JSGS 806: Public Policy Analysis

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	Cody Sharpe
PHONE:	306-380-8275
E-MAIL:	Cody.Sharpe@usask.ca
OFFICE HOURS:	I won't be holding regular office, but I am available to meet one-on-one via Zoom. You're also welcome to email, call, or text me. Texting will get you the quickest response. Otherwise, I'll respond to inquiries within 24 hours.
OFFICE LOCATION:	Online
TERM:	Fall 2020
ROOM:	Online
DATE AND TIME:	Course materials available January 11th – April 30th, 2021

*All times are Central Standard Time, which is the time zone for Saskatoon.

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This on-line course was initially developed by Martin Boucher, Lecturer in JSGS, using and adapting the course structure designed by Peter Phillips, Professor in the JSGS, and with the help of a wide range of faculty, professional affiliates and colleagues elsewhere. This current version has been revised and personalized for delivery by Peter Phillips, with Martin's assistance.

LEARNING ON-LINE DURING THE COVID PANDEMIC

This will be a challenging term for everyone, given the uncertainties of the Covid-19 pandemic. Everyone will need to accept that we are learning by doing. To that end, we encourage each of you to be open and honest with your peers and us about your concerns and pressures. While we may not be able to change everything, we will respond in real time to any concerns or suggestions. Our commitment is to give you a strong grounding in the theory and method of decision making analysis, and let you gain experience with the concepts as applied to policies and systems.

CALENDAR DESCRIPTION

This course focuses on the analysis of the processes whereby public policies arise and are enacted in Canada. The course compares theories and models of policy making and decision making to illustrate the special requirements of the Canadian environment and examines the roles of various participants in the policy process: legislators, political parties, interest groups, administrators and administrative structures, citizens, and the judiciary.

LEARNING OBJECTIVES

Policy analysis examines how policies are proposed, adopted, implemented, and evaluated. This course describes central features of the policy-making process and investigates several major Canadian domestic public policies.

This course seeks to balance the theoretical (so your knowledge can grow and prepare you for future discussions) and the immediately practical (so you can participate in making sound public policy). As a core course in the MPA program of the JSGS, this course provides an overview of the general field of public policy analysis and policy management. The general objective of the course is to increase your capacity to undertake some of the key functions of a policy analyst or manager. These functions were conveniently listed by a Deputy Minister Task Force in Ottawa, (George Anderson, 1995: 473-74) in a mid-1990s analysis that remains valid:
1. Theoretical research
2. Applied research and statistics
3. Quantitative modeling
4. Environmental scanning, trend analysis, and forecasting
5. Policy analysis and advice
6. Managing consultations and relationships
7. Communications
8. Program design, implementation, monitoring and evaluation

Of course, no one course can hope to introduce all of these topics, much less to cover them in depth. Perhaps the best way to think of the course objectives here is to consider the role of policy analysts and the competencies that they are expected to have. As you will be aware, the JSGS has developed a set of six competencies all graduates will be able to demonstrate in their JSGS 884 portfolio. While the course contributes in a general way to all of the competencies, specific readings, assignments and activities will help you both specifically acquire and demonstrate the following competencies:
1. Communication and Social Skills: You will both work in large and small groups in the course to undertake activities and assignments. You also will produce a series of writing exercises (BN, CDI, case study and final essay) that will help you improve and demonstrate your writing competence.
2. Systems Thinking and Creative Analysis: Your in-class activities and the case study will allow you to approach a problem holistically. The case study and final essay in particular will allow you to show your understanding and appreciation for the challenges of engaged policy analysis.
3. Public Policy and Community Engagement: You will use a range of tools and methods to investigate the policy system, including PESTLE/SWOTs analyses; a NATO exercise; the IAPP participation spectrum; cost-benefit analysis; and a range of decision-making and evaluation rubrics.
4. Continuous Evaluation and Improvement: The course explicitly delves into the evaluation literature and discusses strategies and methods, including benchmarking, scorecards, Treasury Board Evaluation Rubric and Cost Benefit Analysis.

5. Policy Knowledge: While this course is not explicitly designed to dig deeply into any specific policy field, you will have the opportunity to focus your attention on discrete policy fields in the course of your assignments.

COURSE CONTENT AND APPROACH

For this online version of the JSGS 806 class, students will have the opportunity to view content including readings and videos, engage in interactive online activities, and complete independent and group based applied projects. The underlying philosophy of the class is to bring in a diverse range of expert knowledge into the convenience of an online format. The primary content of the class consists of a series of interviews with a variety of experts. As well, the class brings together both academic and practice oriented understandings of public policy analysis. The written content, assignments, textbooks, and videos were all developed with this mix in mind. I have only scheduled one livestream, in the first week. If there is demand, I can do more.

COURSE OUTLINE AND ASSIGNMENTS

Please see the Required Readings section in the module in Canvas for access to the readings.

Week, Module	Readings and Videos	Due Dates
Jan 11 – Jan 17 Module 1: What is Public Policy Analysis?	**Readings** • Pal, Leslie A. (2014). Chapter 1: Policy Analysis: Concepts and Practice. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. **Video Interviews:** Jeremy Rayner, Peter Phillips, Doug Moen, and Leslie Pal **Livestream:** There will be a group video conference on **Sept 11th at 9:00am** (CST; SK Time). This is <u>NOT</u> mandatory. The session will be a Q&A with the course instructor. The session will be recorded and posted so that students that are unable to attend can see the instructor's responses to the questions.	Discussion Board due Jan 17
Jan 18 - Jan 24 Module 2: The Modern Context for Public Policy Analysis	**Readings** • Pal, Leslie A. (2014). Chapter 2: Modern Governance: The Challenges for Policy Analysis. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd • Laurent Dobuzinskis, Michael Howlett eds. (2018) *Chapter 2: The Policy Analysis Profession in Canada. In Policy Analysis in Canada: The State of the Art*. Toronto: University of Toronto Press • Turnbull, Nick. (2008). Harold Lasswell's 'Problem Orientation' for the Policy Sciences. *Critical Policy Studies*, 2 (1), 72–91.	Discussion Board due Jan 24 Pick and/or confirm policy topic for exploration using policy analysis tools, due Jan 24

	Case Study in Focus: The Phoenix Pay System	
	Video Interviews: Michael Atkinson, Ken Coates, Elizabeth Schwartz	
Jan 24 - Jan 31 Module 3: Evidence and Applied Public Policy Analysis	**Readings** • Bardach, E., Patashnik, E. (2016*). Introduction, Part 1 and Appendix A and B. In A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers. **Case Study in Focus:** The Phoenix Pay System **Video Interviews:** Peter Phillips, Ken Rasmussen, Garrett Richards; Video on Writing Briefing Notes by Heather McWhinney	Briefing Note on topic Due Jan 31
Feb 1 - Feb 7 Module 4: The Policy Cycle	**Readings** • Jann, Werner and Kai Wegrich. Chapter 4: Theories of the Policy Cycle. In Fischer, F., Miller, G.J., & Sidney, M. S. (2007). Handbook on Public Policy Analysis, Boca Raton: CRC Press • Sabatier, P. and C. Weible. (2007). Chapter 7: The Advocacy-Coalition Framework Innovations and Clarification. In *Theories of the Policy Process*. 2nd. Ed. Boulder CO: Westview. • Howlett, M., McConnell, A., & Perl, A. (2017). Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of Analysis. *Australian Journal of Public Administration*, *76*(1), 65–79. **Video Interviews:** Ken Rasmussen, Peter Phillips, Leslie Pal	Discussion Board due Feb 7
Feb 8 - Feb 14 Module 5: Agenda Setting and Problem Definition	**Readings** • Pal, Leslie A. (2014). *Chapter 4: Problem Definition and Policy Analysis*. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson. • Kingdon, J.W. (1995). Chapter 8: The Policy Window, and Joining the Streams. In *Agendas, alternatives, and public policies (2nd ed.).* New York, NY: HaperCollins. • Stone, Deborah. (1989). Causal Stories and the Formation of Policy Agendas. *Political Science Quarterly*. 104(2), 281-300. • Hisschemöller, M., & Hoppe, R. (1995). Coping with intractable controversies: the case for problem structuring in policy design and analysis. *Knowledge, Technology & Policy*, *8*(4), 40-60. **Case Study in Focus:** Religious Rights **Video Interviews:** Daniel Beland, Peter Phillips, Doug Moen	Agenda landscape analysis (using PESTLE and SWOTs) due Feb 14

	WINTER MID-TERM BREAK **WINTER MID-TERM BREAK**	
Feb 22 - Feb 28 Module 6: Policy design	**Readings** • Pal, Leslie A. (2014). Chapter 4: Policy Instruments and Design. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. • Bardach, E., Patashnik, E. (2016). *Parts 2 to 4 and Appendix B. In A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers. • Hood, C. (2007). Intellectual Obsolescence and Intellectual Makeovers: Reflections on Tools of Government after Two Decades. *Governance,* 20 (1): 127-144. **Case Study in Focus:** Carbon Emissions and Electricity in Saskatchewan **Video Interviews:** Peter Phillips, John Wright, Rose Olfert, and Brett Dolter.	NATO analysis due Feb 28
Mar 1 - Mar 7 Module 7: Policy Implementation	**Readings** • Pal, Leslie A. (2014). Chapter 5, Policy Implementation. In. *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. • Sabatier, P. a. (1986). Top-Down and Bottom-Up Approaches to Implementation Research: a Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, *6*(1), 21. • Camillo, C. A. (2012). Implementing Eligibility Changes under the Affordable Care Act: Issues Facing State Medicaid and CHIP Programs. *State Health Access Reform Evaluation*, (July), 1–6. **Case Study in Focus:** Phoenix Pay System; Indigenous Issues and the City of Saskatoon Police Service **Video Interviews:** Cheryl Camillo, Ken Rasmussen, and Chief Clive Weighill	Implementation analysis due Mar 7
Mar 8 - Mar 14 Module 8: Policy Networks and Communities	**Readings** • Pal, Leslie A. (2014). Chapter 6: Policy Communities and Networks. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. • Atkinson, M. and W. Coleman. (1992). Policy networks, policy communities and the problems of governance. *Governance,* 5(2), 154-180. • Shirky, C. (2011). The Political Power of Social Media. *Foreign Affairs,* 90(1), 28–41.	Discussion Board due Mar 14

	Readings	
	• Smith, B. G. (2010). Socially Distributing Public Relations: Twitter, Haiti, and Interactivity in Social Media. *Public Relations Review*, 36(4), 329-335. • Stone, Diane. (2008). Global Public Policy, Transnational Policy Communities, and Their Networks. *Policy Studies Journal,* 36 (1), 19–38. **Case Study in Focus:** Idle No More; Canadian Medical Association **Video Interviews:** Jeremy Rayner, Peter Phillips, Danette Starblanket, Owen Adams	
Mar 15 - Mar 21 Module 9: Policy Evaluation	**Readings** • Pal, Leslie A. (2014). Chapter 7: Policy Evaluation. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. • McConnell, A. (2010). Policy Success, Policy Failure and Grey Areas In-Between. Journal of Public Policy, 30(3), 345–362. • Collins, K., & Ison, R. (2009). Jumping off Arnstein's ladder: Social learning as a new policy paradigm for climate change adaptation. *Environmental Policy and Governance*, 19(6), 358–373. • Dunlop, C.A., & Radaelli, C.M. (2013). Systematising Policy Learning: From Monolith to Dimensions. *Political Studies*, 61(3), 599–619. **Case Study in Focus:** The Phoenix Pay System **Video Interviews:** Ken Coates, John Wright, Alana Cattapan, and Murray Fulton.	Evaluation rubric due Mar 21
	Nov 9 – Nov 15 **READING WEEK**	
Mar 22 - Mar 28 Module 10: Policy Communication	**Readings** • Pal, Leslie A. (2014). Chapter 9: Policy Communication. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd. • Nisbet, M. (2009). Communicating Climate Change: Why Frames Matter for Public Engagement. *Environmental Magazine*, *51*(2). **Case Study in Focus:** Risk Perceptions in the Food Industry **Video Interviews:** Dale Eisler, Toddi Steelman, and Lisa Clark	Communications plan due Mar 28
Mar 29 - Apr 4 Module 11: Decision-making	**Readings** • Pal, Leslie A. (2014). Chapter 8: Policymaking Under Pressure. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times.* Toronto: Nelson Education Ltd.	Discussion Board due Apr 4

	• Sui, Bobby. (2014). Chapter 9: Determining Pubic Policies for Implementation. In *Developing Public Policy: A Practical Guide*. Toronto: Canadian Scholars Press. • Good, David A. (2011). Still Budgeting by Muddling through: Why Disjointed Incrementalism Lasts. *Policy & Society* 30(1), 41–51. • Lindblom, Charles E. (1959). The Science of 'Muddling Through.' *Public Administration Review,* 19 (2), 79–88. **Case Study in Focus:** Classroom Policy **Video Interviews:** Doug Moen, Peter Phillips, Toddi Steelman, Roy Romanow	
Apr 5 - Apr 11 Module 12: Public Policy Moving Forward	**Readings** • Pal, Leslie A. Chapter 10: Conclusions. In Beyond Policy Analysis: Public Issue Management in Turbulent Times, 2014. **Video Interviews:** Jeremy Rayner, Peter Phillips, Doug Moen, Leslie Pal, Michael Atkinson, Ken Coates, Elizabeth Schwartz, Dale Eisler, Toddi Steelman, and Lisa Clark, Roy Romanow, John Wright, Murray Fulton, Cheryl Camillo, Ken Rasmussen, Chief Clive Weighill, Rose Olfert, Brett Dolter, Ken Rasmussen, Garrett Richards, and Owen Adams	Discussion Board due Apr 11 Final exam/CDI due Apr 18

REQUIRED READINGS

Bardach, E., Patashnik, E. (2016). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers.

Pal, Leslie A. (2020 or earlier version). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Toronto: Nelson Education Ltd.

EVALUATION

Discussion Forums	20%
Briefing Note	10%
Landscape note	10%
NATO analysis	10%
Implementation plan	10%
Evaluation plan	10%
Communications plan	10%
Final: Reverse CDI	20%

DESCRIPTION OF ASSIGNMENTS:

Discussion Board Participation (Individual) <u>Due at the end of each week on Sunday:</u> A variety of topics will be discussed in the board throughout the class. Students are responsible for providing thoughtful comments on the discussion board every week. At the end of week 6 and at the end of week 12 each student should select their engagement and submit it for review and marking.

All rest of the assignments in this course follow the policy cycle, requiring you to apply your learnings to a specific policy issue. Effectively you will reverse engineer a decision that has already been made, looking back into the past to develop the policy analysis that would have led to that decision or could have changed the outcome. The goal of each task is to force you to think about what you have learned in the modules and then to apply it.

- **STEP 1:** You will be required to pick a policy issue that has already been decided and acted upon. Pick carefully as you will be doing seven more activities with the same issue. Effectively you will recreate the policy analysis that led to a specific outcome by using the range of policy analysis tools in this course. The product of STEP 1 should be a declarative statement of the policy that defines what, when and where. This should take no more than 10-20 words.
- **STEP 2, Briefing Note:** Using the assigned one-page briefing note format (TMS 12, 1 inch margins, single spaced), write an expository note on your chosen topic. You should define the policy issue you pick in terms of who, what, where, when, why and how it is a problem (remember, you will be writing as if you were on the team building the evidence in support of action). Rewrites for the BN be encouraged and remarked as this is one of the most important communication tools in the policy toolkit.
- **STEP 3, Landscape Note:** You will apply the SWOTs and PESTLE tools to your chosen policy topic and then write a maximum one-page strategy note (TMS 12, 1 inch margins, single spaced) on the drivers for the policy issue. Submit both the tables and the strategy note, all with your names on them.
- **STEP 4, Policy design/NATO analysis:** Using Hood's NATO model, you will build a table that briefly identifies the full range of strategies and mechanism others have tried or considered for addressing your policy concern. You will then write a one page strategy note (TMS 12, 1 inch margins, single spaced) identifying the top three options for addressing the issue you have identified and the recommended measure.
- **STEP 5, Implementation considerations:** Using the insights and tools from the module, you will draft a one-page strategy note (TMS 12, 1 inch margins, single spaced) on considerations in implementing either the recommended measure you identified in STEP 4. This should include some sense of the scale of the measure (cost, targets, duration) and how it will be rolled out (when, by whom, how, where…).
- **STEP 6, Evaluation plan:** Using one of the rubrics from the course, draft a one-page strategy note (TMS 12, 1 inch margins, single spaced) on how you would evaluate the recommended measure you identified in STEP 4
- **STEP 7, Communications Plan:** Draft a one-page strategy note (TMS 12, 1 inch margins, single spaced) on how you would communicate the measure to ensure optimal delivery. What is the key message/purpose? Who would you target? How would you reach them? How would you evaluate impact of effort? What is the cost?
- **FINAL ASSIGNMENT, STEP 8, Reverse Cabinet Decision Item:** Using the 3-page template, draft what you think would have been the decision item memo that led to the decision that was implemented. You are within your rights to recommend an alternative to the one chosen, but the actual policy implemented must be one of your options. You should be able to address most of the requirements with the results of STEPS 1-7.

LATE AND NON CONFORMING ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

NOTE: Every organization will have formats you need to adhere to and, if you deviate, you will jeopardize your work. To simulate that, I have set precise guidelines (and sometimes will give you a template) that you MUST use and confirm to. Page limits and formatting are not negotiable. If you deviate in measurable ways, I will drop you a half grade immediately and send it back for you to make it conform. I will not mark anything that is out of bounds of the required formatting.

JSGS GRADE DESCRIPTIONS

85+ excellent: A *superior performance* with consistent strong evidence of:
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good: An *excellent performance* with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good: A *good performance* with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 Satisfactory: A *generally satisfactory and intellectually adequate performance* with evidence of:
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

USE OF VIDEO AND RECORDING OF THE COURSE
Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session at a later time. This will also provide students with the opportunity to

review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings.

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Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit https://library.usask.ca/copyright/index.php. For information on students' rights, see https://library.usask.ca/copyright/students/rights.php, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

STUDENT RESOURCES
- DEU Writing Centre – Quality writing help for free! Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php.
- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See https://teaching.usask.ca/remote-teaching/netiquette.php and https://studentstest.usask.ca/articles/netiquette.php).
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See – see https://libguides.usask.ca/remote_learning.

- Remote learning resources have been pulled together for students on the students.usask.ca website. This site is updated regularly. See https://students.usask.ca/remote-learning/index.php.
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See https://libguides.usask.ca/AcademicIntegrityTutorial.
- Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQW6DZoQOhoXes.
- Information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php.
- The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:
- USask: Disability Services for Students (DSS) – 966-7273.
- U of R: Coordinator of Special Needs Services – (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek assistance from one of the following:
- USask: Student Affairs and Outreach – https://students.usask.ca/health/centres/student-affairs-and-outreach.php or call (306) 966-5757.
- U of R: Counselling Services – http://www.uregina.ca/student/counselling/contact.html or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:
- USask: Guidelines for Academic Conduct – www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.
- U of R: Academic Misconduct – https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html).