

JSGS 806 PUBLIC POLICY ANALYSIS

UNIVERSITY OF REGINA CAMPUS	
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OFFICE HOURS:	By appointment, for phone or video meetings
OFFICE LOCATION:	College Ave Campus, University of Regina
TERM:	Winter 2022
ROOM:	CB 330
DATE AND TIME:	Thursdays 5:30 – 8:15

This is a draft form of the syllabus. Revisions may be possible until the start date of the course.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

I would like to extend my appreciation to Dr. Bruno Dupeyron for sharing his previous version of this course and Martin Boucher for his work developing the online content, some of which has been used as foundational material for this delivery of JSGS 806. The content of the current syllabus is the intellectual property of the current instructor, Cynthia Bojkovsky.

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

- Understand what constitutes public policy and how policy analysis works
- Utilize an array of evidence in public policy analysis
- Understand how policies and politics lead to problem definitions and agenda setting
- Recognize the roles of multiple stakeholders and collaborative partnerships in policy analysis
- Be able to understand and develop public policy evaluations
- Learn about the mechanisms of decision making in public policy
- Apply knowledge of policy analysis to issues in the modern context

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 others will 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.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances in which learning at the JSGS is taking place. Since a remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

USE OF VIDEO AND RECORDING OF THE COURSE

Some of our Zoom class sessions will be recorded to support students who may not be able to attend live due to work or family conflicts, connectivity challenges, or other restrictions. As a result, the University of Regina may collect students' images, voices, names, personal views and opinions, and course work under the legal authority of *The Local Authority Freedom of Information and Protection of Privacy Act*. Recordings will be posted only in our URCourses site, which is a password protected learning management system, and made available only to registered students in the course.

Students who participate in a Zoom session with their video on or utilize a profile image are consenting to have their video or image recorded (including anything visible in the background). If you have concerns with such recording, be sure to keep your video off and do not use a profile image. In addition, students who un-mute their microphone during class and participate orally are consenting to have their voices, and personal views and opinions recorded. If you are unwilling to consent to this recording, please do not un-mute your microphone during class. If you have any questions about the collection or use of your personal information, please contact your instructor.

COURSE CONTENT AND APPROACH

This course is designed to be offered in person and on campus but with a high level of flexibility for students who may require attendance by Zoom. Every Thursday evening during scheduled class time, there will be a seminar which will include learning opportunities such as lectures, discussions, group work and/or guest presentations. Attendance is expected either in person or via Zoom except in the case of illness or other exceptional circumstances. Students that are unable to attend class are encouraged to make advance arrangements with the professor to view a recorded seminar. This course includes extensive online content, which is provided for student preparation prior to class. Some online content is optional learning and students should prioritize highlighted materials.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students.

REQUIRED READINGS

Pal, L., Auld, G. and Mallet, A. 2021. *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd.

Additional required reading has been listed under the appropriate weekly topic.

SUPPLEMENTARY READINGS

Supplementary materials will also be suggested for each module. These materials are not required but will provide additional background and introduce different perspectives on the topics being considered. You are advised to pick and choose which of the supplementary materials to review depending on your areas of interest and/or challenge. Please do not feel obligated to review all supplementary materials on this syllabus.

Additional supplemental text books that you may find helpful for this field of study include:

Bardach, E. and Patashnik, E. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 6th edition. California: CQ Press. (If you wish to purchase a second text for this class, this one is recommended.)

Howlett, M., Ramesh, M. and Perl, A. 2020. *Studying Public Policy: Principles and Processes*. Toronto: Oxford University Press.

Siu, B. 2020. *Developing Public Policy*. 2nd edition. Toronto: Canadian Scholars.

COURSE OUTLINE AND ASSIGNMENTS

Module 1: Introductions & What is Public Policy	Jan. 6
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Required materials:

Pal, L., Auld, G. and Mallet, A. "Policy Analysis: Concepts and Practice." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter One.

Supplementary materials:

None

Module 2: The Modern Context	Jan. 13
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Required materials:

Janssen, M. and Helbig, N. "Innovating and changing the policy-cycle: Policy makers be prepared!" *Government Information Quarterly* 35, (2018): S99-S105.

Pal, L., Auld, G. and Mallet, A. "Modern Governance: Challenges for Policy Analysis." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Two.

Turnbull, Nick. "Harold Lasswell's 'Problem Orientation' for the Policy Sciences." *Critical Policy Studies* 2, no. 1 (2008): 72-91.

Supplementary materials:

Brooks, S. *Policy Analysis in Canada: The State of the Art*, edited by Laurent Dobuzinskis, Michael Howlett, David Laycock, 21-45. Toronto: University of Toronto Press, 2007. Pages 21-26 and 38-45 should be prioritized. Pages 26-38 are lower priority. PDF provided on course homepage.

Fischer, F., Torgerson, D., Durnová, A., & Orsini, M. "Introduction to critical policy studies." In *Handbook of critical policy studies*, 1-12. Edward Elgar Publishing, 2015.

Module 3: Evidence and Applied Public Policy

Jan. 20

Required materials:

AbouZahr, C., Adjet, S., & Kanchanachitra, C. "From data to policy: good practices and cautionary tales." *The Lancet* 369, no. 9566 (2007): 1039-1046.

Bardach, E., Patashnik, E. "Excerpt from the Introduction." In *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Thousand Oaks CA: Sage/CQ Press, 2020. PDF provided on course homepage.

Erdman, Jeremy. "An 8-step process to making well-informed decisions and opinions." In *The Post-Grad Survival Guide*, 2018. <https://medium.com/the-post-grad-survival-guide/an-8-step-process-to-making-well-informed-decisions-and-opinions-42d4d94d1476>

Supplementary materials:

Clark, Ian. "Bardach's Eightfold Path to More Effective Problem Solving." In *Atlas of Public Management*, 2017. <https://www.atlas101.ca/pm/concepts/bardachs-things-governments-do/>

Module 4: The Policy Cycle

Jan. 27

Required materials:

Jann, W., Wegrich, K. "Chapter 4: Theories of the Policy Cycle." In *Handbook on Public Policy Analysis*, edited by Fischer, F., Miller, G.J., & Sidney, M. S., 43-62. Boca Raton: CRC Press, 2006. PDF provided on course homepage.

Howlett, M., McConnell, A., & Perl, A. "Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of Analysis." *Australian Journal of Public Administration*, 76, no. 1 (2017): 65–79. PDF provided on course homepage.

Supplementary materials:

Sabatier, P. and Weible, C. "Chapter 7: The Advocacy-Coalition Framework Innovations and Clarification." In *Theories of the Policy Process*, edited by Sabatier, P., 189-220. Boulder CO: Westview, 2007. PDF provided on course homepage.

Module 5: Agenda Setting and Problem Definition**Feb. 3****Required materials:**

Pal, L., Auld, G. and Mallet, A. "Agenda-Setting and Problem (Re)Solving in Policy Analysis." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Three.

Kingdon, J.W. "The Policy Window, and Joining the Streams." In *Agendas, Alternatives, and Public Policies*. 2nd ed. New York, NY: Haper Collins, 1995. PDF provided on the course homepage.

Stone, D.A. "Causal stories and the formation of policy agendas." *Political Science Quarterly* 104, no.2 (1989): 281-300. PDF provided on course homepage.

Supplementary materials:

None

Module 6: Policy Formation**Feb. 10****Required materials:**

Bardach, E., Patashnik, E. "Appendix A." In *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Thousand Oaks CA: Sage/CQ Press, 2020. PDF provided on course homepage.

Pal, L., Auld, G. and Mallet, A. "Policy Instruments and Policy Design". In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Four.

Supplementary materials:

Bardach, E., Patashnik, E. "Parts 2 to 4 and Appendix B." In *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Thousand Oaks CA: Sage/CQ Press, 2020.

Hood, C. "Intellectual Obsolescence and Intellectual Makeovers: Reflections on Tools of Government after Two Decades", *Governance* 20, no. 1 (2007): 127-144.

Module 7: Policy Implementation**Feb. 17*****Seminar Leader Policy Presentations*****Required materials:**

Pal, L., Auld, G. and Mallet, A. "Policy Implementation." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Five.

Supplementary materials:

Camillo, C. "Street-Level Bureaucracy." In *Global Encyclopedia of Public Administration, Public Policy, and Governance*, edited by Farazmand, A., 1-5. New York, NY: Springer, 2017.

Sabatier, P. "Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis." *Journal of Public Policy* 6, no. 1 (1986): 21-48.

*Please note: Reading week runs Feb. 21 – 27. No course work is expected during this time.

Module 8: Policy Communities and Networks	Mar. 3
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Seminar Leader Policy Presentations

Required materials:

Pal, L., Auld, G. and Mallet, A. "Policy Actors, Communities, and Networks." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Six.

Truth and Reconciliation Commission of Canada. 2015. *Calls to Action*. Available online at: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Supplementary materials:

Atkinson, M. and W. Coleman. "Policy Networks, Policy Communities and the Problems of Governance." *Governance* 5, no. 2 (1992): 154-180. PDF provided on course homepage.

Baumgartner, Frank R., and Bryan D. Jones. "Agenda Dynamics and Policy Subsystems." *The Journal of Politics* 53, no. 4 (1991): 1044–74.

Martens, Lindsay, Kathleen McNutt, and Jeremy Rayner. "Power to the People? The Impacts and Outcomes of Energy Consultations in Saskatchewan and Nova Scotia." *Canadian Journal of Political Science* 48, no. 1 (2015): 1-27.

Shirky, C. "The Political Power of Social Media." *Foreign Affairs* 90, no. 1 (2011): 28–41.

Stone, Diane. "Global Public Policy, Transnational Policy Communities, and Their Networks." *Policy Studies Journal* 36, no.1 (2008): 19–38.

Module 9: Policy Evaluation	Mar. 10
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Seminar Leader Policy Presentations

Required materials:

Pal, L., Auld, G. and Mallet, A. "Policy Evaluation." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Seven.

McConnell, A. "Policy Success, Policy Failure and Grey Areas In-Between." *Journal of Public Policy* 30 no. 3 (2010): 345–362. PDF provided on course homepage.

Supplementary materials:

Status of Women Canada. "Take the GBA+ Course." Available online (approx. 2 hours) at: GBA+ Course <https://cfc-swc.gc.ca/gba-acsc/course-cours-en.html>

Module 10: Policy Communication	Mar. 17
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Seminar Leader Policy Presentations

Required materials:

Pal, L., Auld, G. and Mallet, A. "Policy Communication." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Eight.

Supplementary materials:

Nisbet, M. "Communicating Climate Change: Why Frames Matter for Public Engagement." *Environment: Science and Policy for Sustainable Development* 51, no. 2 (2009). PDF provided on course homepage.

Module 11: Decision-making	Mar. 24
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Seminar Leader Policy Presentations

Required materials:

Siu, B. "Determining Public Policies for Implementation." In *Developing Public Policy*. 2nd edition. Toronto: Canadian Scholars, 2020. Chapter Nine. PDF provided on course homepage.

Good, David A. "Still Budgeting by Muddling through: Why Disjointed Incrementalism Lasts." *Policy and Society* 30, no. 1 (2011): 41–51. PDF provided on course homepage.

Jo, S., & Nabatchi, T. "Different Processes, Different Outcomes? Assessing the Individual-Level Impacts of Public Participation." *Public Administration Review* 81, no.1 (2021): 137-151. PDF provided on course homepage.

Lindblom, Charles E. "The Science of 'Muddling Through'." *Public Administration Review* 19, no.2 (1959): 79–88. http://www.jstor.org/stable/973677?seq=1#page_scan_tab_contents

Supplementary materials:

None

Module 12: Self-Reflective Analysis Work Period	Mar. 31
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This class is a designated independent work period for the self-reflective analysis assignment, which may be considered a take home final exam. The assignment will be posted on this date and must be submitted via Canvas by midnight on April 7th, 2022.

Required materials:

Pal, L., Auld, G. and Mallet, A. "Doing Policy Analysis." In *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd., 2021. Chapter Nine.

Supplementary materials:

None

EVALUATION

Assignment	% of Total Course Grade	Time-frame/Due Date
Class Participation	10%	Ongoing
Seminar Leader Policy Presentation	20%	As assigned – Feb. 17 – Mar. 24 in class
Briefing Note	30%	January 27, 2022 (midnight)
Problem Definition Assignment	15%	February 10, 2022 (midnight)
Self Reflective Analysis	25%	April 7, 2022 (midnight)

Information regarding each assignment is provided below and additional details will be available on the course homepage.

Please see the JSGS Grade Descriptions in the relevant student handbook (available at: <http://www.schoolofpublicpolicy.sk.ca/students/resources/useful-links-and-documents.php#JSGSdocuments>) for information about expectations and associated marking ranges.

Submitting Assignments: All assignments must be submitted using the Assignments upload tool on our Canvas course homepage. Marks and feedback will be returned using the same tool. Please ensure you keep a copy of all work submitted for evaluation in this course, at minimum until you have received your final grade.

**Please note that this course operates on Saskatchewan time, and Saskatchewan does not observe daylight savings. You will need to adjust accordingly for submission deadlines.

Naming of Assignment Documents: Please use the following format when naming your assignments (i.e. for the file name when you save the document before uploading it):

Last name_assignment name

For example: Bojkovsky_briefing note

Referencing: As discussed further below, academic integrity is of paramount importance and is taken very seriously. Anytime you use material (e.g., ideas, data, etc) from someone or somewhere else, you **must** reference your source. A wide variety of citation styles exist. For consistency, the Johnson

Shoyama Graduate School of Public Policy uses the Chicago Manual of Style's in-text, author date system (17th edition). Please note the in-text, author date system does not use footnotes or endnotes.

DESCRIPTION OF ASSIGNMENTS:

◆ **CLASS PARTICIPATION (10% of total grade) – Ongoing until end of term**

Active, meaningful participation is essential to successful learning, especially at the graduate level. Students are expected to prepare for class by reviewing required readings and the course homepage documents so that they may engage critically and contribute thoughtful insights and questions.

◆ **BRIEFING NOTE (30% - Due Thursday, January 27, 2022 at midnight SK time)**

Each student will begin by reviewing the briefing note learning tools available on the course homepage in module three. A case study will be provided as the subject of the briefing note, which will be based on a real policy issue that is relevant to modern context. More information and the grading rubric will be available on the course homepage.

Details for the briefing note:

- maximum **2 pages, single spaced, 12 pt. font, Times New Roman font style** (excluding references)
- must be evidence-based, including a bibliography
- use Chicago Manual Style 17th ed. author-date referencing style
- follows the recommended format on the rubric
- professional writing style, including proper grammar and spelling

◆ **PROBLEM DEFINITION (15% – Due Thursday, February 10, 2022 at midnight SK time)**

Students will select a public policy issue of their own interest for this assignment. The issue may be pertinent to a municipal, provincial/territorial, national or international context. Using the information up to and including module five, students will analyze the policy issue to develop a concise issue statement and define the policy problem. More information and the grading rubric will be available on the course homepage.

Details for the problem definition assignment:

- maximum **1 page, single spaced, 12 pt. font, Times New Roman font style** (excluding references)
- must be evidence-based, including a bibliography
- use Chicago Manual Style 17th ed. author-date referencing style
- follows the recommended format on the rubric
- professional writing style, including proper grammar and spelling

◆ ***SEMINAR LEADER POLICY PRESENTATION (20% – Assigned date in class between February 17 and March 24, 2022)***

Students will present an analysis of the policy issue that was submitted for the problem definition assignment in the form of a class discussion. Feedback from the problem definition assignment should be taken into consideration for this presentation. The student will begin with a presentation to peers that includes an evidence-based approach to describe their chosen policy issue, highlight why the analysis is interesting and either identify how the policy issue was resolved or offer a potential solution(s). After a brief presentation, students are expected to engage their peers in a discussion on the presented policy, which will involve asking or answering questions from the group. More details regarding the assignment expectations and grading rubric are available on the course homepage.

◆ ***SELF REFLECTIVE ANALYSIS (20% - Due Thursday, April 7, 2022 at midnight SK time)***

One week prior to the end of classes, students will be provided with a self-reflective analysis in the form of a take home exam. The second last class will be dedicated time to work on this assignment, so that it may be submitted by the last day of classes. The self-reflective analysis will require the student to incorporate knowledge attained throughout the course. Formatting details will be provided at that time.

LATE ASSIGNMENTS

5% will be deducted per day for late assignments, subject to extensions granted in exceptional circumstances which are generally unanticipated and outside the student's control (e.g., illness, family emergency). If such a situation should arise, please contact the professor as soon as possible.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

University of Regina Copyright information: <https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

University of Saskatchewan: <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.

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.

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. Do not download, copy, or share any course recordings or other content without the explicit permission of the instructor.

STUDENT RESOURCES

Information on Netiquette. These resources show you how to appropriately connect and communicate in a remote teaching and learning context. The first one is a video made by Martin Boucher and Heather McWhinney for JSGS. The second is a document produced by the Gwenna Moss Centre for Teaching and Learning at the University of Saskatchewan. The last one is a video on how to write a polite email message, also by Martin and Heather.

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f39a126a-ee27-44f9-9ec5-ac2400e128c7>

<https://teaching.usask.ca/remote-teaching/netiquette.php>

<https://studentstest.usask.ca/articles/netiquette.php>

Remote Learning Readiness Tutorial for Students. These resources engage you in learning about the skills associated with remote learning success.

https://libguides.usask.ca/remote_learning.

<https://students.usask.ca/remote-learning/index.php>.

<https://www.uregina.ca/remote-learning/>

Academic Integrity and Avoiding Plagiarism. There are three resources listed below. The first one is a video made especially for JSGS students by Martin Boucher and Heather McWhinney. The second, also a video by Martin and Heather, addresses students' frequently asked questions about citing and paraphrasing. The third is a guide on your responsibilities regarding academic work, your rights, and the supports and services available to ensure you succeed within the larger scholarly community.

<https://edpuzzle.com/embed/media/5f4f0087b086963f62d35d52>

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=7fd78297-b175-4c47-ba48-ac4300246e16>

<https://libguides.usask.ca/AcademicIntegrityTutorial>

Using Inclusive Language. These three videos by Martin Boucher and Heather McWhinney address issues of diversity and inclusion in research and language. The first one is general; the second is on conventions for writing about Indigenous Peoples; and the third is on Indigenous expressions.

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3>

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6-ac8d001d9de0>

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html>ights & Responsibilities of graduate students

ENROLLMENT LIMIT

Class enrollment will generally be limited to 30 students.

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:

University of Regina: Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.
<https://www.uregina.ca/student/accessibility/students/index.html>

University of Saskatchewan: Disability Services for Students (DSS) – 966-7273.

GENERAL WELLNESS

University of Regina: 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.

University of Saskatchewan: *Be Well at USask* is a podcast for 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.

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. The JSGS has developed an Honour Code (see above) that encapsulates these values.

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:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

ADDITIONAL EVALUATION INFORMATION

University of Regina: More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:
<https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>

University of Saskatchewan: More 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>.

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.