the university's policies remain available to you (see

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>).

## Required and Supplementary Texts

The following textbooks are available at the University of Toronto Bookstore. ISBNs are included so you can see if you can find cheaper versions online or at UofT libraries.

Required Books/Readings	Buy/Access
<p><b>Key resources for quantitative methods</b></p> <ol style="list-style-type: none"> <li>1. Angrist, Joshua D. and Jorn-Steffen Pischke. 2014. <i>Mastering Metrics</i>. Princeton University Press. ISBN: 9780691152844.</li> </ol>	<p><a href="#">UofT Library</a>  <a href="#">UofT Bookstore</a>  <a href="#">Chapters Indigo</a>  <a href="#">Amazon</a></p>
<p><b>Supplemental resource for quantitative methods</b></p> <ol style="list-style-type: none"> <li>2. Stock, James H. and Mark W. Watson. 2019. <i>Introduction to Econometrics</i>, 4th ed. Pearson/Addison-Wesley. ISBN: 9780136879787.</li> </ol>	<p><a href="#">UofT Library</a>  <a href="#">UofT Bookstore</a>  <a href="#">Amazon</a></p>
<p><b>Key resource for qualitative methods</b></p> <ol style="list-style-type: none"> <li>3. Patton, Michael Q. 2014. <i>Qualitative Research and Evaluation Methods</i>, 4th ed. Los Angeles: Sage. ISBN: 1412972124</li> </ol> <p><i>Excerpts from this large volume, the locus classicus for the field, will be assigned for the qualitative portion of the course. Acquisition of the book itself would give you a superb and comprehensive reference, but is not required for this course.</i></p>	<p><a href="#">UofT Bookstore</a>  <a href="#">Amazon</a>  <a href="#">Kobo</a></p>
<p><b>Supplemental resources for qualitative methods</b></p> <ol style="list-style-type: none"> <li>4. Rossi, Peter H., Lipsey, Mark W., and Howard E. Freeman. 2004. <i>Evaluation: A Systematic Approach</i>, 7th ed. Thousand Oaks, CA: Sage. ISBN: 0761908943</li> <li>5. Wholey, Joseph S., Hatry, Harry P., and Kathryn E. Newcomer. 2004. <i>Handbook of Practical Program Evaluation</i>, 2nd ed. San Francisco, California: Jossey-Bass. ISBN: 0787967130</li> </ol>	<p><a href="#">UofT Bookstore</a>  <a href="#">Google Books</a> – Rossi et al, 2003 Ed.  <a href="#">Chapters Indigo</a> – Wholey et al, 2004 Ed.</p>



## Important Dates

- **Midterm exam:** Fri 18 Feb (3.30-5.30pm). This is for both sections and takes place outside of the normal scheduled class time.
- **Reading Week, No Class:** February 23rd and 24th
- **Final Meeting at Regular Class Times (Week 12):** Week of March 28
- **Special Sessions for Final Student Team Presentations (Week 13):** Each student team will be assigned to present at and attend one 2-hour session. The sessions will be held on April 5 (12:30-2:30 and 3:00-5:00) and April 6 (9:30-11:30 and 12:00-2:00)
- **Final exam:** April 14, details to be announced

## Course Outline

Preliminary and subject to change. You are expected to do the readings listed below. This will be supplemented

Session	Delivery	Topic and Key Concepts	Required Readings
<b>Week 1</b>	Online (Zoom)	<b><i>What is Causality?</i></b> <i>Potential Outcomes, Randomized Controlled Trials</i>	<b>1.1</b> <ul style="list-style-type: none"> <li>• A&amp;P, Chapters 1</li> </ul> <b>1.2</b> <ul style="list-style-type: none"> <li>• Ceteris Paribus: <a href="#">Public vs. Private University</a></li> </ul>
<b>Week 2</b>	Online (Zoom)	<b>Randomized Controlled Trials (Continued):</b> <i>Matching, and Regression</i>	<b>2.1.</b> <ul style="list-style-type: none"> <li>• A&amp;P, Chapter 2. You do not need to read the appendices, though you may find them helpful reviews of material you covered last semester.</li> </ul> <b>2.2</b> <ul style="list-style-type: none"> <li>• Selection Bias: <a href="#">Will You Make More Going to a Private University?</a></li> </ul>
<b>Week 3</b>	Online (Zoom)	<b>Instrumental Variables</b>	<b>3.1.</b> <ul style="list-style-type: none"> <li>• A&amp;P, Chapter 3</li> </ul>
<b>Week 4</b>	Online (Zoom)	<b>Regression Discontinuity and Interrupted Time Series</b>	<b>4.1.</b> <ul style="list-style-type: none"> <li>• A&amp;P, Chapter 4</li> </ul>

<b>Week 5</b>	In person	<b>Difference-in-Differences</b>	<b>5.1.</b> <ul style="list-style-type: none"> <li>A&amp;P, Chapter 5</li> </ul>
<b>Week 6</b>	In person	<b>Review</b>  <b>Midterm on Fri 18 Feb 3.30-5.30pm (online)</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Week 7: Family Day &amp; Reading Week, February 21<sup>st</sup> – 25<sup>th</sup> – NO CLASS</b>			
<b>Week 8</b>	In person	<b>Evaluation Design in Theory and Practice:</b>  <i>Logic Models, Theories of Change and Multiple Types of Evaluation</i>	<b>8.1.</b> <ul style="list-style-type: none"> <li>Weiss, C. (1995) Nothing as Practical as Good Theory: Exploring Theory-based Evaluation for Comprehensive Community Initiatives for Children and Families, in J. P. Connell, A. C. Kubisch, L. B. Schorr and C. H. Weiss (eds) New Approaches to Evaluating Community Initiatives: Volume 1, Concepts, Methods, and Contexts. Washington, DC: The Aspen Institute.</li> </ul> <b>8.2.</b> <ul style="list-style-type: none"> <li>Treasury Board of Canada (2012). Theory-Based Approaches to Evaluation: Concepts and Practices.</li> </ul> <b>8.3.</b> <ul style="list-style-type: none"> <li>Patton, Michael Q. 2014. <i>Qualitative Research and Evaluation Methods</i>, 4th ed. Los Angeles: Sage. ISBN: 1412972124, pp 200-204.</li> </ul> <b>8.4</b> <ul style="list-style-type: none"> <li>Four one-paragraph case summaries (posted on Quercus), so you each know what the rest of the class is up to with the team projects.</li> </ul> <b>8.5.</b> <ul style="list-style-type: none"> <li>One full country case reading per student team (see Quercus for readings and team assignments).</li> </ul>

<b>Week 9</b>	In person	<b>Designing and Running Field Experiments</b>	<p><b>9.1.</b></p> <ul style="list-style-type: none"> <li>Rachel Glennerster and Kudzai Takavarasha (2013), <i>Running Randomized Evaluations: A Practical Guide</i> (Princeton University Press), Modules 1-3 of Chapter 5 and Modules 1-2 of Chapter 9: pp. 180-212, 386-398.</li> </ul> <p><b>9.2.</b></p> <ul style="list-style-type: none"> <li>Peter M. Nardi, <i>Doing Survey Research: A guide to Quantitative Methods</i> (Pearson 2003, 2006 and 2013), Chapter 4.</li> </ul> <p><b>9.3</b></p> <ul style="list-style-type: none"> <li><b>Case Reading:</b> Tama Leventhal and Brooks-Gunn, Jeanne, Moving to opportunity: An experimental study of neighborhood effects on mental health. <i>American Journal of Public Health</i>, Volume 93 No. 9, Sept 2003; pp. 1576-1582.</li> </ul>
<b>Week 10</b>	In person	<b>Designing and Conducting Qualitative Field Evaluations</b>	<p><b>10.1.</b></p> <ul style="list-style-type: none"> <li>Patton, Michael Q. 2014. <i>Qualitative Research and Evaluation Methods</i>, 4th ed. Los Angeles: Sage. ISBN: 1412972124, Modules 28-30, 33, 44, 58-59.</li> </ul> <p><b>10.2.</b></p> <ul style="list-style-type: none"> <li>Patton, M.Q. (2003) Qualitative Evaluation Checklist (Evaluation Checklist Project).</li> </ul> <p><b>10.3.</b></p> <ul style="list-style-type: none"> <li><b>Case Reading:</b> Peltzer, J.N. and C.S. Teel (2012). The development of a comprehensive community health center in a rural community: A qualitative case study. <i>Leadership in Health Services</i>. 25(1).</li> </ul>
<b>Week 11</b>	In person	<b>Analyzing Qualitative and Mixed-Method Data</b>	<p><b>11.1.</b></p> <ul style="list-style-type: none"> <li>Patton, Michael Q. 2014. <i>Qualitative Research and Evaluation Methods</i>, 4th ed. Los Angeles: Sage. ISBN: 1412972124, Modules 41, 67-68, 76-77.</li> </ul> <p><b>11.2.</b></p> <ul style="list-style-type: none"> <li>Jick, T.D. (1979). Mixing Qualitative and Quantitative Methods: Triangulation in Action. <i>Administrative Science Quarterly</i> 24 (4), 601-611.</li> </ul> <p><b>11.3.</b></p> <ul style="list-style-type: none"> <li>Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. <i>The Qualitative Report</i>. 8(4) 597-607.</li> </ul> <p><b>11.4.</b></p> <ul style="list-style-type: none"> <li><b>Case Reading:</b> Seddon, Matthew (2015). The Alberta Family Wellness Initiative. Munk School Teaching Case (On Quercus).</li> </ul>

<b>Week 12</b>	In person	<b>Evaluating Social Innovation</b>	<p><b>12.1.</b></p> <ul style="list-style-type: none"> <li>Preskill H. and Beer, T. (2012). Evaluating Social Innovation. FSG and Center for Evaluation Innovation.</li> </ul> <p><b>12.2</b></p> <ul style="list-style-type: none"> <li><b>Case Reading:</b> Scantlebury, Jordan (2015). Evaluating Interventions at the Frontiers of Innovation. Munk School Teaching Case (On Quercus).</li> </ul>
<b>Week 13</b>	In person (special 2-hour slots, to be assigned)	<b>Student Presentations</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## Course Drop Deadlines

The drop date for winter courses is February 20, 2022. MPP2 students should ensure they have enough credits to graduate, before dropping a course. If you need to drop a course, please contact the MPP Program Coordinator, Petra Jory, at [p.jory@utoronto.ca](mailto:p.jory@utoronto.ca).

## Grading and Assessment

Final Grades in the course are given as letter grades. They reflect your overall performance in achieving the stated course learning objectives. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to make adjustments to your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

## Accessibility Services

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for [Accessibility Services](#).

## Academic Accommodations

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency.

All requests for an academic accommodation due to disability are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, [Accessibility Services](#) staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input. You are encouraged to get in touch with them as soon as possible and well ahead of deadlines.

Students who require consideration for missed academic work (also including missed classes) for **any non-disability related reason** (e.g., COVID, cold, flu and other illness or injury, family situation) should make their request via e-mail to the instructor of the relevant part of the course. Except in emergency circumstances, requests for accommodation must be in advance of the relevant date or deadline (for example, in advance of the class to be missed). **A Verification of Illness form is not currently required by University policy, but may become required should the public health situation change.**

If a non-disability related accommodation request is made, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. The instructor may consult the MPP Program Director regarding accommodation requests. Missed or late deliverables without accommodation will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

The make-up midterm will be scheduled in the week following Reading Week (week of 28 Feb-4 Mar); you are expected to make yourself available. The make-up final exam will occur in the subsequent exam period, at the end of the summer term. There is no make-up for the make-up midterm or make-up final.

## Mental Health and Wellness

Feeling distressed? Are you in crisis? There's help. Call Good2Talk: 1-866-925-5454 (Ontario); text GOOD2TALK to 686868. Free, confidential helpline with professional counselling, information and referrals for mental health, addictions

and well-being, 24/7/365. You can also contact [My Student Support Program \(MySSP\)](#) 1-844-451-9700 (North America); 001-416-380-6575 (Outside of North America). Visit "[Feeling Distressed](#)" for more resources.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police\*

UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 |

Centre for International Experience Safety Abroad 416-946-3929.

\*24/7/365; Campus Community Police can direct your call to the right service.

## Code of Behaviour on Academic Matters

Please read the University's [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

## Academic Integrity

Case write-ups, papers, assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

Normally, students will be required to submit their coursework to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their work to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

## Group Work and Behaviour

You are expected to treat teamwork the same way as you would in any professional organization. This includes, but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work
- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University's [Code of Behaviour on Academic Matters](#)
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to team learning

If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance. Your instructor may refer you to the MPP Program Director for further assistance.

## Use of Technology

Course offerings at the University will be moved online at least until January 31, 2022, where you will connect and collaborate with your professors and peers online. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. Please read the University's [Student Code of Conduct](#) and policy on the [Appropriate Use of Information and Communication Technology](#).

## Copyright, Trademark and Intellectual Property

Some of your assignments may be online and may include mixed media use. Unauthorized reproduction, copying or use of online materials, e.g. video footage or text, may result in copyright infringement. The "fair use" provisions that apply to photocopies used for teaching do not apply to webpages. The [Centre for Teaching Support & Innovation](#) (CTSI) in Robarts Library can provide further guidance. You may also access [copyright resources](#) on the University of Toronto Libraries website.

## Additional Resources

1. [Academic Success Centre](#)
2. [Accessibility Services](#)
3. [Student Academic Integrity](#)
4. [Rights & Responsibilities](#)
5. [Writing Help](#)
6. [How not to Plagiarize](#)