

DEPARTMENT OF POLITICAL SCIENCE

www.politicalscience.ualberta.ca

2015-2016 Political Science 440/520 (Fall Term)
Selected Topics in Canadian Public Policy
INTERGOVERNMENTAL RELATIONS IN CANADA

INSTRUCTOR: Dr. Jared Wesley



Adjunct Professor | 11-28 Tory | jwesley@ualberta.ca | OFFICE HOURS: by appointment

CLASS TIME: Thursdays, 6:00pm to 9:00pm | CLASS LOCATION: Tory 10-4

COURSE PREREQUISITES

This is a "split" undergraduate (POL S 421) / graduate (POL S 520) course. POL S 220 is a prerequisite for POLS 421; POLS 520 is restricted to graduate students. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. *Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.*

COURSE-BASED ETHICS APPROVAL (N/A)

COMMUNITY SERVICE LEARNING (N/A)

ADDITIONAL MANDATORY INSTRUCTIONAL FEES (N/A)

COURSE DESCRIPTION AND OBJECTIVES

This course examines the evolution of Canadian intergovernmental relations (IGR), both in theory and in practice. Special focus is placed on the institutions that govern federal-provincial-territorial (FPT) and provincial-territorial (PT) affairs. The course is designed to expose students to the full range of literature on the topic of IGR in Canada, while engaging them in a term long simulation exercise. The latter will involve students in a series of mock intergovernmental negotiations, requiring them to research a particular actor's interests; develop common briefing materials; prepare and submit formal briefing binders; and negotiate on behalf of their constituencies. While students will be required to work in a series of groups, individual grades will be assessed based on the quality of each member's performance.

COURSE FORMAT

This course will be organized as a combination of online lectures, seminars, and simulation exercises, during all of which students are expected to contribute meaningfully. *Policy about course outlines can be found in §23.4(2) of the University Calendar.*

ATTENDANCE, ABSENCES, AND MISSED GRADE COMPONENTS

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, students should view attendance and engagement in class sessions and out-of-class simulation exercises as a critical responsibility. Leave may be granted in cases of illness, domestic affliction, or religious conviction. In such circumstances, students must inform the instructor as soon as possible and supply appropriate documentation. In case of excused absences, students may be required to submit written materials in lieu of attendance.

POLICY FOR LATE ASSIGNMENTS

It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized one grade-point per day late on each assignment.

GRADE DISTRIBUTION AND EXPLANATORY NOTES ON ASSIGNMENTS

The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students’ grades:

- **Seminar Contribution:** 15% of course grade
Students are expected to engage the course materials actively, moving beyond the information contained in lectures and required readings to critically assess the nature of intergovernmental relations in Canada. To facilitate this, the course is structured according to the seminar model of learning, wherein students are expected to contribute not only to their own knowledge, but also to the education of their peers. Students will be graded based on the *quality* of their contribution to class discussion. Participation will be assessed based on the extent to which students convey and critically assess the main arguments raised in the assigned readings, as well as their ability to raise important questions for further inquiry. Please note: This grade does *not* measure *quantity* of participation. Put plainly, students are expected to arrive at class prepared to “speak and say something,” not simply to “talk and say anything.”
- **Tests:** 15% of course grade
These in-class, closed-book tests cover all materials addressed to that point in the course, with a special emphasis placed on the readings assigned for that particular class session. Tests will be held periodically throughout the term to assess students’ comprehension of the lectures, readings, and discussions.
- **Simulation Exercise:** 40% of course grade
See “Simulation Guide” for more information.
- **Final Examination:** 30% of course grade
This take-home examination covers all material addressed in the course.

GRADING

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

Undergraduate Students (POL S 421)	Grade Point / Letter Grade	Graduate Students (POL S 520)
Excellent	4.0 / A+	Excellent
	4.0 / A	
	3.7 / A-	
Good	3.3 / B+	Good
	3.0 / B	
	2.7 / B-	
Satisfactory	2.3 / C+	Satisfactory
	2.0 / C	
	1.7 / C-	
Poor	1.3 / D+	Failure
Minimal Pass	1.0 / D	
Failure	0.0 / F	

ACCESS TO PAST or REPRESENTATIVE EVALUATIVE COURSE MATERIAL

Sample test and examination questions will be discussed in class.

AUDIO OR VIDEO RECORDING

Audio or video recording of lectures, seminars, simulation exercises, or any other teaching environment by students is **strictly prohibited** without prior written consent of the instructor or as part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

SPECIALIZED SUPPORT & DISABILITY SERVICES

If you have special needs that could affect your performance in this class, please let the instructor know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

ACADEMIC INTEGRITY

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

REQUIRED READINGS

Required readings are listed in the Course Schedule (below). Please note:

- There is no textbook for this course. Most assigned readings are available online. The remainder are available through the University of Alberta library system.
- Unless they are marked “Grad Students Only”, all readings assigned for each *Lecture* and *Simulation Activity* are required for both graduate and undergraduate students.
- Students will be divided into four (4) groups for *Seminar* readings: Group A, Group B, Group C, and Group D. Along with others in his or her group, each student is responsible for reading one (1) piece per seminar (A, B, C, or D).
- Many of these assigned readings compare Canada with other federations. Please focus your attention on the sections that pertain to Canada. It is important to take into account the date each reading was published.

OPTIONAL READING

Students wishing to learn more about intergovernmental relations in Canada may find the following books of interest:

Bakvis, Herman, Gerald Baier and Douglas Brown. 2009. *Contested Federalism: Ambiguity in the Canadian Federation*. Toronto: Oxford University Press.

Inwood, Gregory J., Carolyn Johns and Patricia L. O'Reilly. 2011. *Intergovernmental Policy Capacity in Canada: Inside the Worlds of Finance, Environment, Trade, and Health*. Kingston-Montreal: McGill-Queen's University Press.

Smith, Jennifer, ed. 2009. *The Democratic Dilemma: Reforming the Canadian Senate*. Kingston-Montreal: McGill-Queen's University Press.

Given the topical nature of this course, students may also find it beneficial to keep up to date on current events by following daily media sources. These have been aggregated, for instance, in a series of Flipboard magazines:

- Ottawa & Beyond: Canadian Politics (<http://flip.it/pqtT8>)
- #elxn42: The 2015 Canadian Federal Election (<http://flip.it/vvKEv>)
- Senate Reform in the 21st Century (<http://flip.it/ui1RV>)

COURSE SCHEDULE AND ASSIGNED READINGS

Note: To allow students sufficient preparation time, there will be no in-class sessions on September 10th or October 15th.

Date	Component	Topic	Assigned Readings
September 3		Course Introduction	"Course Syllabus"
September 3	In-Class Lecture	Federalism in Canada	<u>All Students</u> Sayers, Anthony M. and Andrew C. Banfield. 2013. "The Evolution of Federalism and Executive Power in Canada and Australia." In <i>Federal Dynamics: Continuity, Change, and the Varieties of Federalism</i> . Benz, Arthur and Jörg Broschek, eds. Oxford: Oxford University Press. <u>Grad Students Only</u> Esselment, Anna Lennox. 2013. "A Little Help from My Friends: The Partisan Factor and Intergovernmental Negotiations in Canada." <i>Publius</i> 43(4): 701-727.
September 3	Simulation	Simulation Set-up	"Simulation Description"

<p>September 10*</p> <p>Online Lecture</p> <p>*Preparation Week: No in-class session</p>	<p>Required Viewing:</p> <p><u>Senate Reform in the 21st Century</u></p>	<p><u>All Students</u></p> <p>Emmett Macfarlane. 2013. "Your Guide to the Senate Reform Debate". <i>Maclean's Online</i>.</p> <p>Wherry, Aaron. 2013. "Your Senate Reference Cheat Sheet." <i>Maclean's Online</i>.</p> <p><u>Reference re Senate Reform, 2014 SCC 32</u></p>
	<p><u>Grad Students Only</u></p>	<p>Lusztsig, Michael. 1995. "Federalism and Institutional Design: The Perils and Politics of a Triple-E Senate in Canada." <i>Publius</i> 25(1): 35-50.</p>

September 17	Online Video Compilation	Required Reading, including recommended viewing: <u>Mega-Constitutionalism: A Chronology</u>	All Students
		Stein, Michael B. 1984. "Canadian Constitutional Reform, 1927-1982: A Comparative Case Analysis Over Time." <i>Publius</i> 14(1): 121-139.	
		Watts, Ronald L. 1991. "Canadian Federalism in the 1990s: Once More in Question." <i>Publius</i> 21(1): 169-190.	
		Brock, Kathy. 1992. "Learning from Failure: Lessons from Charlottetown." <i>Constitutional Forum</i> 4(1): 29-33.	
		<u>Grad Students Only</u>	
		Careless, Anthony G. and Donald W. Stevenson. 1982. "Canada: Constitutional Reform as a Policy-Making Instrument." <i>Publius</i> 12(3): 85-98.	
		Gibbins, Roger. 1989. "Canadian Federalism: The Entanglement of Meech Lake and the Free Trade Agreement." <i>Publius</i> 19(1): 185-198.	

September 17	Seminar	Executive Federalism and The Council of the Federation	<u>All Students</u> <u>Council of the Federation Founding Agreement</u>	
			<p>Cameron, David. 2001. "The Structures of Intergovernmental Relations." <i>International Social Science Journal</i> 53(167): 121-127.</p>	
			<p>Ledclair, Jean. 2006. "Jane Austen and the Council of the Federation." <i>Constitutional Forum</i> 15(1): 51-61.</p>	

By Seminar Group

- A. Brown, Douglas M. 2003. "Getting Things Done in the Federation: Do We Need New Rules for an Old Game?" *IIGR Series of Commentaries on the Council of the Federation*.
- B. Watts, Ronald L. 2003. "Intergovernmental Councils in Federations." *IIGR Series of Commentaries on the Council of the Federation*.
- C. Brock, Kathy L. 2003. "Executive Federalism: Beggar Thy Neighbour?" in Francois Rocher and Miriam Smith (eds.) *New Trends in Canadian Federalism*. Peterborough: Broadview.
- D. Simmons, Julia. 2012. "Democratizing Executive Federalism: The Role of Non-Governmental Actors in Intergovernmental Relations." In Herman Bakvis and Grace Skogstad (eds). *Canadian Federalism: Performance, Effectiveness, and Legitimacy*. Don Mills, ON: Oxford University Press.

	Simulation	Negotiation of the Agenda	All Students
	Assignment of Lead Jurisdictions for Common Briefing Materials	Doyle, Susan. "How to Write a Briefing Note." ENGL302 Course: Writing for Government. University of Victoria, Department of English.	
	Drafting and Reviewing Briefing Materials	<i>Optional (for resource purposes only): "Writing in the Public Sector – Student Resources."</i> University of Victoria, Public Administration Program.	
September 24	In-Class Movie	Breaking Point: Canada/Quebec – The 1995 Referendum	All Students
			Jenson, Jane. 1995. "After 30 October 1995." <i>Constitutional Forum</i> 7(2): 40-43.
			Courchene, Thomas J. 2004. "The Changing Nature of Quebec-Canada Relations: From the 1980 Referendum to the Summit of the Canadians." <i>IRPP Working Paper Series</i> 2004-08.
			McWhinney, Edward. 2008. "Federal Legacy of Quebec's Quiet Revolution." <i>Canadian Political Science Review</i> 2(3).
			Grad Students Only
			Aronovitch, Hilliard. 2006. "Succeding The Canadian Way." <i>Publius</i> 36(4): 541-564.
			Lluch, Jaime. 2012. "Autonomism and Federalism." <i>Publius</i> 42(1): 134-161.
			Richez, Emmanuelle and Marc Andre Bode. 2012. "Fear and Disappointment: Explaining the Persistence of Support for Quebec Secession." <i>Journal of Elections, Public Opinion & Parties</i> 22(1): 77-93.

Required Viewing:	Online Lecture	Required Viewing: <u>Intergovernmental Relations in Canada Today</u>	All Students
October 1		Bickerton, James. 2010. "Deconstructing the New Federalism." <i>Canadian Political Science Review</i> 4(2-3): 56-72.	
		Montpetit, Eric. 2008. "Easing Dissatisfaction with Canadian Federalism? The Promise of the Strategy of Disjoined Incrementalism." <i>Canadian Political Science Review</i> 2(3): 12-28.	

Grad Students Only

Cutler, Fred. 2004. "Government Responsibility and Electoral Accountability in Federations." *Publius* 34(2): 19-38.

Hueglin, Thomas. 2013. "Treaty Federalism as a Model of Policy Making: Comparing Canada and the European Union." *Canadian Public Administration* 56(2): 185-202.

October 15	Online Lecture (2 of 2)	Required Viewing <u>Fiscal Federalism:</u> <u>The Vertical Dimension</u>	All Students
			Milligan, Kevin. 2015. "How to Steady Canada's Fiscal Imbalances." <i>Maclean's</i> . 24 July.
			Beckman, Kip, Daniel Fields, Matthew Stewart. 2014. <i>A Difficult Road Ahead: Canada's Economic and Fiscal Prospects</i> . Conference Board of Canada.
			Government of Canada. 2012. <u>"Putting Transfers on a Long-Term, Sustainable Growth Track."</u> In Chapter 4 of <i>Economic Action Plan 2012</i> .
			Marchildon, Gregory and Haishen Mou. 2014. "A Needs-Based Allocation Formula for the Canada Health Transfer." <i>Canadian Public Policy</i> . 1-15.
		<u>Grad Students Only</u>	
			Courchene, Thomas J. 2004. <u>"Hourglass Federalism: How the Feds Got the Provinces to Run Out of Money in a Decade of Liberal Budgets."</u> <i>Policy Options</i> April: 12-17.
			Volden, Craig. 2007. "Intergovernmental Grants: A Formal Model of Interrelated National and Subnational Political Decisions." <i>Publius</i> 37(2): 209-243.
			Lazar, Harvey. 2006. "The Intergovernmental Dimensions of the Social Union: A Sectoral Analysis." <i>Canadian Public Administration</i> 49(1): 23-45.

October 22	Seminar (1 of 2)	Equalization Guest: <u>Bruce Tait</u>	<p>By Seminar Group</p> <ul style="list-style-type: none">A. Eisen, Ben and Mark Milke. 2010. "<u>The Real Have-Nots in Confederation: British Columbia, Alberta and Ontario.</u>" <i>Policy Options</i> (May): 46-52.B. Government of Quebec. 2011. "<u>Update on Federal Transfers.</u>" 2011-12 Budget.C. Gradowsky, Thomas and Noah Zon. 2014. "<u>Cheques and Balances: The Finances of the Canadian Federation.</u>" Mowat Centre Paper.D. Government of Manitoba. 2012. "<u>Update on Major Transfer Arrangements.</u>" 2012 Budget.
October 22	Seminar (2 of 2)	Health and Social Transfers	<p>By Seminar Group</p> <ul style="list-style-type: none">A. Beland, Daniel and John Myles. 2012. "<u>Varieties of federalism, institutional legacies, and social policy: Comparing old-age and unemployment insurance reform in Canada.</u>" <i>International Journal of Social Welfare</i> 21(1): S75-S87.B. Graefe, Peter and Andrew Bourne. 2009. "<u>The Gradual Defederalization of Canadian Health Policy.</u>" <i>Publius</i> 39(1): 187-209.C. Mahon, Rianne and Deborah Brennan. 2013. "<u>Federalism and the 'New Politics' of Welfare Development: Childcare and Parental Leave in Australia and Canada.</u>" <i>Publius</i> 43(1): 90-108.D. Vergari, Sandra. 2010. "<u>Safeguarding Federalism in Education Policy in Canada and the United States.</u>" <i>Publius</i> 40(3): 534-557.
October 22	Simulation	Negotiations 301	Andre Auer and Jerome Racine. " <u>Multilateral Negotiations: From Strategic Considerations to Tactical Recommendations.</u> "

<p>October 29 Online Lecture Required Viewing: <u>The Social Union</u></p>	<p>All Students <u>The Social Union Framework Agreement</u></p> <p>Richards, John. 2002. "The Paradox of the Social Union Framework Agreement." <i>C.D. Howe Institute Backgrounder</i> 59.</p> <p>Simmons, Julie M. and Peter Graefe. 2013. "Assessing the Collaboration That Was 'Collaborative Federalism' 1996-2006." <i>Canadian Political Science Review</i> 7(1).</p> <p>Council of the Federation. 2012. <i>From Innovation to Action: The First Report of the Health Care Innovation Working Group</i>.</p> <p><u>Graduate Students Only</u></p> <p>Wallner, Jennifer. 2010. "Beyond National Standards: Reconciling Tension between Federalism and the Welfare State." <i>Publius</i> 40(4): 646-671.</p>	<p>October 29 Seminar The Federal Spending Power</p> <p><u>By Seminar Group</u></p> <p>A. Watts, Ronald L. 1999. <i>The Spending Power in Federal Systems: A Comparative Study</i>. Kingston: Institute of Intergovernmental Relations.</p> <p>B. Telford, Hamish. 2003. "The Federal Spending Power in Canada: Nation-building or Nation-destroying?" <i>Publius</i> 33 (1):23-44.</p> <p>C. Boismenu, Gerard and Peter Graefe. 2004. "The New Federal Tool Belt: Attempts to Rebuild Social Policy Leadership." <i>Canadian Public Policy</i> 30(1).</p> <p>D. Courchene, Thomas J. 2008. "Reflections on the Federal Spending Power: Practices, Principles, Perspectives." <i>IRPP Working Paper Series 2008-01</i>.</p>
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October 29	Simulation	<p><i>This time is reserved for meetings between Senior Officials and Premiers (by jurisdiction). Senior Officials are responsible for notifying and securing meeting times/space with their respective premiers (after 7:45pm).</i></p>
November 5	Online Lecture	<p>Required Viewing: <u>The Economic Union</u></p> <p>All Students</p> <p>Council of the Federation. 2015. <u>Canadian Energy Strategy</u>.</p>
		<p>Forum of Labour Market Ministers. 2013. <u>Building Skills Together: A Report from Provincial and Territorial Labour Market Ministers</u>.</p>
		<p>Government of Canada. 2013. <u>The New Canada Job Grant</u>.</p>
		<p>Mendelsohn, Matthew and Noah Zon. 2013. "The Training Wheels Are Off: A Closer Look at the Canada Job Grant." <u>Mowat Centre Paper</u>.</p>
November 5	Seminar	<p>Internal Trade</p> <p>Berdahl, Loleen. 2012. "Subnational Economic Union: Institutions, Ideas, and Internal Trade Policy in Canada." <u>Publius</u>. 2012. 251-274.</p> <p>Guest: <u>Julia Bareman</u></p>
November 5	Simulation	<p><i>This time is reserved for internal meetings among students of the same jurisdiction (if applicable), and meetings with the instructor (Deputy Minister). It is the student's responsibility to arrange these meetings.</i></p>
November 12	No class (Reading Week)	
November 19	Simulation	<p><i>Council of the Federation Steering Committee Meeting (all students)</i></p>
November 26	Simulation	<p><i>Pre-Council of the Federation Reception (all students and premiers)</i></p>
November 28		<p>*****<i>Council of the Federation Meeting *****</i></p>
December 3		<p><i>Simulation Re-Cap and Course Review</i></p>

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*Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit
<http://www.governance.ualberta.ca/>*

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the *Code* are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the *Code*.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)
30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.
30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

At the beginning of any term, we ask you to review with your students the definition of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this *Code*.

More information can be found at: <http://www.osia.ualberta.ca/en.aspx>

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

<p>Procedures for Instructors Regarding</p> <p>Plagiarism, Cheating,</p> <p>Misrepresentation of Facts and Participation in an Offence</p> <p>The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).</p>	<p>Possible Sanctions</p> <p>One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(2) a.i.</td><td>a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(2) a.ii.</td><td>Reduction of a grade in a course</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(2) a.iii.</td><td>a grade of F for a course</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(2) a.iv.</td><td>a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i., 30.4.3(2)a.ii or 30.4.3(2)a.iii</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(3) b</td><td>Expulsion</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(3) c</td><td>Suspension</td></tr> </table> <p>The following sanctions may be used in rare cases:</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(3) e</td><td>Suspension of a Degree already awarded</td></tr> <tr> <td style="vertical-align: top; padding-right: 10px;">30.4.3(3) f</td><td>Rescission of a Degree already awarded</td></tr> </table>	30.4.3(2) a.i.	a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour	30.4.3(2) a.ii.	Reduction of a grade in a course	30.4.3(2) a.iii.	a grade of F for a course	30.4.3(2) a.iv.	a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i., 30.4.3(2)a.ii or 30.4.3(2)a.iii	30.4.3(3) b	Expulsion	30.4.3(3) c	Suspension	30.4.3(3) e	Suspension of a Degree already awarded	30.4.3(3) f	Rescission of a Degree already awarded
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30.4.3(3) e	Suspension of a Degree already awarded																
30.4.3(3) f	Rescission of a Degree already awarded																
<p>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</p> <p>30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.</p> <p>30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.</p>	<p>30.6.1 Initiation of an Appeal</p> <p>30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.</p>																
<p>PROFESSOR STEVEN PENNEY CHAIR, CAMPUS LAW REVIEW COMMITTEE</p>	<p>DR STEVEN DEW PROVOST AND VICE-PRESIDENT (ACADEMIC)</p>																

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

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