ACSE/CIVE/ENVE 4918A Design Project – Course Syllabus

1 Key Mentoring and Support Personnel

CIVE 4918 & Course Coordinator – CIVE 4918

Shawn Kenny, Ph.D., P.Eng.
Canal Building (CB) 4205
E: shawn.kenny@carleton.ca

ACSE 4918 Co-Coordinator

Mario Sanatana Quintero, Ph.D., P.Eng.
Canal Building (CB) 5207
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ENVE 4918 Co-Coordinator

Abid Hussain, Ph.D., P.Eng.
Mackenzie (ME) 2368
E: Abid.Hussain@Carleton.ca

1 For each respective discipline (ACSE, CIVE & ENVE), the course coordinators are responsible for assembling the project teams, delivering course content through the lecture sessions, organizing the framework for the final capstone design project presentations, and supporting undergraduate project teams seeking to be involved in design project competitions.

CEE Project Supervisors

ACSE Professors O’Brien, Pulatsu & Santana

CSCE Professors Erochko, Hajiloo, Hossain, Ismail, Khoo, Lau, Pouragha, Rayhani, Sadeghian, Sarkar, Sivathayalan, Viau, Zabolotnii & Zalok (Co-Supervisors: Weiss)

ENVE Professors Hussain, Simms, Van De Ven & Walker

2 For each respective discipline (ACSE, CIVE & ENVE), the CEE Project Supervisors will guide the project teams, provide technical and editorial feedback, assess (grade) the milestone deliverables, and may invite industry mentors.

Teaching Assistants (TA) – ACSE 4918 TBD
Teaching Assistants (TA) – CIVE 4918 TBD
Teaching Assistants (TA) – ENVE 4918 TBD
2 Course Description and Requirements

2.1 Schedule

See Course Search - Carleton University. For the most recent information on the location, date and time for classes and PA sessions.

2.2 Course Description

Please refer to the following links for ACSE 4918, CSCE 4918 and ENVE 4918.

2.3 Overview and Learning Outcomes

The course provides an opportunity for engineering students, with fourth year status, to demonstrate transfer of learning; through the integration and application of knowledge and skills acquired and developed over the course of the engineering program, to solve an open-ended practical (real world) problem. Spanning two academic terms, you will use the engineering design process to formulate a problem statement, define goals, objectives, and constraints, generate potential solutions, select, and assess a short-list of preferred solutions, and, lastly, identify, develop, and refine a preferred engineering design solution. The capstone design project seeks to further develop and enhance your graduate attributes and professional skills. Upon successful completion of this course, the student will be able to:

- apply your engineering knowledge base and technical skills when solving engineering problems,
- utilize appropriate engineering methods and tools (e.g., experiment, analysis,) and apply critical thinking to reach substantiated conclusions that solve engineering problems,
- develop reliable engineered design solutions with confidence in predictable outcomes that integrate best practices, codes, and standards,
- understand the significance and assess the interaction of factors (e.g., cultural, economic, environmental, societal, safety, sustainability, technical) that may impact the engineering design process or outcomes,
- develop an understanding of the roles and responsibilities of the engineering profession in society,
- apply engineering economics (e.g., capital, time value, depreciation), business practices (e.g., risk and change management), and engineering project management practices (e.g., scheduling, milestones, resource/time allocation, procurement), and
- develop and refine teamwork and communication skills (e.g., reading, writing, speaking, active listening) across all stakeholder backgrounds and perspectives (i.e., engineering profession, clients, public).
## 2.4 Lecture Progression

### Fall Term Starts September 6, 2023

<table>
<thead>
<tr>
<th>Lec #</th>
<th>Date</th>
<th>Topic</th>
<th>Guest Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/09/23</td>
<td><strong>Project Teams</strong>: Explore concepts on team building, group dynamics, communications, engagement &amp; leadership.</td>
<td>Natalie Pinto, Career Services, Carleton University</td>
</tr>
<tr>
<td>2</td>
<td>21/09/23</td>
<td><strong>Project Momentum</strong>: Generate, assess possible solutions, identify preferred solutions &amp; communicate findings.</td>
<td>TBD.</td>
</tr>
<tr>
<td>3</td>
<td>5/10/23</td>
<td><strong>Project Clarity</strong>: Define goals, objectives, constraints &amp; metric for options analysis &amp; decision basis.</td>
<td>TBD.</td>
</tr>
<tr>
<td>4</td>
<td>19/10/23</td>
<td><strong>Project Integration</strong>: Address other factors (e.g., sustainability, resilience, climate change, risk, society) that may influence options &amp; design.</td>
<td>TBD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fall Term Break</strong>: October 23-27, 2023</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/11/23</td>
<td><strong>Risk Analysis</strong>: Qualitative and quantitative approaches to estimation, prediction, and uncertainty.</td>
<td>TBD.</td>
</tr>
<tr>
<td>6</td>
<td>16/11/23</td>
<td><strong>Engineering Best Practices</strong>: Use of external resources, internal procedures, guidelines, standards, and codes.</td>
<td>TBD.</td>
</tr>
<tr>
<td>7</td>
<td>30/11/23</td>
<td><strong>Major Projects</strong>: Overview of the major processes &amp; elements of an impact assessment framework.</td>
<td>TBD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fall Term Ends December 8, 2023</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Winter Term Starts January 8, 2024

<table>
<thead>
<tr>
<th>Lec #</th>
<th>Date</th>
<th>Topic</th>
<th>Guest Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>11/01/24</td>
<td>Philosophy 101: Engineering ethics in technology &amp; society.</td>
<td>Natalie Pinto, Career Services, Carleton University</td>
</tr>
<tr>
<td>9</td>
<td>25/01/24</td>
<td>Topic: Text TBD.</td>
<td>TBD</td>
</tr>
<tr>
<td>10</td>
<td>08/02/24</td>
<td>Topic: Text TBD.</td>
<td>TBD</td>
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</tbody>
</table>

**Winter Term Break: February 19-23, 2024**

<table>
<thead>
<tr>
<th>Lec #</th>
<th>Date</th>
<th>Topic</th>
<th>Guest Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>29/02/24</td>
<td>Topic: Text TBD.</td>
<td>TBD</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Topic: Text TBD.</td>
<td>TBD</td>
</tr>
<tr>
<td>13</td>
<td>14-28/03/24</td>
<td>Final Design Project Presentations (Dates and Locations TBD)</td>
<td></td>
</tr>
</tbody>
</table>

**Winter Term Ends April 10, 2024**
## 2.5 Course Milestones

<table>
<thead>
<tr>
<th>#</th>
<th>Deliverable</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Project Teams</td>
<td>14/09/23</td>
</tr>
<tr>
<td>M2</td>
<td>Conceptual Study Report</td>
<td>20/10/23</td>
</tr>
<tr>
<td>M3</td>
<td>Feasibility Study Report</td>
<td>01/12/23</td>
</tr>
<tr>
<td>M4</td>
<td>Interim Study Presentation</td>
<td>8/12/23</td>
</tr>
<tr>
<td>M5</td>
<td>Final Design Presentation</td>
<td>28/03/24</td>
</tr>
<tr>
<td>M6</td>
<td>Final Design Report</td>
<td>8/04/24</td>
</tr>
</tbody>
</table>

1 Your Project Supervisor is solely responsible for evaluating your project deliverables and individual performance. In addition to these course milestones, your Project Supervisor may further define the work scope, rubric, weighting, and grade for any additional or intermediate deliverable (e.g., meeting minutes, weekly project memos, weekly presentations). The grade will be integrated with M6 Final Design Report.

2 All deliverables are due at 5PM (Ottawa time) on the specified date. A late penalty of 5% (cumulative) will be imposed for each 24-hour period past the due date (e.g., up to 24 hours is a 5% penalty; 24+ hours to 48 hours is a 10% penalty). Also refer to See §2.10 Self-declaration and deferred term work.

3 Refer to §2.7 Group Selection with more details on the project group selection process.

4 Each group is responsible for coordinating the date, time, and location with their respective Project Supervisor. The Interim Presentation should occur during the week of December 4, 2023.

5 The course coordinators are responsible for developing the final presentation schedule and format. Details will be transmitted later.

### Lecture and Milestone Progression Map

#### Fall Term 2023

<table>
<thead>
<tr>
<th>Month</th>
<th>S</th>
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<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Start Date</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Lecture Number</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Milestone Number</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Winter Term 2024

<table>
<thead>
<tr>
<th>Month</th>
<th>J</th>
<th>F</th>
<th>M</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Start Date</td>
<td>8</td>
<td>15</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Lecture Number</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Milestone Number</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

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2.6 Course Evaluation

<table>
<thead>
<tr>
<th>Assessment Element</th>
<th>Description [Evaluator]</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Performance Reports 1,3</td>
<td>Assess individual performance as part of a project team for each reporting milestone (M2, M3 and M6). 10% each. [Project Supervisor]</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Performance Presentations 2</td>
<td>Evaluate the quality of personal communication skill for each presentation milestone (M4 &amp; M5). 10% each. [Project Supervisor]</td>
<td>20%</td>
</tr>
<tr>
<td>Team Performance: Final Report 3</td>
<td>Assess the project team performance based on M6: Final Report. [Project Supervisor]</td>
<td>50%</td>
</tr>
</tbody>
</table>

1 Although the course is centered around group activities, individual student performance will be assessed. The Individual Performance Self-Assessment measures the demonstrated level of active participation, engagement, and professionalism by an individual as part of a project team. The Individual Performance Self-Assessment Form is appended to each report (M2: Conception, M3: Feasibility, & M6: Final). Refer to Brightspace Course Information folder for the Individual Performance Self-Assessment Form. On submitting each report, the project team is confirming the veracity of each Individual Performance Self-Assessment Form submitted. **To pass the course**, each student must achieve greater than or equal to a C-Letter grade (≥ 60%) on the composite weighting on all Individual Performance evaluations. **Failure to meet this target will result in an assigned letter grade of F for the course.**

2 Refer to Brightspace Course Information folder for the presentation rubric. The Interim Presentation will be presented to your Project Supervisor who may invite other external parties (e.g., TA, mentor, other Professors, external stakeholders such as industry, government, and municipalities). The Final presentation will be presented to a wider audience (e.g., class peers, Project Supervisor, TA, mentor, other Professors, external stakeholders such as industry, government, and municipalities).

3 Refer to Brightspace Course Information folder for the report rubric. Guidance on each report is presented in each respective Brightspace Project Milestones folder. Although the reports are submitted as group deliverables, individual grades may be adjusted as warranted based on the Individual Performance Contributions.

2.7 Group Selection

Students will form groups using the self-selection tool (see information posted on the course website site under milestone M1: Project Team Initiation) to create project teams. The M1: Project Team Initiation self-selection process should be completed as soon as possible but no later than the due date. In general, each project team will have approximately 6 team members. There may be projects requiring a larger team (e.g., external competitions, multi-disciplinary projects). The Project Coordinators may have to re-organize project teams through re-distribution of individuals among different groups or assign individuals to groups.
2.8 Design Competitions

There are several external competitions that may be of interest.

Mike Sheflin Student Paper Competition
is an annual event that features design projects from the University of Ottawa and Carleton University focused on public works sponsored by the Ontario Public Works Association Ottawa Valley Branch. This competition honours Mike Sheflin, who served as Commissioner of Public Works at the Regional Municipality of Ottawa-Carleton (renamed as the City of Ottawa). The Hunt Club Road Bridge across Rideau River is named after Mike Sheflin.

PEO Student Paper Night Competition
is an annual event that features design projects from the University of Ottawa and Carleton University based on the capstone design projects. The Tom Folkes Trophy goes to the school whose students delivered the best presentations of the evening as judged by a panel of prominent professional engineers.

Canadian Geotechnical Society Student Competition
is an annual student competition to recognize excellence among undergraduate engineering students at Canadian universities. The Undergraduate Report Competition award recognizes skills in solving open-ended geotechnical design problems and preparing formal technical reports. The Group Effort Competition evaluates an additional component on teamwork skills. These awards are assessed based on the written report.

Canadian Society for Civil Engineering (CSCE) Capstone Competition
is an annual national student competition, as part of the CSCE conference, with representatives undergraduate engineering students across Canadian universities. As per the CSCE website: “The annual CSCE Capstone competition is held during the CSCE Annual Conference in the summer. This competition is open to all senior undergraduate students in an accredited Canadian civil engineering program. Each civil engineering department is invited to submit a nomination for a single entry into the competition in any specialty area of the field (Structural, Construction, Geotechnical, Geomechanics, Hydraulics and Water Resources, Transportation or Environmental Engineering), for projects completed during the preceding academic year. The selected teams attend the annual CSCE conference where they present their projects in a poster session before a jury of experienced practitioners.”

The National Capstone Design Competition is held during the Canadian Society for Civil Engineering (CSCE) Annual Conference. The competition is based on the ACSE/CIVE/ENVE 4918 Design Project framework and is open to all senior undergraduate students in an accredited
Canadian Civil Engineering Program. Carleton University can nominate a single entry (team) for the national competition within any speciality area of the field (Structural, Construction, Geotechnical, Geomechanics, Hydraulics and Water Resources, Transportation or Environmental Engineering) for design projects completed during the current academic year. The National Capstone Design Competition provides an opportunity for two project team members to attend the CSCE Annual Conference and present their study to peers, conference attendees and competition judges. Any project team that has an interest to participate in the CSCE National Capstone Design Competition, please contact the Course Coordinator (Dr. Shawn Kenny). If multiple teams are interested, then an internal competition will be required as each university can only nominate one entry.

**CSCE Student Paper Competition**

is an annual student competition that “…takes place during the CSCE Annual Conference in the summer. It recognizes the top student papers submitted and presented at the conference. Application deadline is the same as the conference abstract deadline set by the conference”.

### 2.9 Course Resources

There is no textbook for this course. A number of resources have been identified to support learning outcomes including the course material (Brightspace), course reserve (MacOdrum Library), research help services (MacOdrum Library), and subject guides for students in ASCE and CIVE, and ENVE disciplines. Material (e.g., notes, textbooks, and other resources) acquired from previous courses will be valuable reference material for guidance during the design project. Online and MacOdrum library resources, which provide guidance across a range of subject areas (e.g., communications, engineering economics, project management, cost estimating, systems analysis, and design synthesis), have also been identified:

**Communications**

- Michael Alley, Website, Penn State, *Writing as an Engineering or Scientist*
- Michael Alley, Website, Penn State, *Assertion-Evidence*
Engineering Economics


Design Approach


Project Management


All materials, used or referenced in your study, must have the appropriate citation; otherwise you may have plagiarized your work, which is an academic offence under the Academic Integrity Policy of Carleton University. For engineering reports, the IEEE citation style is the predominant format, but there may be a need to use other citation formats, (e.g., Data, Statistics, Maps and Government Information).

2.10 Self-declaration form and deferred term work

Students who claim illness, injury, or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases. This must occur no later than three (3) days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Consult Section 4.4 of the University Calendar.
2.11 Academic dates

Students should be aware of the academic dates (e.g., last day for academic withdrawal) posted on the Registrar's office web site.

2.12 Graduate Attributes

The Canadian Engineering Accreditation Board (CEAB) defines design as “...an ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations...”.

As part of the CEAB accreditation process we will measure and assess graduate attributes (i.e., technical, professional and personal attributes) we seek to develop and refine throughout your undergraduate engineering program. The graduate attributes are evaluated using defined rubrics that are focused on teaching and learning outcomes. The graduate attribute assessment does not influence your grade assessment as defined in the course syllabus. The graduate attributes are measured and analyzed as part of the Civil and Environmental Engineering program improvement.

The Canadian Engineering Accreditation Board (CEAB) requires graduates of undergraduate engineering programs to possess 12 graduate attributes (GAs). Courses in all four years of our programs evaluate students' progress towards acquiring these GAs. Aggregate data (typically, the data collected in all sections of a course during an academic year) is used for accreditation purposes and to guide improvements to our programs. Some of the assessments used to measure GAs may also contribute to final grades; however, the GA measurements for individual students are not used to determine the student's year-to-year progression through the program or eligibility to graduate. The following table summarizes the GAs targeted by this course, which relate to the Learning Outcomes, and the assessment tool used to measure the respective GA.

<table>
<thead>
<tr>
<th>GA Indicator</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA 4 Design</td>
<td></td>
</tr>
</tbody>
</table>
4.1 Clear design goals

**GA Indicator**

4.2 Detailed design specifications and requirements

**Assessment Tool**

4.4 Design solution(s)

M2: Conception Report

4.5 Design implementation/task(s) definition

M6: Final Report

4.6 Alternate solution(s) definition

M2: Conception Report

4.7 Evaluation based on engineering principles

M3: Feasibility Report

**GA 5 Use of engineering tools**

5.1 Diagrams and engineering sketches

M6: Final Report

5.2 Document-processing and graphic packages

M6: Final Report

5.3 Tools for design, experimentation, simulation, visualization, and analysis

M6: Final Report

5.4 Information from relevant publications

M2: Conception Report

5.5 Limitations of such tools and the assumptions inherent in their use

M6: Final Report

**GA 6 Individual and team work**

6.1 Personal and group time management

M6: Final Report

6.2 Group culture, group dynamics

M6: Final Report

6.3 Leadership: initiative and mentoring, areas of expertise, and interdisciplinary teams

M6: Final Report

**GA 7 Communication skills**
GA Indicator | Assessment Tool
--- | ---
7.1 Instructions | M6: Final Report
7.2 Professional Documents: Writing, Design Notes, Drawings, Attributions, and References | M6: Final Report
7.3 Oral and written presentations | M5: Final Presentation, M6: Final Report

GA 11 Economics and project management

11.2 Engineering economics | M3: Feasibility Report
11.4 Risk and change management | M3: Feasibility Report
11.5 Project definition and management techniques | M2: Conception Report

GA 12 Life-long learning

12.3 Information from relevant publications | M6: Final Report

1 Refer to §2.5 for a discussion on the course milestones (M1 through M6).

Accreditation units (AUs) are used to grant academic credit that measure curriculum content and contact time with respect to the five components of math, natural science, complementary studies, engineering science and engineering design. One AU represents 1 lecture hour contact or 2 lab/tutorial/PA session contact hours. The following table summarizes the accreditation units (AUs) for this course ACSE/CIVE/ENVE 4918.

<table>
<thead>
<tr>
<th>Math</th>
<th>Natural Science</th>
<th>Complementary Studies</th>
<th>Engineering Science</th>
<th>Engineering Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
<td>75%</td>
</tr>
</tbody>
</table>
3 Academic Integrity and Plagiarism

The Carleton University Academic Integrity Policy addresses the expected behaviour of students with respect to academic integrity, which is essential to the university environment. This policy reflects the values we hold to be important in the pursuit of engagement, learning, and scholarship. Violations of this policy can have a range of repercussions and outcomes (e.g., resubmission of work, change in grade, withdrawal from course(s), suspension).

Consult the Faculty of Engineering and Design information page about the Academic Integrity policy and our procedures. Violations of the Academic Integrity Policy will result in the assignment of a penalty such as reduced grades, the assignment of an F in a course, a suspension or expulsion.

One of the main objectives of the Academic Integrity Policy is to ensure that the work you submit is your own. As a result, it is important to write your own solutions when studying and preparing with other students and to avoid plagiarism in your submissions. 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 violations of the policy include, but are not limited to:

- any submission prepared in whole or in part, by someone else,
- 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 of information by not including proper citations when using another’s work and/or failing to use quotations marks.

4 Copyright

All course materials (e.g., course outline, posted resources, lectures slides, notes, videos assignments, quizzes, exams and corresponding solutions) are provided under copyright© for personal use (academic study) only. Reproduction, distribution, or transmittal of course materials by any means, without explicit documentation expressing allowance from the copyright holder is a violation of copyright law. This action is an academic offence of the Academic Integrity Policy of Carleton University and Code of Conduct (Category 2 Offence). If you have any questions about fair dealing and your rights to use work for educational purposes, please contact copyright@carleton.ca.
5 Learning and Working Environment

The University and all members of the University community share responsibility for ensuring that the University’s educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca. We will strive to create an environment of mutual respect for all through equity, diversity, and inclusion within this course. The space which we work in will be safe for everyone. Please be considerate of everyone’s personal beliefs, choices, and opinions.

6 Academic Accommodations

Carleton University is committed to providing access to the educational experience that promotes academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

You may need special arrangements to meet your academic obligations during the term. Please view the link for academic accommodation requests with respect to:

- Academic accommodations for students with disabilities
- Accommodation for student activities
- Addressing human rights concerns
- Pregnancy obligations
- Religious obligations
- Survivors of sexual violence

7 Engineering Academic Advising

The Engineering Academic Support Service assists undergraduate engineering students with course selection, registration, and learning support from first-year through to graduation. The Department of Civil and Environmental engineering (CEE) also has Academic Advisors that you may need to contact.
8 Student Mental Health and Wellness

As a university student you may experience a range of mental health challenges that can significantly impact your academic success and overall well-being. Carleton's Wellness Services Navigator is designed to help students connect with mental health and wellness resources.

If you need to talk to someone from the Department of Civil and Environmental engineering (CEE) for more information and support with connecting you to resources, please reach out to one of our Administrators or Academic Advisors.

The following list provides additional on-campus and off-campus resources:

1. Carleton’s Health and Counselling Services: To book an appointment contact the main clinic by calling (613) 520-6674. If urgent, let the Patient Care Coordinator know or go in person to the main clinic (2500 Carleton Technology and Training Centre Building) and indicate that they are in crisis and need to speak to someone right away.

2. Emergencies and Crisis and Emergency Numbers

3. Good2Talk (1-866-925-5454): Good2Talk is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions, and well-being to post-secondary students in Ontario, 24/7/365.

4. Empower Me: Undergraduate students have access to free counselling services in the community through Empower Me, either in person, by telephone, video-counselling, or e-counselling. This free service is accessible 24/7, 365 days per year. Call 1-844-741-6389 (toll free) to make an appointment with a counsellor in the community.

5. The Walk-In Counselling Clinic (off-campus community resource): The walk-in Counselling Clinic have offices in various locations across Ottawa and the greater Champlain region that are open 7 days a week. Individuals will be assisted, with no appointment, on a first-come, first-serve basis during the Walk-in Counselling Clinic hours. The Walk-in Counselling Clinic offers services in many languages and is free and confidential.


7. Distress and Crisis Ontario, Available for chat 2:00PM– 2:00AM EST.

8. BounceBack Ontario (Toll-Free: 1-866-345-0224) is a free skill-building program managed by the Canadian Mental Health Association (CMHA). It is designed to help adults and youth 15+ manage low mood, mild to moderate depression and anxiety, stress or worry. Delivered over the phone with a coach and through online videos, you will get access to tools that will support you on your path to mental wellness.
9 General Carleton University Policies

This section summarizes other key university and course policies. As a student you must be aware of and follow the regulations of Carleton University for academic behaviour and understand your rights and responsibilities for non-academic behaviour.

9.1 Academic petition and appeal of grade

For extenuating circumstances that affect your ability to meet your academic obligations, you have the option to submit a petition.

Before initiating the Appeal of Grade process, seek resolution through communication with (1) the assigned Teaching Assistant (TA), and, if the issue remains unresolved, (2) the Primary Evaluator based on Table 3 § Course Evaluation.

9.2 Additional student resources

From Intention to Action – Supports undergraduate and graduate students in the often-stressful university experience. We help students to better manage stress and improve their academic performance, by navigating the personal stressors that can often get in the way of school.

International Students – offers services and programs that contribute to positive international experiences for all Carleton students.

Peer Assisted Study Sessions – offers free, course-specific study sessions known as Peer Assisted Study Sessions (PASS). PASS is a learning enhancement program that is attached to historically challenging courses. PASS is a peer-to-peer program which provides a welcoming and supportive environment where students work through course content and learn transferable study skills that they can apply to other courses.

Student Experience Office – facilitate student-centered learning that enhances the university experience by offering transition support, leadership opportunities, and experiential learning resources to enhance university experience.

Writing Service – offers equitable access to writing support services for the Carleton community.