

Carleton University  
Fall 2022  
Arthur Kroeger College of Public Affairs

**PAPM 3000**  
**Policy Research**  
**Mondays 11:35am – 2:25pm**  
**Southam Hall 306**

**Instructor:** Anna Kopec

**Office Hours:** Wednesdays & Fridays 1-3pm Richcraft Hall RB 5123 or by appointment (online or in-person)

**Email:** [annakopec@cunet.carleton.ca](mailto:annakopec@cunet.carleton.ca)

**TA:** Anne Lajoie

**TA email:** [annemichelelajoie@cmail.carleton.ca](mailto:annemichelelajoie@cmail.carleton.ca)

**TA Office Hours:** Tuesdays 4-5pm Richcraft Hall RB 5136

### **Land Acknowledgment**

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada. As settlers we accept the responsibility to contribute toward revealing and correcting miscommunication as well as renewing respectful relationships with Indigenous communities through community service, teaching, and research.

### **Anti-Racism, Equity, Diversity and Inclusion**

An inclusive and transformational university culture requires an environment free from discrimination, harassment and sexual violence where Indigenous ways of knowing and learning inform our systems and practices, and where equitable access to services and opportunities guides all university action.

We are all expected to contribute to the creation of a respectful, welcoming, and inclusive environment. In this course we will engage with authors from marginalized backgrounds or identities and discuss histories of exclusion of people with diverse identities, backgrounds, or ideologies. Classroom discussions should be conducted in a way that shows honour, respect, and dignity to all members to ensure rigorous intellectual engagement and deeper learning experience for all.

For confidential inquiries related to harassment, discrimination and Accommodation response, please contact [equity@carleton.ca](mailto:equity@carleton.ca).

### **Course Overview**

The purpose of the course is to introduce students to, and/or to reinforce students' existing understanding of, the research processes and methods that are crucial for policy research and analysis. To accomplish this, the course is organized around the development of the Honours Research Essay (HRE) proposal. While not all students will go on to write the HRE, the content

of this course is nonetheless valuable for anyone who wants to develop the skills required to engage in meaningful policy research within but also beyond academia.

The course is organized around the elements that constitute a research proposal to help students cultivate strategies for:

- Developing research topics and questions
- Locating existing research that frames and supports the research questions
- Establishing a theoretical framework
- Selecting and justifying suitable methods
- Conducting ethical research
- Working with communities while conducting research
- Analyzing different forms of data
- Anticipating and addressing common challenges that may arise during research
- Writing and organizing a policy research proposal

### **Learning Outcomes**

By the end of this course, students will be familiar with the main facets of designing and conducting research. This includes the elements of a research proposal including literature review, theoretical framework, methods, and methodology. It is meant to supplement the qualitative (PSCI 2701) and quantitative courses (PSCI 2702) you have already taken, so although we will consider various methods, we will focus more on the elements of research projects and proposals, ethical aspects of research, justifying methods, and a broader array of methods and methodological considerations.

### **Text/Required Course Materials**

Aurini, J. D., Heath, M., and Howells, S. (2022). *The How to of Qualitative Research Second Edition*. Sage Publications (**referred to as “AHH” below**)

All other readings will be available on Brightspace (through ARES), along with any relevant course materials (lecture slides, activities, etc.).

### **Office Hours and Emails**

All email communications will be via official Carleton University accounts and/or Brightspace. It is the student's responsibility to monitor their accounts. All emails to the instructor should also be sent from Carleton University accounts and students are encouraged to email the instructor with any questions, concerns, comments, and to schedule meetings outside of the designated office hours (Wednesdays and Fridays 1-3pm in Richcraft Hall 5123). I will be slow to respond on weekends and on weekdays after 5pm.

### **Course Evaluation**

Participation – 10% (ongoing)

Research Puzzle (Topic, Question, Literature) – 20% (Due: **October 3**)

Article Research Design Review – 20% (Due: **October 31**)

Framework, Methods & Justification– 25% (Due: **November 14**)

Final Research Proposal (and reflection) – 25% (Due: **December 9**)

Total – 100%

The course instructor (Anna Kopec) will grade the following evaluations: participation, research puzzle, and framework/methods/justification. Extensive feedback will be provided on the

assignments related to the proposal to ensure students have the opportunity to improve and reflect on them for the final research proposal.

The TA (Anne Lajoie) will grade the following evaluations: article research design review and the final research proposal. The TA will be provided with all of the comments from the two assignments related to the final proposal to grade the progress and reflection accordingly.

### **Participation**

The course has been designed to encourage students to think critically and engage closely with the topics we discuss. This includes participating in class. Often, lectures will only take up half of the class time, leaving significant time for engagement from students.

In addition to participation in class discussions, each class will include class activities to facilitate participation (and different forms of participating). This will include individual reflection time, group work, debates, and other activities (sometimes online during class time through Brightspace discussion posts). Any of the materials produced during class will only be graded for completion.

For students missing classes, send an email that you will be/have missed class. This is not meant for you to inform me about *why* you've missed class but to give you an opportunity to participate (answering a question via email for example) to ensure you do not lose participation grades. For students missing multiple classes, please send an email to set up an alternative method of participation. Missing one or two classes will not be devastating to your grade, this aspect of the course is just to encourage students to engage with the material and allow for fruitful class discussions.

### **Research Puzzle**

A research puzzle assignment will begin the research proposal process, serving as an outline and the start of your final research proposal. In **3 to 4 pages** (double spaced, not including bibliographic entries) you will introduce a research question, with the body of literature it contributes to, and contributions the research will make to the literature as well as to the real world.

The literature review does not need to be extensive, include **at least 3 academic references**. The puzzle should consider why the research question needs to be answered and how it will contribute to existing research. It should speak to how the research can also have real world implications. The purpose is to situate the research question within broader literature and discussions, as well as outline the contributions it may have (this will prepare you for the following segment: the theoretical framework and methods).

### **Article Research Design Review**

This assignment is designed for students to identify the elements of a proposal in a finished and published work. The elements of a proposal are also vital elements of research and how research is presented in published venues. You will choose an article of YOUR choosing from a peer reviewed journal. In **3 to 5 pages** (double spaced) you will report the elements of the authors' research design and then engage in a **critical analysis**. The review **must report on** the following elements in the article:

- The theoretical framework and theoretical contributions
- The case selection, justification (if relevant)

- The methods utilized, justifications
- Any reflections on the methods chosen
- The real world implications of the study

If the paper chosen does not include the elements above you are encouraged to choose another paper in order to make this assignment helpful to the subsequent assignments in the course.

Here are the elements your review should include:

- Introduction: summarize the article's main topic, question, and findings
- Theoretical framework: outline the theory used in the paper to support the research. What is the theory utilized and how does it support the project's research question, methods, and broader research design (ethical consideration, contributions, case selection, etc.)
- Methods: discuss the methods chosen by the authors, what were they? What were the cases chosen? Why? How did the author's justify their use of methods? Could they have used other methods? Should they have? Why?
- Implications: rather than simply report the main findings, consider how the findings matter. What are the implications of this research study? How can the findings be used? How do they contribute to policy? Policy problems? Our understanding?

Here are some journals you can look to for papers to review (these are just examples it's okay to look beyond them):

Journal of Public Policy  
 Policy & Society  
 Policy Studies Journal  
 Canadian Public Administration  
 Canadian Public Policy  
 Canadian Journal of Political Science

Before this assignment is due, we will have Aleksandra Blake from Research Support Services, which will be helpful to finding articles for this assignment and others.

### **Framework, Methods, Justification**

Using the research puzzle assignment, students will build their research question and introduction further to consider a theoretical framework, and introduce and justify the methods they intend to use (or think would be most beneficial). In **3 to 5 pages** (double spaced, excluding bibliographic entries) present how the research is grounded in theory (the theories that it benefits from and contributes to, the hypotheses and assumptions, the concepts used), the methods that are best to answer the question, and why.

You do not need to repeat the puzzle and literature from the first assignment, but please include your research question either in the title or running header. The goal of this assignment is to have you consider the relationships between research questions, theory, and methods. By applying these concepts in your own research you will apply some of the skills and concepts we discuss in class discussions. Think about the assumptions and concepts that are inherent in your research question and what existing literature will help you answer the question (who are you speaking to and what theories will help explain/frame the proposed study). Consider why the methods are best for this study. You can use the textbook from the course and other course readings to justify methodological choices. Do not simply introduce the methods but justify why they are the best ones to use. You should include a **minimum of 8 academic references**.

## Final Research Proposal & Response to Comments

A majority of this final proposal would have been written in the previous two assignments. The objective is therefore to revise the previous two assignments and put the pieces together. In **6 to 12 pages** (double spaced, excluding bibliographic content) you will present a research proposal that will include elements from the previous two assignments. There will also be **three additional (and short) aspects**: a section on ethical considerations/potential challenges (for some students this will be shorter than others but consider the ethics and challenges of the methods used), a section on contributions which will speak to real-world and literature contributions the research will make building off of the initial contributions in the research puzzle assignment (you will notice you consider more contributions as you move forward with the assignments), and a reflection that outlines the changes made to the first two assignments. The reflection is why the assignment's page range is high, for some students there may be more to reflect upon and it's important for you to have the space to do so. Most of the evaluation will be centred around the reflection, why choices were made, lessons learned, and a critical reflection of writing the proposal. In all, therefore, the proposal will include:

- An introduction that sets the stage for the research question (Research Puzzle assignment)
- The research question & literature review (Research Puzzle assignment)
- Theoretical framework (Framework, Methods, Justification assignment)
- Methods & justification (Framework, Methods, Justification assignment)
- **Research ethics/potential challenges**
- **Contributions (build off of Research Puzzle assignment)**
- **Reflection**
  - o How did you implement the suggestions made by the grader in previous drafts? If you chose not to, why not? What do you think needs to be further developed in this research proposal, why? What were the challenges you experienced writing this proposal (and the different elements)?

**Late Submissions:** Course work submitted after the stated due date will be accepted but subjected to a late penalty of 3% per day (weekends will count as one day). Extensions will be granted at the discretion of the instructor, and students are encouraged to (where possible) ask for an extension a minimum of 5 days before the due date.

**Approval of final grades:** 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.

### Course at a Glance

September 5: **Statutory holiday, no class**

September 12: First day of class, Qualitative Methods & Public Policy

September 19: Writing a Research Proposal & Why it Matters

September 26: Research Puzzle & Question

October 3: Literature Reviews & Theoretical Frameworks, **Research Puzzle due**

October 10: **Statutory holiday, no class**

October 17: Case Selection

October 24: **Fall break, no class**

October 31: Justifying Research Design, **Article Review due**

November 7: Conducting Ethical Research

November 14: Conducting Qualitative Research I, **Framework/Methods/Justification due**

November 21: Conducting Qualitative Research II

November 28: Mixed Methods  
 December 5: Last day of class, Data Analysis  
 December 8: **Research Proposal due**

### **Weekly Topics and Readings**

#### **1. Qualitative Methods & Public Policy (September 12)**

##### **Required Readings:**

AHH: Chapter 1

Joseph A. Maxwell. 2020. "The Value of Qualitative Inquiry for Public Policy." *Qualitative Inquiry*. 26.2:177-186. Doi:[10.1177/1077800419857093](https://doi.org/10.1177/1077800419857093)

#### **2. Writing a Research Proposal & Why it Matters (September 19)**

##### **Required Readings:**

AHH: Ch.2

Joseph A. Maxwell. 2013. *Qualitative Research Design: An Interactive Approach*. Chapter 7 (Research proposals: presenting and justifying a qualitative study).

Ann Majchrzak and M. Lynne Markus. 2014. "Make a Difference with Policy Research," Chapter 1 in Ann Majchrzak and M. Lynne Markus, *Methods for Policy Research: Taking Socially Responsible Action*. Thousand Oaks, CA: SAGE Publications.

"HRE Guidelines for Students" <https://carleton.ca/bpamp/about-b-pamp/honours-research-essay-pamp-4908/>

##### **Recommended Readings:**

International Centre for Policy Advocacy (ICPA). "The Policy Research Proposal – Descriptor".

#### **3. Research Puzzle & Questions (September 26)**

##### **Required Readings:**

AHH: Chapter 3

Karl Gustafsson and Linus Hagström. 2017. "What is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles." *European Political Science*.

Jane Agee 2009. "Developing qualitative research questions: a reflective Process." *International Journal of Qualitative Studies in Education*, 22:4, 431-447.

##### **Recommended Readings:**

Enrique Mendizabel. 2013. "Research Questions are Not the Same as Policy Questions." On Think Tanks. <https://onthinktanks.org/articles/research-questions-are-not-the-same-as-policy-questions/>

#### **4. Literature Reviews & Theoretical Frameworks (October 3)**

**Guest Speaker: Aleksandra Blake from Research Support Services**

**---- RESEARCH PUZZLE DUE ----**

##### **Required Readings:**

Elizabeth Ashworth, Aoike Mary McDermott, and Graeme Currie. 2019. "Theorizing from Qualitative Research in Public Administration: Plurality through a Combination of Rigor and Richness". *Journal of Public Administration Research and Theory*, 318-333.

Casey M. Garvey and Rachel Jones. 2021. "Is There a Place for Theoretical Frameworks in Qualitative Research?" *International Journal of Qualitative Methods*, 20, 1-7.

##### **Recommended Readings:**

Joseph S. Nye, Jr. 2008. "Bridging the Gap Between Theory and Policy". *International Society of Political Psychology*.

#### **5. Case Selection (October 17)**

##### **Required Readings:**

Helen Simons, 2020. "23 Case Study Research: In-Depth Understanding in Context" in Patricia Leavy (editor), *The Oxford Handbook of Qualitative Research* (2nd edn), 676-703.

Jason L. Jensen and Laura C. Hand. 2021. "Qualitative Research and Case Studies in Public Administration". *Oxford Research Encyclopedias, Politics*.

Kendra L. Koivu and Annika Marlen Hinze. 2017. "Cases of Convenience? The Divergence of Theory from Practice and Case Selection in Qualitative and Mixed-Methods Research". *Profession Symposium American Political Science Association*

##### **Recommended Readings:**

Thomas Plümper, Vera E. Troeger, Eric Neumayer. 2019. "Case Selection and Causal Inferences in Qualitative Comparative Research". *PLoS ONE*, 14(7).

Evan Berman and Don-Yun Chen. 2020. "10: Comparative methods A: Exploring Big Comparative Questions in Public Administration". In eds. Eran Vigoda-Gadot and Dana R. Vashdi *Handbook of Research Methods in Public Administration, Management and Policy*.

## 6. Justifying Research Design (October 31)

---- ARTICLE DESIGN REVIEW DUE ----

### Required Readings:

AHH: Chapter 4

Stacy M. Carter & Miles Little. 2007. "Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research." *Qualitative Health Research*, 17(10), 1316-1328.

Sawson Abutabenjeh and Raed Jaradat. 2018. "Clarification of Research Design, Research Methods, and Research Methodology: A Guide for Public Administration Researchers and Practitioners." *Teaching Public Administration*, 36(3): 237-258.

### Recommended Readings:

Sonia M. Ospina, Marc Esteve and Seulki Lee. 2017. "Assessing Qualitative Studies in Public Administration Research." *Public Administration Review*, 78(4): 593-605.

Ling Zhu, Christopher Witko and Kenneth J. Meier. 2019. "The Public Administration Manifesto II: Matching Methods to Theory and Substance". *Journal of Public Administration Research and Theory*, 287-298.

## 7. Conducting Ethical Research (November 7)

Guest Speaker: Leslie MacDonald-Hicks from the Research Ethics Office

### Required:

Kim Etherington. 2007. "Ethical Research in Reflexive Relationships". *Qualitative Inquiry*, 13(5): 599-615.

Nomazulu Ngozwana. 2018. "Ethical Dilemmas in Qualitative Research Methodology: Researcher's Reflections." *International Journal of Educational Methodology*, 4(1): 19-28.

Sweeney Windchief and Jason Cummins. 2022. "Considering Indigenous Research Methodologies: Bicultural Accountability and the Protection of Community Held Knowledge". *Qualitative Inquiry*, 28(2), 151-163.

### Recommended Readings:

Liamputtong, P. (2007). *Researching the Vulnerable*. London: Sage Publishing.

## 8. Conducting Qualitative Research I (November 14)

---- FRAMEWORK, METHODS, & JUSTIFICATION DUE ----

### Required Readings:

AHH: Chapter 5 & 6



Rosalyn Denise Campbell et al. 2021. “Qualitative Research in Communities of Color: Challenges, Strategies, and Lessons”. *Journal of the Society for Social Work and Research*. 12 (1): 177-200.

Alexandra S. Drawson, Elaine Toombs and Christopher J. Mushquash. 2017. “Indigenous Research Methods: A Systematic Review.” *The International Indigenous Policy Journal*, 8(2).

### **Recommended Readings:**

M. Nind and H. Vinha. 2012. “Doing Research Inclusively: Bridges to Multiple Possibilities in Inclusive Research”. *British Journal of Learning Disabilities*, 42: 102-109.

Raul Pacheco-Vega and Kate Parizeau. (2018). Doubly engaged ethnography: opportunities and challenges when working with vulnerable communities. *International Journal of Qualitative Methods*, 17, 1-13.

## **9. Conducting Qualitative Research II (November 21)**

### **Required Readings:**

AHH Ch. 7 & 8

Cathy MacDonald. 2012. “Understanding Participatory Action Research: A Qualitative Research Methodology Option”. *Canadian Journal of Action Research*, 13(2): 34-50.

Lee Ann Fujii. *Interviewing in Social Science Research: A Relational Approach*. Routledge. Chapter 2.

### **Recommended Readings:**

Bruce D. McDonald III et al. 2022. “The Future of Public Administration Research: An Editor’s Perspective”. *Public Administration*, 100: 59-71.

Virginia Dickson-Swift et al. 2009. “Researching Sensitive Topics: Qualitative Research as Emotion Work”. *Qualitative Research*, 9(61).

Linda Tuhiwai Smith. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books. Chapter 1 & 2.

## **10. Mixed Methods (November 28)**

**Guest Speaker: Professor Ardyn Nordstrom from SPPA**

### **Required Readings:**

*TBD (will be assigned by Professor Nordstrom, announced two weeks before the planned lecture)*

### **Recommended Readings:**

Kathryn Hendren et al. 2022. “How Qualitative Research Methods can be Leveraged to Strengthen Mixed Methods Research in Public Policy and Public Administration?”. *Public Administration Review*, 1-18.

Paolo Belardinelli and Valentina Mele. 2020. “3: Mixed Methods in Public Administration: Advantages and Challenges”. In eds. Eran Vigoda-Gadot and Dana R. Vashdi *Handbook of Research Methods in Public Administration, Management and Policy*.

Kathryn Hendren, Qian Eric Luo and Sanjay K. Pandey. 2018. “The State of Mixed Methods Research in Public Administration and Public Policy.” *Public Administration Review*, 78(6): 904-916.

## **11.Data Analysis (December 5) – FINAL PROPOSAL DUE FRIDAY DEC. 9**

**Guest Speaker: Stephan Struve from the School of Journalism and Communication**

### **Required Readings:**

AHH Ch. 9 & 10

Johnny Saldaña. 2021. *The Coding Manual for Qualitative Researchers 4<sup>th</sup> Edition*. Ch. 1 & 6.

### **Statement on Plagiarism**

The University Academic Integrity Policy (found [here](#)) 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;
- 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.

### **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. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**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>

### **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **Requests for Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. Information regarding academic accommodations can be found [here](#). For an accommodation request, the processes are as follows:

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation 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). 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>