

# **PAPM 4000C: Public Policy and Administration**

**2022/2023 – Fall Semester**

**Class Time:** 14:35 to 17:25

**Class Location:** Loeb Building D-199

**Instructor:** Michael Campbell

**E-Mail:** MichaelECampbell@cunet.carleton.ca

**Office Hours:** Tuesdays 12:00 to 14:00 (Location T.B.A.)

**Department/Unit:** Public Affairs and Policy Management

**Course Number:** PAPM 4000(C)

**Brightspace Link:** <https://brightspace.carleton.ca/d2l/home/146721>

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## **Course Description:**

In this course, students will reflect on major concepts, theories, and processes related to public policy and administration. They will demonstrate their knowledge of the subject by participating in regular in-class discussion and exercises, as well as through the completion of relevant assignments. Discussion topics will cover what public policy and public administration are; who the major policy players are; the importance of institutions (with respect to public policy and administration); how policy is developed, evaluated, and analyzed; how policy changes; and the future of public policy and administration within the Canadian context. The goal is to bolster students' understanding of policy and administrative processes, while also providing insight into the major roles and responsibilities of those operating in the field.

## **Learning Outcomes:**

In this course, emphasis is placed on familiarizing oneself with the core material and developing the critical thinking skills required to successfully comprehend intricacies associated with public policy and administration. By the end of this course, students should be able to:

1. Understand and discuss public policy issues and processes at-length
2. Think critically about public policy and defend one's stance against others
3. Identify various policy actors that participate in the development of public policy as well as the various stages of policy development
4. Write persuasive policy related documents that can influence the policy-making process
5. Produce professional presentations that express meaningful information concerning public policy and administration

## **Required Textbook:**

Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4<sup>th</sup> ed. Don Mills, ON: Oxford University Press.

## Assignments and Evaluation:

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Assignment/Tasks:	Due Date:	Value:
Participation	Ongoing	25%
Op-Ed:	11 October	10%
Briefing Note #1 (Informational):	1 November	20%
Briefing Note #2 (Recommendation):	6 December	20%
Group Presentation:	Date Selected by Student(s)	25%

**A Note on Assignments:** *Additional instructions for assignments will be distributed closer to the due date and discussed in-class.*

**Participation/Attendance (25%):** Students are expected to attend all classes and participate in discussion throughout the semester. Emphasis is placed on the assigned readings each week. Students must complete these readings before class time so that they are able to discuss the topics in detail. In addition, some weeks will include in-class exercises.

**Op-Ed Article (10%):** Students will select a relevant public policy issue related to Canadian public policy and administration and write a 750-to-850-word op-ed expressing their informed opinion of it. Students are expected to identify the policy issue, have a clearly defined purpose and point-of-view, and frame the issue using original argumentation.

**Briefing Notes (2 x 20%):** Throughout the semester, students will write two 750-to-1000-word briefing notes. The first will be an informational briefing note in which requested information is conveyed to the reader on a specific policy area. The second briefing note will be one in which recommendations are forwarded for a specific policy.

Students are expected to use clear and concise language, and they are to present information in such a way that the reader can easily identify the most important details related to the policy options/alternatives.

**Group Presentation (25%):** In small groups, students will deliver a 25-to-30-minute presentation on a week's assigned readings. In these presentations, students must not only summarize the main arguments and objectives of the readings, but also critically analyze them. The goal is to provide the audience a more nuanced understanding of the subject matter. PowerPoints (or other presentation programs) are required for this assignment. Presentations should not stray from the overarching topic expressed in the assigned readings. Groups must also develop a few relevant questions related to the readings on which they are presenting. These questions will serve as a starting point for class discussion.

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## Course Calendar/Weekly Topics and Readings:

- Week 1 (13 September) – **What is Public Policy and Administration?**
  1. **Chapter 1** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Goodin, Robert E., Martin Rein and Michael Moran. 2006. “The Public and Its Policies,” pp. 3 to 35 in Michael Moran, Martin Rein, and Robert E. Goodin eds. *The Oxford Handbook of Public Policy*. Oxford, NY: Oxford University Press.
  3. **Chapter 1** – Pal, Leslie A. 1987. *Public Policy Analysis: An Introduction*. New York, NY: Methuen
  
- Week 2 (20 September) – **CLASS CANCELLED**
  
- Week 3 (27 September) – **Theoretical Approaches to the Study of Public Policy and Administration**
  1. **Chapter 2** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Anyebe, Adam A. 2018. “An Overview of Approaches to the Study of Public Policy,” *International Journal of Political Science*. 4, no. 1 (January): 8-17.
  3. Sabatier, Paul A. 1991. “Toward Better Theories of the Policy Process,” *PS: Political Science and Politics*. 24, no. 2 (June): 147-156.
  4. Cairney, Paul and Tanya Heikkila. 2014. “A Comparison of Theories of the Policy Process,” pp. 363 to 391 in Paul A. Sabatier and Christopher M. Weible, eds. *Theories of the Policy Process*. Boulder, CO: Westview Press.
  
- Week 4 (04 October) – **Policy Actors, Institutions, and Public Opinion**
  1. **Chapter 3** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. **Chapter 5** – Inwood, Gregory J. 2014. *Understanding Canadian Public Administration: An Introduction to Theory and Practice*. Toronto, ON: Pearson.
  3. **Chapter 7** – Craft, Jonathan. 2016. *Backrooms and Beyond: Partisan Advisers and the Politics of Policy Work in Canada*. Toronto, ON: University of Toronto Press.
  4. Allison, Christina Rothmayr. 2017. “Public Opinion and Policy Analysis,” pp. 229 to 244 in Marleen Brands, Iris Geva-May, and Michael Howlett eds. *Routledge Handbook of Comparative Policy Analysis*. New York, NY: Routledge.

- Week 5 (11 October) – **Problem Definition, Agenda Setting, and Policy Formulation**
  1. **Chapters 4 and 5** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Zahardiadis, Nikolaos. 2016. “Setting the Agenda on Agenda Setting: Definitions, Concepts, and Controversies,” pp. 1 to 22 in Nikolaos Zahariadis ed. *Handbook of Public Policy Agenda Setting*. Northampton, MA: Edward Elgar Publishing.
  3. Deleon, Peter. 1992. “Policy Formulation: Where Ignorant Armies Clash by Night,” *Policy Studies Review*. 11, no. 3/4 (Winter): 389-405.
  4. Sidney, Mara S. 2019. “Policy Formulation: Designs and Tools,” pp. 79-88 in Frank Fischer and Gerald J. Miller eds., *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. New York, NY: Routledge.
  
- Week 6 (18 October) – **Decision Making**
  1. **Chapter 6** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Lindblom, Charles E. 1959. “The Science of “Muddling Through”,” *Public Administration Review*. 63, no. 3 (Spring): 79-88.
  3. Allison, Graham T. 1969. “Conceptual Models and the Cuban Missile Crisis,” *The American Political Science Review*. 63, no. 3 (September): 689-718.
  4. Etzioni, Amitai. 1967. “Mixed Scanning: A Third Approach to Decision-Making,” *Public Administration Review*. 27, no. 5 (December): 385-392.
  5. Cohen, Michael D., James G. March, and Johan P. Olsen. 1972. “A Garbage Can Model of Organizational Choice,” *Administrative Science Quarterly*. 17, no. 1 (March): 1-25.
  
- Week 7 (October 25) –**FALL BREAK**
  
- Week 8 (1 November) – **Implementing Public Policy**
  1. **Chapter 7** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Radin, Beryl A. and Joan Price Boase. 2000. “Federalism, Political Structure, and Public Policy in the United States and Canada,” *Journal of Comparative Policy Analysis: Research and Practice*. 2, no. 1: 65-89.
  3. **Chapter 2** – Conteh, Charles. 2013. *Policy Governance in Multi-Level Systems: Economic Development and Policy Implementation in Canada*. Montreal, QC: McGill-Queen’s University Press.
  4. Exworthy, Mark and Martin Powell. 2004. “Big Windows and Little Windows: Implementation in the ‘Congested State’,” *Public Administration* 82, no. 2: 263-281.

- Week 9 (08 November) – **Evaluating Public Policy**
  1. **Chapter 8** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. **Chapter 14** – Johnson, William C. 1992. *Public Administration: Policy, Politics, and Practice*. Guilford, CT: Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  3. OECD. 2020. “Towards a Systemic Approach to Policy Evaluation,” *Organization for Co-Operation and Development*. **Link:** <https://www.oecd-ilibrary.org/sites/9fa07ac8-en/index.html?itemId=/content/component/9fa07ac8-en#>
  4. **Chapter 4** – Ménard, Marc. 2016. *Political Argument: A Guide to Research, Writing, and Debating*. Don Mills, ON: Oxford University Press.
  
- Week 10 (15 November) – **The Importance of Ideas and Budgets**
  1. Béland, Daniel. 2005. “Ideas and Social Policy: An Institutionalist Perspective,” *Social Policy and Administration* 3, no. 1 (February): 1-18.
  2. Bradford, Neil. 1999. “The Policy Influence of Economic Ideas: Interests, Institutions and Innovations in Canada,” *Studies in Political Economy*. 59, no. 1 (January): 17-60.
  3. **Chapter 1** – Roth, Käthe. 2019. *Canadian Public Finance: Explaining Budgetary Institutions and the Budget Process in Canada*. Toronto, ON: University of Toronto Press.
  4. Barrett, Pat. 2000. “Balancing Accountability and Efficiency in a More Competitive Public Sector Environment,” *Australian Journal of Public Administration*. 59, no. 3 (September): 58-71.
  5. Kelly, Joanne. 2000. “Budgeting and Program Review in Canada 1994-2000,” *Australian Journal of Public Administration*. 59, no. 3 (September): 72-78.
  
- Week 11 (22 November) – **Policy Change**
  1. **Chapter 9** – Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes*, 4th ed. Don Mills, ON: Oxford University Press.
  2. Hall, Taylor and Rosemary C. R. Taylor. 1996. “Political Science and the Three New Institutionalisms,” *Political Studies* 44, no. 5: 936-957.
  3. Wilson, Carter A. 2000. “Policy Regimes and Policy Change,” *Journal of Public Policy*. 20, no. 3: 247-274.

4. Borwein, Sophie and Carolyn Hughes Tuohy. 2019. "Downstream from the Centennial: Navigating Fifty Years of Policy Change," pp. 3 to 12 in Peter John Loewen, Carolyn Hughes Tuohy, Andrew Potter and Sophie Borwein eds. *Policy Transformation in Canada: Is the Past Prologue?* Toronto, ON: University of Toronto Press.
- Week 12 (29 November) – **Communicating Policy**
    1. **Chapter 1** – Marchand, Alexander J. 2016. *Brand Command: Canadian Politics and Democracy in the Age of Message Control*. Vancouver, BC: UBC Press.
    2. Marsh, David and Paul Fawcett. 2012. "Branding Public Policy," pp. 329 to 341 in Jennifer Lees-Marshment ed., *Routledge Handbook of Political Marketing*. New York, NY: Routledge.
    3. Reynolds, J.P., M. Pilling and T.M. Marteau. 2018. "Communicating Quantitative Evidence of Policy Effectiveness and Support for the Policy: Three Experimental," *Social Science and Medicine*. 218: 1-12.
    4. Reynolds, J.P., K Stautz, M. Pilling, S. van der Linden and T.M. Marteau. 2020. "Communicating the Effectiveness and Ineffectiveness of Government Policies and Their Impact on Public Support: A Systematic Review with Meta-Analysis," *The Royal Society Open Science*. 7, no. 1: 1-14.
  - Week 13 (06 December) – **The Future of Public Policy and Administration**
    1. Holzer, Marc. 2020. "A Call for Action: Public Administration, Public Policy, and Public Health Responses to the Covid-19 Pandemic," *American Review of Public Administration*, 50, no. 6-7: 450-454.
    2. Holzer, Marc. 2022. "The Future of Public Administration," *Public Integrity*, 24, no.1: 102-109.
    3. Roberge, Ian and Bethan Dinning. 2014. "Foresight: Constructing Futures in Public Administration," pp. 189 to 204 in Charles Conteh and Ian Roberge eds. *Canadian Public Administration in the 21<sup>st</sup> Century*. Boca Raton, FL: CRC Press.

## Appendix

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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 Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy accommodation:*** Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

**Religious accommodation:** Please contact your instructor 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

**Accommodations for students with disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

**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 must be provided to students who engage in student activities at the national or international level. Please contact your instructor 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 on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional 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, art works, 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 which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

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).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2

70-72	B-	7	50-52	D-	1
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Public Affairs and Policy Management will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **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 should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, 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**

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

### **ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. 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 ([click here](#)).

**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 [click here](#).

**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>