

## **PAPM 3000A – Policy Research**

Lectures: Thursdays 14:35-17:25

Lecture Format: In-Person

Fall 2025 – September 03 to December 05

Department of Public Affairs and Policy Management: <https://carleton.ca/bpapm/>

Instructor: Michael E. Campbell

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Office Hours and Location: Thursdays 11:00 to 13:00

Teaching Assistant(s): TBA

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### **Course Description:**

“An examination of the research strategies and techniques relevant to policy analysis and evaluation. Using the case study method, the role of research and research organizations in the policy process is discussed. The issue of ethical dilemmas in policy research is also considered.”

### **Course Overview:**

Effective public policy is exemplified by a clearly defined problem and a proportionate response calibrated to its scale and nature. In practice, however, authoritative decision-makers often overreact or underreact when selecting policy alternatives. In turn, this produces policies that are misaligned with the public problems they are meant to address. Overtime, this can lead to the waste of valuable resources, unintended consequences and externalities, as well as the deeper entrenchment of already intractable problems. Diagnosing and addressing such shortcomings requires careful policy analysis or evaluation grounded in rigorous, evidence-based research. Given this, this course introduces students to the essential research processes and methods for conducting policy analysis and evaluation in professional and academic settings. Students will disentangle the different types of research that underlies policy studies, analysis, and evaluation; develop an understanding of sound research design; and consider the evidentiary standards required for high-quality policy research. Policy inputs, outputs, and outcomes will be analytically separated from one another to highlight not only the activities and processes underpinning the creation of public policy, but also the short- and long-term effects of policy. With this knowledge, students will be prepared to produce high quality policy research that is both methodologically sound and practically relevant.

### **Course Format:**

Weekly lectures for this course will be delivered in person. The focus of each lecture topic can be identified in the **Lecture and Reading Schedule**. Each week’s topic indicates assigned readings, which students are expected to read *before* class begins. There are also a number of recommended readings that provide additional insight into weekly topics. Students are expected to attend each course in its entirety and participate when appropriate. Aside from the textbook, all other readings can be found on ARES course reserves.

## **Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Identify and frame public problems by linking them to relevant policy interventions, actions, and intended outcomes
2. Apply conceptual and causal reasoning to evaluate how and why policies produce specific outcomes
3. Employ appropriate qualitative and quantitative methods for gathering and interpreting evidence in policy research
4. Analyze, compare, and evaluate policy options using tools such as literature review, cost benefit analysis, and impact evaluation
5. Synthesize research findings into a coherent, evidence-based proposal that demonstrates methodological rigor and analytical depth

## **Course Materials:**

Students are not required to purchase textbooks or other learning materials for this course. All readings will be made available through ARES, which can be accessed through the Brightspace page for this course.

## **Course Evaluation:**

**Submission Policy:** All written assignments must be submitted electronically via Brightspace. Each assignment will have its own dedicated module for uploading. Submissions should be in Microsoft Word format only (PDFs will not be accepted). File names must follow the format: *lastname\_firstname\_assignment#* (e.g., Smith\_Jane\_Assignment1).

**Late submission policy:** Any assignments that are submitted after the stated due dates, and without valid reason for extension, will be penalized five percent (5%) per day. Furthermore, any assignment submitted seven days following the stated due date will not be accepted, resulting in an immediate score of zero (0%). Extensions will be granted on a case-by-case basis, and at the discretion of the course instructor. Any requests for extensions must be submitted to the instructor at least 48-hours before an assignment's indicated due date. This requirement will only be waived in the event of emergency. Valid reasons for extension include medical or emergency situations.

**Citation Style:** The citation style for all assignments must be Chicago (author-date). This is to ensure that exact sources of information can be verified by the reader. Guidelines for this style can be found here: [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

**General Overview:**

Assignment/Task:	Due Date:	Value:
Attendance and Engagement	Ongoing	10%
Problem and Policy Identification	25 September	15%
Literature Review	16 October	20%
Cost-Benefit Analysis	6 November	25%
Policy Evaluation Proposal	4 December	30%

**Assignments and Evaluation – Details:**

- A note on assignments: *Additional details about assignments will be posted to Brightspace and discussed in class closer to the due date.*

**Attendance and Engagement (10%):** This course does not use a textbook. Instead, readings are drawn from a diverse range of books, scholarly articles, and grey literature. Lectures will weave these materials together, highlighting key themes and arguments to help students grasp their broader significance. As these connections are essential for contextualizing and understanding course content, regular attendance is expected. Attendance and active engagement will be tracked weekly and will contribute to 10% of students' final grades.

**Problem and Policy Identification (15%):** Public policy is used by governments to intervene in social, economic, and political life. In this assignment, students will select a policy area of interest and clearly define a real-world public problem. You will explain why the problem matters, who or what is affected, and why it deserves policy attention. Next, you will identify a specific and existing policy response and describe and describe its main objectives and the tools it employs to address the problem. By lining the concrete policy issue to the policy designed to confront it, students will begin to see how governments translate problems into actionable solutions. Please note that the choice of problem and policy is important, as the case you select here will form the foundation for all subsequent assignments in the course. Be deliberate and thoughtful in your selection, ensuring it is both meaningful and manageable for deeper analysis. The assignment should be approximately 750 words in length

**Literature Review (20%):** In this assignment, students will expand on the problem and policy identified in the first assignment by conducting a comprehensive and structured literature review. The purpose of this review is to deepen students' understanding of both the underlying causes of the chosen public policy problem and the design, objectives, and outcomes of the selected policy response. In addition, students will also identify and examine a policy alternative that has been implemented in a comparable context (e.g., another jurisdiction or country).

For both the selected policy and policy alternatives, students should identify their main objectives, instruments, and implementation tools, and critically assess some of their strengths, limitations, and weaknesses, as well as potential unintended consequences that may arise from each.

The literature review should identify how authors conceptualize the causes, consequences, and underlying dynamics associated with the public problem. Moreover, the assignment should contain a minimum of 8 sources, drawing from both academic research (e.g., peer-reviewed journal

articles, books, or edited volumes) and grey literature (e.g., government reports, policy briefs, think tank analyses, or reputable media coverage). The literature review should engage with the literature, rather than providing simple summarization or description of the sources used. By the end of the assignment, students will have developed a knowledge base of their selected public problem and identified policy options. Findings will serve as the foundation for the third assignment in which students will conduct a cost-benefit analysis of the two policies. Completed assignments should be between 1250 and 1500 words in length.

**Cost-Benefit Analysis (25%):** In this assignment, students will apply the principles of cost-benefit analysis (CBA) and analyze and compare the two policies identified in the first two assignments. Students are expected to demonstrate a clear understanding of the trade-offs inherent in public policy design and implementation. They will clearly articulate each policy's objectives and explain how these relate to the underlying public problem. They will also identify and analyze the advantages (benefits) of each policy, including both direct and indirect effects, while also examining the disadvantages (costs). Monetary (quantitative) and non-monetary (qualitative) factors should be incorporated where relevant. Students should also take into consideration feasibility, potential risks, and unintended consequences of each policy option. While full monetization of all costs and benefits is not required, students should provide reasoned estimates where possible and support their analysis with evidence from the literature. Students should also pay close attention to what type of information is lacking so that they can apply this knowledge to the final assignment. The assignment builds on the knowledge and research developed in the first two assignments, reinforcing the progression from problem definition, to analysis, to impact evaluation.

**Policy Evaluation Proposal (30%):** In this assignment, students will prepare a proposal for evaluating the outcomes of the policy selected in the first assignment. Building on the Problem and Policy Identification, Literature Review, and Cost-Benefit Analysis assignments, students will design a feasible and methodologically sound plan that demonstrates how their policy's effectiveness could be assessed in practice. The proposal should clearly state an argument in favor of or against the effectiveness of the policy (based on past assignments). It should also identify key variables, define indicators of success or failure, and recommend the most appropriate methods for data collection and analysis. A central objective is to consider how causality between the policy and its outcomes might be established, while also acknowledging the limits of available evidence. Students are not expected to conduct a full evaluation but should instead synthesize their prior analyses to propose a realistic framework for evaluation, highlighting both the potential contributions of the study and the evidentiary gaps that remain.

## **Lecture and Reading Schedule:**

### **Lecture 1 (September 4) – Introduction to Policy Research**

#### *Recommended:*

- Chapter 3 – “The History of Social Research Methods,” in Pertti Alasuurti, Leonard Bickman, and Julia Brannen eds. 2008. *The SAGE Handbook of Social Research Methods*. SAGE Publications Ltd.

*Recommended for Those Interested in Writing the Honours Research Essay (HRE):*

- Arthur Kroeger College of Public Affairs. 2024. “PAPM 4908 Honours Research Essay: Guidelines for Students,” Carleton University. <https://carleton.ca/bpapm/wp-content/uploads/PAPM-HRE-Guidelines-Student-2024.pdf>
- Arthur Kroeger College of Public Affairs. 2024. “PAPM 4908: Honours Research Essay,” Carleton University. <https://carleton.ca/bpapm/about-b-papm/honours-research-essay-papm-4908/> (See HRE Dates and Deadlines).

## **Lecture 2 (September 11) – Disentangling Policy Research, Analysis, and Evaluation**

- Walker, Warren E. 2000. “Policy Analysis: A systematic Approach to Supporting Policymaking in the Public Sector,” *Journal of Multi-Criteria Decision Analysis*. 9: 11-27.
- Chapter 8 – “Policy Evaluation: Policy-Making as Learning,” pp. 241-273 in Howlett, Michael, M. Ramesh, and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*. Oxford University Press.
- Torgenson, Daniel. 2006. “Promoting the Policy Orientation: Lasswell in Context,” pp. 52-73 in Frank Fischer and Gerald J. Miller eds. *Handbook of Public Policy Analysis*. Routledge.

*Recommended:*

- Chapter 1 – “What is Policy Analysis?” pp. 1-15 in David L. Weimer and Aiden R. Vining. 1991. *Policy Analysis: Concepts and Practice*. Prentice Hall.
- Hay, Colin. 2011. “Political Ontology,” pp. 460-477 in Robert Goodin ed. *The Oxford Handbook of Political Science*. Oxford University Press.

## **Lecture 3 (September 18) – Identifying Policy Problems, Developing Research Questions, and Constructing Policy Arguments**

- Daviter, Falk. 2019. “Policy analysis in the face of complexity: What kind of knowledge to tackle wicked problems?” *Public Policy and Administration* 34 (1): 62-83.
- Chapter 7 – “Arguing and Explaining,” in Bruce Oliver Newsome. 2016. *An Introduction to Research, Analysis, and Writing: Practical Skills for Social Science Students*. SAGE Publications.

- Chapter 5 – “Policy Formulation,” pp. 132-175 in Michael Howlett, M. Ramesh and Anthony Perl. 2016. *Studying Public Policy: Principles and Processes*. Oxford University Press. **(Only pages 142-170)**.

*Recommended:*

- Chapter 3 – “Selecting a Problem,” pp. 25-39 in Gary D. Bouma and Rod Ling eds. *The Research Process*. Fifth Edition. Oxford University Press.
- Albright, Leif K. 2023. “The Process of Scientific Writing: Developing a Research Question, Conducting a Literature Review, and Creating an Outline,” pp. 53-63 in Annette K. Griffith and Tyler C. Ré eds., *Disseminating Behavioral Research*. Springer.

#### **Lecture 4 (September 25) – Thinking Scientifically About Research**

- Chapter 3 – “Research Design,” pp. 31-55 in C.R. Kothari. 2004. *Research Methodology: Methods and Techniques*. Second Revised Edition. New Age International Publishers.
- Chapter 1 – “The Definition and Measurement of Concepts,” pp. 1-34 in Phillip K. Pollock III and Barry C. Edwards. *The Essentials of Political Analysis*. Sixth Edition. SAGE Publications.

*Recommended:*

- Chapter 6 – “Causal Thinking and Design of Research,” pp. 73-96 in W. Phillips Shively. 2013. *The Craft of Political Research*. Ninth Edition. Pearson.

#### **Lecture 5 (October 2) – Finding Sources and Writing a Literature Review**

- Knopf, Jeffrey W. 2006. “Doing a Literature Review,” *PS, Political Science & Politics* 39 (1): 127-132.
- Chapter 5 – “The Traditional Review,” pp. 73-89 in Jill K. Jesson, Lydia Matheson, and Fiona M. Lacey. 2011. *Doing Your Literature Review: Traditional and Systematic Techniques*.
- Chapter 5 – “Conduct a Deep Analysis of the Articles,” pp. 53-64 in Jose L. Galvan and Melisa C. Galvan. 2017. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Routledge.

*Recommended:*

- Chapter 8 – “Completing a Literature Review: Accessing Published (β) Information,” in Roger Pierce. *Research Methods in Politics*. SAGE Publications.

## **Lecture 6 (October 9) – Policy Alternatives, Cost-Benefit Analysis, and the General Role of Theory**

- Grant, Cynthia and Azadeh Osandoo. 2016. “Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating a Blueprint for Your “House”,” *Administrative Issues Journal* 4 (2): 12-26.
- Chapter 1 – “Introduction to Cost-Benefit Analysis,” pp. 1-28 in Anthony E. Boardman et al. 2018. *Cost-Benefit Analysis: Concepts and Practice*. Cambridge University Press.
- Chapter 3 – “Undertaking a Cost Benefit Analysis,” pp. 8-11 in Kay Stevens, Patricia Rogers, and Jonathan Boymal. *Evaluation of the Stronger Families and Communities Strategy: Qualitative Cost Benefit Analysis*.
- Chapter 3 – “Listing Alternatives,” pp. 112-144 in Duncan MacRae Jr. and Dale Whittington. 1997. *Expert Advice for Policy Choice: Analysis and Discourse*. Georgetown University Press.

*Recommended:*

- Anyebe, Adam. 2018. “An Overview of Approaches to the Study of Public Policy,” *International Journal of Political Science* 4 (1): 8-17.
- Chapter 11 – “Case Studies,” pp. 290-308 in Richard O. Zerbe Jr. and Allen S. Bellas. 2007. *A Primer For Benefit-Cost Analysis*. Edward Elgar Publishing Limited.
- Chapter 1 – “Introduction to Benefit-Cost Analysis,” pp. 1-12 in Richard O. Zerbe Jr. and Dwight D. Dively. 1994. *Benefit-Cost Analysis: In Theory and Practice*. HarperCollins College Publishers.

## **Lecture 7 (October 16) – Criteria for Evaluation**

- Chapter 1 – “What is This Book About?” pp. 3-20 in Laura Langbein and Claire L. Felbinger. 2006. *Public Program Evaluation: A Statistical Guide*. M.E. Sharpe.
- Chapter 4 – “Definitions and Criteria for Evaluations,” pp. 14-22 in Policy and Operations Evaluation Department (IOB), the Dutch Ministry of Foreign Affairs. <https://english.iob-evaluatie.nl/documents/2009/10/01/evaluation-policy-and-guidelines>

- Chapter 6 – “Assessing Policy Proposals,” pp. 146-178 in Michael Kraft and Scott R. Furlong. 2007. *Public Policy: Politics, Analysis, and Alternatives*. Second Edition. CQ Press. (**Primary Focus on pages 147-156**)
- Galston, William A. 2006. “Political Feasibility: Interests and Power,” pp. 543-556 in Michael Moran, Martin Rein, and Robert E. Goodin eds. *The Oxford Handbook of Public Policy*. Oxford University Press.

## **Fall Break (October 20-24) – No Classes**

### **Lecture 8 (October 30) – Case Study and Comparative Public Policy**

- Gerring, John. 2009. “The Case Study: What it is and What it Does,” Chapter 4 in Charles Boix and Susan C. Stokes eds. 2009. *The Oxford Handbook of Comparative Politics*. Oxford University Press.
- Chapter 1 – “Why Compare Public Policies?” pp. 1-15 in Anneliese Dodds. 2018. *Comparative Public Policy*. Second Edition. Palgrave.
- Peters, B. Guy. 2020. “The comparative method and comparative policy analysis,” pp. 20-32 in B. Guy Peters and Guillaume Fontaine eds. *Handbook of Research methods and Applications in Comparative Policy Analysis*. Edward Elgar Publishing Limited.

#### *Recommended:*

- Wong, Joseph. 2014. “Comparing Beyond Europe and North America,” pp. 163-185 in Isabelle Engeli and Christine Rothmayr Allison, eds. *Comparative Policy Studies: Conceptual and Methodological Challenges*. Palgrave Macmillan.

### **Lecture 9 (November 6) – Qualitative Methods of Data Collection**

- Yanow, Dvora. “Qualitative-Interpretive Methods in Policy Research,” Chapter 27 in Frank Fischer and Gerald J. Miller. 2006. *Handbook of Public Policy Analysis: Theory, Practice, and Methods*. Routledge.
- Wood, Elisabeth Jean. 2007. “Field Research,” Chapter 5 in Charles Boix and Susan C. Stokes eds. 2009. *The Oxford Handbook of Comparative Politics*. Oxford University Press.



- Chapter 9 – “Interview, Focus Group, and Observation Research,” pp. 172-187 in Loleen Berdahl and Keith Archer. 2011. *Explorations: Conducting Empirical Research in Canadian Political Science*. Second Edition. Oxford University Press.

*Recommended:*

- Chapter 5 – “Oral Accounts and the Role of Interviewing,” pp. 102-124 in Martyn Hammersley and Paul Atkinson. 2019. *Ethnography: Principles and Practices*. Routledge.
- Chapter 7 – “Qualitative Methods,” pp. 111-128 in Josh Franco et al. 2020. *Introduction to Political Science Research Methods*. Creative Commons.

**Lecture 10 (November 13) – Quantitative Methods of Data Collection**

- Jilke, Sebastian and Gregg G. Van Ryzin. 2017. “Survey Experiments for Public Management Research,” pp. 117-138 in Oliver James, Sebastian R. Jilke, and Gregg G. Van Ryzin eds. *Experiments in Public Management Research: Challenges and Contributions*. Cambridge University Press.
- Moser, C.A. and G. Kalton. “Question Wording,” pp. 140-155 in John Bynner and Keith M. Stribley.
- Chapter 1 – “Using Administrative Data for Research and Evidence-Based Policy: An Introduction,” in Shawn Cole et al. *Handbook on Using Administrative Data for Research and Evidence-Based Policy*. Massachusetts Institute of Technology.  
<https://admindatahandbook.mit.edu/book/v1.1/intro.html>
- OECD. 2022. “Measuring Citizen Satisfaction With Public Services” in *Serving Citizens: Measuring the Performance of Services for Better User Experience*. OECD Working Papers on Public Governance, No. 52. OECD Publishing.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/05/serving-citizens\\_9e6ed66f/65223af7-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/05/serving-citizens_9e6ed66f/65223af7-en.pdf)

*Recommended:*

- Chapter 4 – “Good Data Collection,” pp. 78-101 in Daniel S. Scheller. 2025. *Elementary Statistics for Public Administration: An Applied Perspective*. Cambridge University Press.
- Van Ryzin, Gregg G. 2004. “The Measurement of Overall Citizen Satisfaction,” *Public Performance and Management Review* 27 (3): 9-28.

- Chapter 4 – “Developing a Questionnaire,” pp. 66-106 in Peter M. Nardi. 2006. *Doing Survey Research: A Guide to Quantitative Methods*. Pearson.

### **Lecture 11 (November 20) – Employing Mixed Methods**

- Harbrs, Imke and Matthew C. Igram. 2020. “Mixed-Methods Designs,” Chapter 58 in Luigi Curini and Robert Franzese eds. *The SAGE Handbook of Research Methods in Political Science and International Relations*. SAGE Publications.
- Bamberger, Michael, Vijayendra Rao, and Michael Woolcock. 2016. “Using Mixed-Methods in Monitoring and Evaluation: Experiences from International Development,” Chapter 24 in Abbas Tashakkori and Charles Teddlie eds. *SAGE Handbook of Mixed Methods in Social and Behavioral Research*. Second Edition. SAGE Publications.
- Johnson, R. Burke and Anthony J. Onwuegbuzie. 2004. “Mixed Methods Research: A Research Paradigm Whose Time has Come,” *Educational Researcher* 33 (7): 14-26.

### **Lecture 12 (November 27) – Research Ethics**

- Chapter 6 – “Professional Ethics,” pp. 117-122 in Stephen Van Evera. 1997. *A Guide to Methods for Students of Political Science*. Cornell University Press.
- Schwester, Richard W. 2020. “Ethical Considerations in Public Administration Research,” pp. 365-376 in Eran Vigoda-Gadot and Dana R. Vashdi. 2020. *Handbook of Research Methods in Public Administration, Management and Policy*. Edward Elgar Publishing Limited.
- Chapter 2 – “Research Ethics: Doing the Right Thing,” pp. 17-34 in David E. McNabb. *Research Methods in Public Administration and Nonprofit Management*. Routledge.
- Chapter 10 – “Professional Ethics,” pp. 163-172 in Ernest R. House. 1993. *Professional Evaluation: Social Impact and Political Consequences*. SAGE publications.

### **Lecture 13 (December 4) – Review and Things to Consider Moving Forward**

- Head, Brian W. 2010. “Reconsidering Evidence-Based Policy: Key Issues and Challenges,” *Policy and Society* 29 (2): 77-94
- Brooks, Stephen. 2018. “The profession of policy analyst in Canada,” pp. 27-49 in Laurent Dobuzinskis and Michael Howlett eds. *Policy Analysis in Canada*. Policy Press.

## **Appendix**

### **i. Academic Integrity and Plagiarism**

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 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

### **ii. Use of Generative Artificial Intelligence Tools (e.g., Chat GPT)**

Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. This applies to take-home assignments, exams, or class discussions.

### **iii. Requests for Academic Accommodation**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation

request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

- If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may **not** request medical notes or documentation.
- Consult the [Academic Consideration Policy for instructors](#) information page for more details.

#### **iv. Statement on Student Mental Health**

As a 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. For more information, please consult <https://wellness.carleton.ca/>

- Mental Health Resources:

**Emergency Resources** ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

**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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

**v. Final Grade Approval**

As per the Carleton University Undergraduate Calendar, letter grades are assigned based on the following percentages:

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<b>A</b>	90-100	85-89	80-84
<b>B</b>	77-79	73-76	70-72
<b>C</b>	67-69	63-66	60-62
<b>D</b>	56-59	53-56	50-52
<b>F</b>	Below 50		

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.

**vi. Statement on Student Conduct**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**vii. Student Conduct**

All communications, whether in-person or via e-mail should be professional and respectful and should remain consistent with the Student Rights and Responsibilities Policy:

<https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>