



**Bachelors of Public Policy and Administration
PAPM 4000C Public Policy and Administration Capstone Seminar
*Draft Syllabus Fall 2024***

COURSE INFORMATION

Instructor: Angela Merriam

Telephone: I will provide my cell phone number during the first session of class

Email: angelamerriam@cunet.carleton.ca

Time: Mondays 11.35am-2.25pm

Course and Tutorial Locations: Log into Carleton Central or Brightspace to view the location on your timetable (in Brightspace see 'Content', then 'General Course Information')

Link to Brightspace Course Page:
<https://brightspace.carleton.ca/d21/home/291125>

A note from your professor:

Your fourth and final year of undergraduate studies can be challenging and stressful at the best of times.

If you face a challenge that may affect your ability to complete an assignment on time, please let me know ASAP. I am happy to accommodate as long as you ask me **before** an assignment is due.

Email or speak to me ASAP and we can figure it out. See Section 9 below for more details.

LAND ACKNOWLEDGEMENT

Carleton University is located on the traditional unceded territories of the Algonquin nation. In acknowledging this, we recognise that the Carleton community has a responsibility to the Algonquin people, including to listen, learn and respect Algonquin cultural protocols. We commit to renewing respectful relationships with land and others (in particular Indigenous communities) including through listening, service, teaching and research.

ANTI-RACISM, EQUITY, DIVERSITY AND INCLUSION STATEMENT

In this course we will strive to create an inclusive culture where students are able to feel a sense of belonging, acceptance and dignity. Fostering open, compassionate and honest dialogue is at the heart of this vision. Each one of us is part of co-creating such a culture.

Everyone participating in this classroom will enter with their own identities, stories, backgrounds and ideologies, as do the authors of the texts that we read. We respect traditional ways of knowing and learning (e.g. Indigenous, Christian and Muslim) to inform our systems and practices, and strive to ensure equitable access to services and opportunities.

Respect, dignity and compassion will help to foster the trust and support required for rigorous intellectual engagement and the best possible learning environment for all. We will spend time throughout the course sharing and listening to classmates about the specific behaviours that help to co-create a supportive environment for learning.

COURSE DESCRIPTION & EXPECTATIONS

This course will give students a chance to apply the frameworks and knowledge that you have learned so far during the BPAPM program, to real life policy challenges and situations. We will use case studies; community engagement through a group project for a community organisation; and co-design process to determine the themes for the three weeks of class after the mid-term break (Weeks 8-10).

An important theme of the class is the interplay between evidence and values in the policy process. Evidence anchors deliberation and policy-making in a shared reality and language; it provides reassurance to citizens that tax dollars are spent effectively and efficiently; and it is commonly accepted as the paradigm under which public servants work.

At the same time, public administration and policy scholarship also emphasises the role of values: how values shape evidence and research, how values shape communities and institutional actors, and how values implicitly inform all public policy processes. In this class we attempt to illuminate some hidden elements of politics and policy through applying the same spotlight of intellectual rigour to the discussion of values as to the discussion of evidence. We also explore our own values, how these create a lens through which we view the policy process, as well as the opportunities and challenges that a more nuanced understanding of values offers to advancing a professional and non-partisan public service. In other words, this course explores the way that evidence and values may work together to support the creation of more sustainable, constructive public policy solutions that represent the Canadian citizenry.

The Term Project Presentation and Report are the culmination of the class and its most meaningful assessment. These are projects defined by community partners (e.g. CAFES Ottawa and Just Food), and will likely constitute a meaningful contribution to public policy development in their respective areas (community benefits from development projects and food security). Students will have some choice around what project and group you work with: this decision will be made as early as possible (at the latest by week 3) in order to ensure sufficient time for the project. It is expected that students will spend around 6-9 hours per week on this course in addition to class time (this includes time doing the readings and working on class assignments).

COURSE CALENDAR

WEEK	DATE	TOPIC	LOCATION
WEEK 1	Sept 9	Introductions & course expectations	In Person
WEEK 2	Sept 16	Exploring values: individual & community values, public value, and public policy	In Person
WEEK 3	Sept 23	Evidence and values: a case study of energy transitions & climate change	In Person
WEEK 4	Sept 30	Food security: the role of the federal and provincial governments	In Person
WEEK 5	Oct 7	Co-design & deliberative democracy experiment	In Person
NO CLASS MON OCT 14TH — THANKSGIVING HOLIDAY			
NO CLASS MON OCT 21ST — FALL READING WEEK			
WEEK 7	Nov 4	TBC	In Person
WEEK 8	Nov 11	TBC	In Person
WEEK 9	Nov 18	TBC	In Person
WEEK 10	Nov 25	Term Project Presentations	In Person
WEEK 11	Dec 2	Term Project Presentations	In Person
WEEK 12	Fri Dec 6	Closing conversations — this Friday is a Monday schedule (if you're also working, please book the time off very early)	In Person

COURSE ADMINISTRATION

Please address all email correspondence to angela.merriam@carleton.ca, with PAMP 4000C in the first part of the subject line. If I don't reply within 48 working hours, feel free to send a reminder message.

Grateful if you submit written documents as a .pdf file, with the following format:
 "LastName_FirstName_AssignmentX"

Late submissions will be penalised by 5% per day (starting immediately at submission deadline).

If you need accommodation, please contact Angela a week before the deadline, if possible, and outline your reasoning for the request.

LEARNING OUTCOMES

By the end of the course, students are expected to:

- have a clearer sense of their own values and possible role(s) in leadership and government
- be able to articulate the values behind their own perspectives, and guess the values behind opposing perspectives, on public policy questions
- articulate public policy proposals that align with both evidence and values across party lines
- write and present public policy proposals in a professional, engaging manner.

Prior coursework will have given students a basic understanding of the issues we will discuss in class (e.g. housing affordability, homelessness, climate change, biodiversity loss) as well as the possible levers existing at different levels of government to address these issues. Our aim in this course is to build on the evidence of

TEXTS & COURSE MATERIALS

Course materials will be available through Ares course reserve on Brightspace. There is no textbook.

Students are expected to complete all the listed readings prior to coming to class, ready to discuss and analyse the main arguments of the authors, compare and contrast to other perspectives, and discuss how and why this is important and practical.

(Week 1) Introduction: Individual & Community Values, Public Value, and Public Policy

We begin by getting to know each other and developing a shared understanding of what to expect from this class. As a student, what are your goals in taking this class? How can the professor and classmates make this an ideal learning environment for you (i.e. what specific behaviour would help to support your learning, help you feel safe and comfortable)? What do you want the class to know about you that informs your interest and passion for public policy?

We'll also discuss the similarities and differences between professional competencies that determine your success in the public service (see the last two links), and the behaviours and attitudes that create a supportive learning environment.

Readings

Ahenkorah, E. (2020). "Safe and Brave Spaces Don't Work (and What You Can Do Instead)", in *Medium*. <https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you-can-do-instead-f265aa339aff>

Government of Canada. 2010. Competencies for the Federal Public Service

<https://www.canada.ca/en/public-service-commission/services/staffing-assessment-tools-resources/human-resources-specialists-hiring-managers/management-toolkit/competencies.html>

(Week 2) Exploring values: individual & community values, public value, and public policy

We begin with an exploration of the concept of values: how and to what extent do values matter in the work of government (e.g. public policy-making and other functions)? How do values relate to evidence-based policy? How do they inform evidence? What is the difference between substantive values and process values? What are your values as a student and future policy-maker? What is values-based leadership, what does it look like and who might exemplify it?

Readings

Jensen, Paul and Lewis, Jenny 2013, Evidence-Based Policy: Two Countervailing Views, Issue Paper Series No 01/13, Melbourne School of Government

Eisenstein, Charles. 2020. The Coronation <https://charleseisenstein.org/essays/the-coronation/>
(What are some of the values behind strong, decisive measures to stop the spread of COVID?)

Optional readings

Rosenberg, M (2015) 'Nonviolent Communication: A Language of Life', *PuddleDancer Press*, Encinitas, CA

(Week 3) Evidence and values: the case of energy transitions & climate/environment policy

The transition to clean energy is one of the most challenging contemporary public policy issues, involving social, political, and technological dimensions. Some related themes are: hybrid and electric passenger vehicles and public transport infrastructure (i.e. Canada's commitment to phase out gas-powered cars by 2035), energy efficiency and de-carbonising home heating/cooling (e.g. through heat pumps), and communities dependent on fossil fuel extraction looking for a renewed economic focus and even sense of identity (e.g. what is the role of government in this societal change?).

In this class we use the transition to green energy as a case study to explore the role of values in public policy. To do this, we begin with considering what are the substantive and process values driving the transition to green, renewable, energy? What are the values slowing down this change? What institutional forces (e.g. top and bottom) are driving this change and slowing it down? How does this differ according to the actor in consideration (e.g. fossil-fuel communities, corporations, other institutions)? We also conduct a brief stakeholder mapping activity for the policy question of de-carbonising home heating (this is preparation for the assessment due in two weeks).

Readings:

Della Bosca, Hannah and Gillespie, Josephine, 2018. "The coal story: Generational coal mining communities and strategies of energy transition" in *Australia, Energy Policy*

Green, Fergus, and Gambhir, Ajay 2019, Transitional assistance policies for just, equitable and smooth low-carbon transitions: who, what and how?, *Climate Policy*, <https://doi.org/10.1080/14693062.2019.1657379>

Smith, Jessica M, 2019. “Boom to bust, ashes to (coal) dust: the contested ethics of energy exchanges in a declining US coal market” in *Journal of the Royal Anthropological Institute*, 25:S1(91-107)

Optional reading

Adesanya, Adewale A, Roman V. Sidortsov, Chelsea Schelly. 2020. “Act locally, transition globally: Grassroots resilience, local politics, and five municipalities in the United States with 100% renewable electricity”. In *Energy Research & Social Science* 76

(Week 4) Food security: the role of the federal and provincial governments

Food security requires that people have access to affordable, nutritious food. Although Canada committed in 2012 to improving food security across the country, indicators have been deteriorating (see link from GoC [here](#)). Why has access to affordable, nutritious food been declining? What are the policy mechanisms at the provincial and federal levels to improve food security?

This week we hope to visit Just Foods Community Farm (TBC) and hear from Moe Garahan, the Executive Director about how her work at the community farm links to local, provincial and federal policy. This is an example of what Romand Coles’ refers to as the political art of travelling: please come prepared to discuss the political art of listening and tabling as well.

We will also discuss how to build collaborative teams in order to ensure the Term Project is something where the whole is greater than the sum of its parts. This may be the gold-standard for teamwork.

Readings:

Coles, Romand, 2004. ‘Moving Democracy: Industrial Areas Foundation Social Movements and the Political Arts of Listening, Traveling, and Tabling’, *Political Theory* 32: 5 (678-705)

TBC

(Week 5) Co-Design & Deliberative Democracy Experiment

For years, scholars have been concerned about declining trust and faith in democracy: addressing the ‘democratic deficit’ has been a topic of research and practice for decades. This week we explore the opportunities and challenges of processes such as co-design or scenario planning to inject more participation, more democracy, into social and environmental policy.

Students will also get a chance to participate in a co-design process to determine the themes for the remaining weeks of class. Most likely, we will hold a similar discussion to that of Week 4 where we together choose two other areas of public policy controversy and then explore the values that underpin opposing public policy perspectives. Is it possible to improve upon current discussions in parliament(s) by articulating public policy strategies that are more aligned with not only evidence but also values from a diverse range of Canadians?

Required readings

*Costanza, Robert et al 2017 ‘Societal addiction therapy: from motivational interviewing to Community Engaged Scenario Planning’ *Current Opinion in Environmental Sustainability*

*Neimeyer, Simon; Veri, Francesco; Dryzek, John S.; Bachtiger, Andre, 2024. “How Deliberation Happens: Enabling Deliberative Reason”, in *American Political Science Review* 118:1 (345–362)

Further readings

Dryzek, John. 2005. Deliberative Democracy in Divided Societies: Alternatives to Agonism and Analgesia, *Political Theory* 33:2 (218-242)

Micsinszki, S.K., Buettgen, A., Mulvale, G., Moll, S., Wyndham-West, M., Bruce, E., Rogerson, K., Murray-Leung, L., Fleisig, R., Park, S., and Phoenix, M. 2021. “Creative processes in co-designing a co-design hub: towards system change in health and social services in collaboration with structurally vulnerable populations”, in *Policy Press*,
<https://bristoluniversitypressdigital.com/view/journals/evp/18/2/article-p291.xml>

(Week 6) Thanksgiving break (no class)

(Week 7) Reading Week: catch up on sleep; see friends and family (no class)

(Week 8) Evidence & Values Case Study TBC by the class during week 6

(Week 9) Evidence & Values Case Study TBC by the class during week 6

(Week 10) Term Project Presentations

Each group will have 20-30 minutes to present their Term Project to the class and reflect on their learnings about collaborative work. With any remaining time we will discuss and deliberate on the policy options presented by the groups: what might present as obstacles (ideological, institutional, etc.) to creating or expanding this policy? How might proponents address these obstacles?

(Week 11) Term Project Presentations

Each group will have 20-30 minutes to present their Term Project to the class and reflect on their learnings about collaborative work. With any remaining time we will discuss and deliberate on the policy options presented by the groups: what might present as obstacles (ideological, institutional, etc.) to creating or expanding this policy? How might proponents address these obstacles?

(Week 12) Closing Conversations

There exists a consensus in educational literature that reviewing and reflecting on learning helps to embed that learning so that it may influence us on a more meaningful level. That is what we will do in this class. This means reviewing key learnings and articulating appreciations of classmates: what did you notice your classmates bringing to the classroom environment? How did particular behaviours support

your learning and comfort? How were you able to apply learnings from previous classes in this class? What and who will you remember from this class?

EVALUATION*

Brief Description of Deliverable	Due Date	Value
Participation & Attendance	Ongoing	15%
Mini individual assessments, check Brightspace under 'Discussions' (4, for 4% each)	11.30am on Mondays (before class on Week 2, 4, 5 and TBC)	20%
Theory of Change for your policy/project (group activity)	Wed 2nd Oct 5pm	5%
Stakeholder mapping exercise on a key policy issue for your organisation (group activity)	Wed 16th Oct 5pm	10%
Group/term project check-in presentation (and brief individual write-up on Brightspace)	Mon Nov 4th in-class	5%
Op-Ed	Thurs Nov 14th 5pm	15%
Term Project Presentation (group)	Week 10 - Mon 25th Nov or Week 11 - Mon Dec 2nd	15%
Term Project Final Report (group)	Mon Dec 2nd 11.59pm	10%
Group project peer evaluation	Mon Dec 22nd 11.59pm	5%

*NB: if there are any discrepancies between due dates listed here and on Brightspace, feel free to check with Angela and when in doubt—you may also trust that you will not be penalised as long as you respond by the latest deadline

Participation and Attendance 15%

It is expected that students will not only attend every class, but also actively participate in class discussion. Class time will focus on learning activities and discussions of the readings and theme of the class, with lectures kept at a minimum. Students are expected to participate in class discussion, group activities, and other class activities (debates, reflections, etc.). If a student prefers not to participate in these ways, they should see me after the **end of the first class** to discuss another form of participation. Missing one or two classes will not negatively influence a participation grade. If a student will need to miss more than a few classes, please inform me, so we can discuss an alternative arrangement to ensure no loss of participation marks.

Please note:

One role of the classroom is to prepare you for the workplace, including through encouraging professional behaviours. As such, please turn off all cellphones and put away when you walk into the classroom.

Laptops or tablets may be used **for class-related purposes only**. If I see that you are looking at your laptop instead of engaging in class I will ask you to put it away.

Mini Individual Assessments: 4 Assessments (4% each)

In Brightspace under 'Assessments', 'Discussions', there are questions posted with the purpose of facilitating class discussion on meaningful themes for then upcoming classes. Please complete these assessments before class on Monday and review/comment on your classmates' contributions. Below is a brief outline of the topics:

- 1) Due before class Week 2 (Sept 16th): Introductions
- 2) Due before class Week 4 (Sept 23rd): Group agreements
- 3) Due before class Week 5 (Oct 7th): Preparation for Participatory Democracy / Co-Design experiment
- 4) TBC

Theory of Change (5%)

Working with your group, please choose a project or public policy and articulate its Theory of Change (ToC), with a focus on three core elements of activities, outputs and outcomes. Suggest focusing on your community partner for this exercise, as this will support you to better understand the organisation and the extent to which they are likely to achieve what they have set out to achieve. Please use professional formatting, for example by using Canva or another free software for a template. See Brightspace for more details.

Stakeholder Mapping Exercise (10%)

Working with your group, please map out key stakeholders (at least 4-5 groups, with examples of specific organisational stakeholders in each group) on a policy issue related to the organisation that you are working with. We will demonstrate this exercise in class during Week 3.

Group check-in presentation (5%)

The purpose of this 5-8 minute presentation is to:

- share the progress that your group has made so far in the Term Project
- share your plan for how to complete the rest of the Term Project
- workshop or troubleshoot any possible obstacles that may prevent you or your group from completing your best work (do you have any questions or concerns that the group may be able to support you to work through?)
- reflect on the role that you have been playing in the group so far
- share your lessons with the class on how to work well in a group

Please ensure that each person in the group speaks for at least 30 seconds in the presentation. Ideally, the presentation will be structured to immediately engage the group (e.g. with a personal story or a question to begin), share the above content, and conclude with a brief summary of the content, including 1-2 minutes for questions at the end.

Op-Ed/Opinion Piece (20%)

Students are each asked to write an op-ed/opinion piece of around 500-750 words on their public policy issue or solution of choice. You will be evaluated both on substantive contribution and stylistic mastery. Please note, this is a very different exercise than academic writing. Anyone who gets their op-ed published will get bonus points.

Students should look to target a specific media source to help guide their writing (i.e. where do you hope to publish your article? can you write it in a similar style?). Please also think about who is the audience you hope to target (local, provincial, national?). What does your audience read?

Feel free to check out this advice from McGill re how to write a good op ed:

<https://www.mcgill.ca/communications/resources/op-ed-writing-tips>

A few example op-eds are here:

<https://www.theglobeandmail.com/business/commentary/article-canadian-pensions-civil-servants/>

<https://www.theglobeandmail.com/opinion/article-justin-trudeau-is-canadas-greatest-drug-policy-reformer-but-h-e-can-and/>

<https://www.smh.com.au/politics/federal/policy-on-national-obscenity-of-homelessness-a-rare-triumph-20100803-115df.html>

Term Project Peer Evaluation & Reflection (5%)

Working well with people is essential in any government or public policy context, yet it is a skill that can be difficult to learn and develop in an academic setting. This assessment will support you to reflect on your learnings about working in a group and reflect on your own role in the group.

It will also allow you to evaluate your peers and let the instructor know: what were you and others best at? Where might you improve? Criteria that you will evaluate yourself and others on includes: how often and constructively you participated in group meetings; how you helped keep the group focused; did you contribute useful ideas; how much work you completed; the quality of the work completed; did you meet deadlines as assigned; did you have a professional attitude and behaviour in your engagement with the group?

This means that different group members may receive different marks for the same group assignment.

Term Project Presentation (15%)

Working with your group of 4-5 people, please take 20-30 minutes to present the Term Project to the class prior to handing in the written report. The purpose of this is first to celebrate and share your work. The second purpose is to gain feedback from the class and the instructor in order to improve the final version of the report. The third is to develop and refine your facilitation and presentation skills.

Please structure the presentation by engaging the class at the beginning (e.g. through a personal story or a question to the class), outlining the content, presenting the content, summarising the content, and then concluding with a few minutes for questions and comments.

Term Project Final Report (group) (10%)

Working with your group of 4-5 people, please complete the Term Project for the organisation you're working with, adhering to their guidelines and requests as best as possible. The range of the final report will likely vary in length, depending on the nature of the research (e.g. some groups will need to develop a survey in collaboration with the organisations, others will mainly be desk-based research). Reports will likely be around 20-50 pages, and the ethical use of Generative AI is encouraged. Please see the statement here on the ethical use of Generative AI: this will be discussed further early on in the semester, before projects begin.

During class in week 3 you will be given 4 different briefs from community organisations. There are a diversity of options including community benefits for renewable energy projects (i.e. how may we support communities to maximize the benefits they accrue from renewable energy schemes?), and a range of food security projects including at both the provincial and federal levels. More details on these group Term Projects will follow in Week 3.

Letter grade	CU grade points	Indicates that work is:	% Range	Explanation
A+	12	Outstanding	90-100	Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.
A	11	Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.
A-	10	Very Good	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.
B+	9	Good	77-79	Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.
B	8	Satisfactory	73-76	Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with some limitations in the ability to apply concepts.
B-	7	Barely Adequate	70-72	Clearly below average. Demonstrates comprehension and understanding, with limited capacity for application. Communication skills problematic.
C+	6	Less Than Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.
C to D-			50-66	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F			Failure	Did not meet minimal requirements.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

STATEMENT ON PLAGIARISM & ACADEMIC INTEGRITY

Please be aware that all work submitted as a requirement of PAPM 4000C must be your own work. Academic offences are serious infractions and will not be tolerated. Students should consult the University's Academic Integrity Policy concerning academic integrity and instructional offences.

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized or uncited use of generative AI tools (e.g. ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Note on GenAI Use in This Class:

Unless otherwise noted during class activities, you may only use ChatGPT or any other GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. When you use GenAI, please ensure to cite its use. See the table on Brightspace for some examples of allowable and non-allowable uses of GenAI technologies in this class (NOTE: This is not an exhaustive list of examples).

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON STUDENT MENTAL HEALTH

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone, including me, your instructor! You're not alone in this.

There are also numerous resources available both on- and off-campus to support you. Here is a list of some:

Emergency Resources (on and off

campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>

- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals.

As an instructor, my role is to help you learn and grow. Growth requires a bit of stress. When we pump iron at the gym it stresses our muscles and in the repair process we grow. I want to do this safely in a way that supports your best interests: no one will benefit if you feel like you're being asked to do 50 deadlifts at 100 lbs and ending up with an injured back.

You may need special arrangements to meet your academic obligations during the term. It's important to me that you ask for what you need.

For an accommodation request the processes are as follows:

Informal accommodation due to short-term incapacitation: please email me (Angela) clearly explaining your reasoning for being unable to complete your work on time (e.g. illness, injury, extenuating circumstances beyond your control).

Pregnancy obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/> .

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet

with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information, see Carleton University's [processes for academic accommodation requests](#).