

# Program Evaluation for Public Policy - PPG1008H-S

Classes Meet in CG160

Jan 16 — Apr 4: LEC0101 - Mondays 2:10—5:00 pm; LEC0102 - Tuesdays 2:10—5:00 pm

Special Plenary Class, Both Sections: Friday, Jan 20 from 3:40—6:30 pm

Both sections will meet Feb 13 2:10—5:00 pm for the midterm test

Feb 20—25 Reading Week (no classes)

Apr 3—4: Special Student Presentation Sessions: Times TBA

Final Exam: Monday, April 10, 2:30—4:30pm (for both sections), Place TBA

Part One: January 16 — February 17, 2023

Instructor: Jonathan Hall

Email: [jonathan.hall@utoronto.ca](mailto:jonathan.hall@utoronto.ca)

Office Hours: Wednesday and Thursday from 1:00—2:00 pm via <https://utoronto.zoom.us/j/81783282567>  
(passcode: 234995)

TA: Chenyue Liu

Office Hours: All by Zoom (except Feb 14) via <https://utoronto.zoom.us/j/5223340944> (passcode: UIBE)

- Monday, 10:20—11:20 am
- Friday, 7:00—9:00 pm
- Saturday, 10:00—11:00 am

Additional Office Hours:

- Friday, Feb 10, 9:00—10:00 am
- Monday, Feb 13, 9:00 am — noon
- Tuesday, Feb 14, 3:10—4:00 pm in CG160 to review exam

Reading Week February 20 — February 25, 2023: No Classes

Part 2: February 27 — April 4, 2022

Instructor: James Radner

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

Office Hours: Tuesdays 5 – 6 pm via <https://utoronto.zoom.us/j/81489995466> (passcode: 439996). Also, by appointment.

TA: Zacharias Grigoriadis

Email: [zach.grigoriadis@mail.utoronto.ca](mailto:zach.grigoriadis@mail.utoronto.ca)

Prerequisite: PPG1004H. Prerequisite requirements are strictly enforced.

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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 (January 16 - February 17)

This portion of the class uses a flipped-classroom approach, with the majority the material being taught via pre-recorded videos. Office hours are intentionally spread through the week so that students can get help quickly when they have a question. Live classes will contain review, lectures, and discussions, and are divided into three periods as described below. Each week's homework is designed to help students learn how to implement the methodology taught using R.

- *Period 1:* About 50 minutes. Briefly review the week's material, cover new material, and answer questions
- *Break:* Ten minutes
- *Period 2:* About 50 minutes. R tutorial taught by TA
- *Period 3:* About 60 minutes. Homework lab: students start on homework with TA and instructor available to answer questions

### Part II (February 27 – April 4)

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., starting Feb. 27<sup>th</sup>; that day's class, 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 (~45 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 Assistant 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 2-hour sessions will be held in the afternoon on April 3-4, at times to be announced. No plenary section meetings will be held that week; instead, each subsection will, at specially designated dates and times, meet for to hear the four student team presentations within that subsection. Each student attends one such session, based on your assigned subsection, TBA.

## First Rule of Holes

Stop digging and get some help! Come see one of us, Petra, 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.

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 from February 27<sup>th</sup> forward, 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.

## R Resources

To help you learn R we have R tutorials and office hours throughout the week. There are a wide array of R resources available online. Here are good starting points:

- R cheat sheets — <https://posit.co/resources/cheatsheets/>
- Stack Overflow (Q&A website) – <https://stackoverflow.com>
- Homage to R – <https://www.kellogg.northwestern.edu/faculty/bray/doc/opns450/homage.pdf>

You can download R for free. We recommend using it with the R Studio GUI. To avoid the hassle of installing R, you can also access it online via <https://jupyter.utoronto.ca/> (note the “RStudio” option).

## 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: Response Questions via Quercus</b>	10%	2pm on Mondays	Quercus	No
<b>Part I: 5 Weekly Assignments</b>	15%	Ongoing	Quercus	Yes
<b>Part I: Midterm Exam</b>	25%	February 13	In-person	No
<b>Part II: Class Participation</b>	5%	Ongoing	In-person	No
<b>Part II: Team Presentations</b>	15%	April 3 & 4, in special two-hour sessions; times TBA	In-person	No
<b>Part II: Final Exam</b>	30%	April 10, 2:30-4:30pm	In-person	No

## Evaluation Criteria

### ***Part I Response Questions via Quercus***

Prof. Hall automatically drops the lowest 1/6th of your Quercus response questions. This is an automatic accommodation for all the things that can go wrong during a pandemic, including technical difficulties, illness, stress, etc.

### ***Part I Weekly Assignments***

There are 5 assignments, most of which require some data analysis using R.

### ***Midterm Exam***

25% of your final grade will come from the midterm. The midterm will be given for both sections, on **February 13**. If you cannot take the midterm on this date, you must tell Professor Hall 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 17<sup>th</sup>. The material from before February 17<sup>th</sup> 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 5-6 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 afternoons of April 3 and 4 in special 2-hour sessions at times to be announced (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 17<sup>th</sup>. 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.

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 25 students in each subsection, with 4 student teams of 5-6 students per team. 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 across countries). 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 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 R portion of one assignment one week late with no penalty. "The R portion" means any questions that involve R, not just the parts of the questions that involve R. 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 instructor 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>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>Stock, James H. and Mark W. Watson. 2019. <i>Introduction to Econometrics</i>, 4th ed. Pearson/Addison-Wesley. ISBN: 9780136879787.</li> <li>Huntington-Klein, Nick. 2022. <i>The Effect: An Introduction to Research Design and Causality</i>. Chapman &amp; Hull. ISBN: 9781032125787.</li> <li>Cunningham, Scott. 2021. <i>Causal Inference: The Mixtape</i>. Yale. ISBN: 9780300251685</li> </ol>	<p><a href="#">UofT Library</a>  <a href="#">UofT Bookstore</a>  <a href="#">Amazon</a></p> <p><a href="#">Online (free)</a></p> <p><a href="#">Online (free)</a></p>

<p><b>Key resource for qualitative methods</b></p> <p>5. Patton, Michael Q. 2014. <i>Qualitative Research and Evaluation Methods</i>, 4th ed. Los Angeles: Sage. ISBN: 1412972124</p> <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> <p>6. 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</p> <p>7. 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</p>	<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

- **First Class Meetings:** Jan 16-17
- **Special Plenary Class:** Jan 20 from 3:30-6:30 pm
- **Midterm Exam:** Feb 13 from 2:10—5:00 pm. This is for both sections.
- **Midterm Exam Review:** Feb 14 from 3:10—4:00 pm. The TA will go over the answers to the exam. This is for both sections. There is no other class on Feb 14.
- **Reading Week, No Class:** February 20 and 21
- **Final Meeting at Regular Class Times:** March 27 and 28
- **Special Sessions for Final Student Team Presentations:** April 3-4. Each student team will be assigned to present at and attend one 2-hour session in the afternoon corresponding their section; times to be announced.
- **Final Exam:** Monday, April 10, 2:30—4:30pm (for both sections)

## Course Outline

Preliminary and subject to change. You are expected to do the readings listed below.

Session	Topic and Key Concepts	Required Readings
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<p><b>Class 1</b> Jan 16-17 CG-160</p>	<p><b><i>What is Causality?</i></b> <i>Potential Outcomes, Randomized Controlled Trials</i></p>	<p><b>1.1</b></p> <ul style="list-style-type: none"> <li>A&amp;P, Chapters 1</li> </ul> <p><b>1.2</b></p> <ul style="list-style-type: none"> <li>Ceteris Paribus: <a href="#">Public vs. Private University</a></li> </ul>
<p><b>Class 2</b> Jan 20 from 3.30-6.30pm (both sections) CG-160</p>	<p><b>Randomized Controlled Trials (Continued):</b> <i>Matching, and Regression</i></p>	<p><b>2.1.</b></p> <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> <p><b>2.2</b></p> <ul style="list-style-type: none"> <li>Selection Bias: <a href="#">Will You Make More Going to a Private University?</a></li> </ul>
<p><b>Class 3</b> Jan 23-24 CG-160</p>	<p><b>Instrumental Variables</b></p>	<p><b>3.1.</b></p> <ul style="list-style-type: none"> <li>A&amp;P, Chapter 3</li> </ul>
<p><b>Class 4</b> Jan 30-31 CG-160</p>	<p><b>Regression Discontinuity and Interrupted Time Series</b></p>	<p><b>4.1.</b></p> <ul style="list-style-type: none"> <li>A&amp;P, Chapter 4</li> </ul>
<p><b>Class 5</b> Feb 6-7 CG-160</p>	<p><b>Difference-in-Differences</b></p>	<p><b>5.1.</b></p> <ul style="list-style-type: none"> <li>A&amp;P, Chapter 5</li> </ul>
<p><b>“Week 6”</b> Feb 13 (both sections) CG-160</p>	<p><b>Midterm on Feb 13</b></p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<p><b>Week 7</b> Feb 20-25 No sessions</p>	<p><b>Reading Week: No Class</b></p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

<p><b>Week 8</b> <b>Feb 27-28</b> <b>CG-160</b></p>	<p><b>Evaluation Design in Theory and Practice:</b></p> <p><i>Logic Models, Theories of Change and Multiple Types of Evaluation</i></p>	<p><b>8.1.</b></p> <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) <i>New Approaches to Evaluating Community Initiatives: Volume 1, Concepts, Methods, and Contexts</i>. Washington, DC: The Aspen Institute.</li> </ul> <p><b>8.2.</b></p> <ul style="list-style-type: none"> <li>Treasury Board of Canada (2012). <i>Theory-Based Approaches to Evaluation: Concepts and Practices</i>.</li> </ul> <p><b>8.3.</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, pp 200-204.</li> </ul> <p><b>8.4</b></p> <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> <p><b>8.5.</b></p> <ul style="list-style-type: none"> <li>One full country case reading per student team (see Quercus for readings and team assignments).</li> </ul>
<p><b>Week 9</b> <b>March 6-7</b> <b>CG-160</b></p>	<p><b>Designing and Running Field Experiments</b></p>	<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>
<p><b>Week 10</b> <b>March 13-14</b> <b>CG-160</b></p>	<p><b>Designing and Conducting Qualitative Field Evaluations</b></p>	<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) <i>Qualitative Evaluation Checklist</i> (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>

<p><b>Week 11</b> <b>March 20-21</b> <b>CG-160</b></p>	<p><b>Analyzing Qualitative and Mixed-Method Data</b></p>	<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>
<p><b>Week 12</b> <b>March 27-28</b> <b>CG-160</b></p>	<p><b>Evaluating Social Innovation</b></p>	<p><b>12.1</b></p> <ul style="list-style-type: none"> <li>Evans, J. et al. Department of Justice Canada. <a href="#">Exploring Indigenous Approaches to Evaluation and Research in the Context of Victim Services and Supports</a>. (2020) <b>Please read pp. 1-42 of this larger document.</b></li> </ul> <p><b>12.2</b></p> <ul style="list-style-type: none"> <li><b>Case Reading – Presentation:</b> Crooks, CV, &amp; Exner-Cortens, D. (2015) <a href="#">Promoting mental well-being among First Nations students through culturally relevant mentoring programs</a>. Western University, slide presentation.</li> </ul> <p><b>12.3</b></p> <ul style="list-style-type: none"> <li><b>Case Reading – Article:</b> Crooks CV, Exner-Cortens D, Burm S, Lapointe A, Chiodo D. (2017) <a href="#">Two Years of Relationship-Focused Mentoring for First Nations, Métis, and Inuit Adolescents: Promoting Positive Mental Health</a>. <i>J Prim Prev</i>. 2017 Apr;38(1-2):87-104.</li> </ul>
<p><b>Week 13</b> <b>April 3-4</b> <b>(special sessions by subsection, times TBA)</b> <b>CG-160</b></p>	<p><b>Student Presentations</b></p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## Course Drop Deadlines

The drop date for winter courses is February 27, 2023. 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.

## Class Attendance

Students are expected to attend every class. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor and contact [p.jory@utoronto.ca](mailto:p.jory@utoronto.ca) at MPP-Munk. Students with an excused absence from case discussions or team work (in Part II of the course) may be required to do a make-up assignment, as arranged with the instructor, in order to receive participation credit for the week. Please be aware that unexcused absences in Part II will impact your ability to earn full participation marks. Participation grades and related policy are determined for each course by the professor. Should Toronto public health requirements or University policy necessitate re-visiting this policy, we will do so.

## Illness and Extensions

For 2022-23, the *Verification of Illness* (also known as a “doctor’s note”) is temporarily not required. Students who are absent from academic participation for **any reason** (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for a missed class or other missed academic work should report their absence through the online absence declaration. The declaration is available on [ACORN under the Profile and Settings menu](#). Students should also advise their instructor of their absence. Visit [COVID-19 Information for University of Toronto Students](#) page on the Vice-Provost, Students website for information on this and other frequently asked questions.

## Academic Accommodations

Occasionally students will need to apply for an academic accommodation. Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. To receive accommodations, students must register with Accessibility Services. 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](#). All requests for an academic accommodation due to disability are handled by the University of Toronto’s Accessibility Services, as specified in the [Faculty of Arts and Science Academic Handbook, section 13](#). All requests for non-disability related accommodations are handled by the instructor and [MPP-Munk](#).

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. If a non-disability related accommodation request is approved, a resolution will be determined by the instructor and may take the form of an alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution

deemed appropriate by the instructor. If an accommodation request is not approved, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

## Crisis Support

Students in distress can access a range of free crisis lines available from the University of Toronto and City of Toronto: [Support When You Feel Distressed](#)

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

***You are not alone: please get help if you're experiencing difficulties and are in distress.***

If you are 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 sites 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.

## 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 linked above
- 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 the 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.

### Class Recordings Policy for 2022-23

The Munk School is pleased to be planning for an in-person learning experience in the 2022-2023 academic year. We are not planning for fully online or hybrid courses. In the event of student illness or due to a formal accommodation, we will plan as much as we are able to provide video and audio or audio only recordings for this course.

In order to receive access to these recordings, students will be required to send a written request to their professors. The professor will then approve the request and the student will receive a link (48-72 hours later) where they can view the missed lectures on a secure site requiring UTORid login credentials.

### Copyright, Trademark, and Intellectual Property

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 web pages. [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](#)