

Course Outline

COURSE:	LAWS 4308C – Sentencing
TERM:	Winter 2024
PREREQUISITES:	LAWS 2908, CRCJ 3001, or CRCJ 3002 and LAWS 2301, LAWS 2302 and fourth-year Honours standing.
CLASS:	Day & Time: Thursdays - 6:05 – 8:55pm
	Room: Please check Carleton Central for current Class Schedule. Classes conducted in person.
INSTRUCTOR:	Dr. Roger Rickwood, LL.M., LL.B., M.A., B.A.(Hons)
CONTACT:	Office Hrs: Thursdays – 4:00 – 5:30 p.m. by telephone or at other times by appointment.
	Telephone: 613-712-2811
	Email: rogerrickwood@cunet.carleton.ca

CALENDAR COURSE DESCRIPTION

Theories of sentencing, current sentencing laws and practices, perceptions of sentencing. Data on sentencing practice across Canada. Reforms in other jurisdictions. Critical review of the Canadian Sentencing Commission. Multidisciplinary approach using research and theory in law, criminology, social psychology and sociology.

Seminars three hours a week.

COURSE DESCRIPTION

Sentencing is not defined in the *Criminal Code of Canada* by the Parliament of Canada. The 1987 *Report of the Canadian Sentencing Commission (RCSC)* chaired by His Honour J. R. Archambault, S.P.C.J. defined “sentencing” as “the judicial determination of a legal sanction to be imposed on a person guilty of an offence”. The *RCSC* stated that “definition implies that sentencing is a different concept from punishment, though obviously most sentences do involve some degree of punishment and coercion.” According to the *RCSC* a “sentence” ... “is something that must be carried out, and therefore, there must be a reasonable level of

accountability in the administration of sentences”. The *RCSC* then stated that sentences “... should be what they are said to be”.

The *RCSC* suggested the fundamental purpose of sentencing is to preserve the authority of and to promote respect for the law through the imposition of just sanctions. The *RCSC* made this suggestion in the context of the overall purpose of criminal law as being the maintenance of a just, peaceful and safe society. Thus, the role of sentencing is to enhance the protection of society. This philosophical statement has been adopted with approval by Canadian courts, in particular by the *BCCA* in *R. v. Sweeney (1992)*. It also formed the foundation for Bill C-41 which came into force in 1996 and declared in the *Criminal Code of Canada* the “Purpose and Principles of Sentencing” in ss. 718, 718.1 and 718.2 and made a number of specific amendments to sentencing powers and the sentencing process.

Subsequently, special provisions regarding sentencing of indigenous people were added to the *Criminal Code*.

Special sentencing principles for youth are found in the *Youth Criminal Justice Act*.

In a nutshell, the *Criminal Code* sets out four basic principles for sentencing:

1. Denunciation
2. Deterrence (specific and general)
3. Rehabilitation
4. Protection of the public

In addition, the *Code* also includes two further principles:

1. Reparation
2. Responsibility

These principles are shaped by the concept that any sentence must be proportional to the gravity of the offence and the degree of responsibility of the offender. The *Code* requires consideration of aggravating or mitigating factors, similar sentences for similar crimes and offenders and special consideration for aboriginal offenders. The underlying philosophy is that the sentence should be most severe for the worst offence and the worst offender. These principles have been influenced by utilitarianism and the ideas of Emile Durkheim.

Sentencing is regulated by the *Charter of Rights and Freedoms*, although the term does not appear in the text of the *Charter*. See Sections 7 to 14 and S. 15. Most important are ss. 7 and 12. Sentencing is also impacted by the *Canadian Victims Bill of Rights* (S.C. 2015, c.13, sc.1), (although no definition is provided there) and by the *Corrections and Conditional Release Act*. Sentencing may be impacted by international law and instruments and the *UNDRIP Act* (S.C.)

This course will cover the tools of sentencing as set out in the *Criminal Code*. These tools do not include capital punishment. The last hanging in Canada was in 1962 and it was suspended until 1976 when it was abolished for civilians by Parliament. The main tools are:

1. Discharges
2. Fines and forfeitures
3. Probation

4. Restitution
5. Community service
6. Intermittent sentence
7. Recognizance to keep the peace
8. Imprisonment and parole
9. Conditional sentences
10. Sentencing hearing – Pleas, joint submissions, presentence and *Gladue* reports and victim impact statements.

The course considers the Harper Government’s “get tough” on crime law changes, such as the *Tackling Violent Crime Act* and the *Safe Streets and Communities Act (2011) (SSCA)*. Both set off court challenges and public debate. The *SSCA* was modified in part by the first Trudeau government in *Bill C-75, An Act to amend the Criminal Code (CC), the Youth Criminal Justice Act and other Acts* (enacted and received Royal Assent on June 21, 2019). In April 2021, a new Trudeau minority government introduced *Bill C22, An Act to Amend CC and SSCA* to remove some mandatory minimum penalties (MMP). The Bill only passed 2nd reading before Parliament’s dissolution in August 2021. On December 7th, 2021, Justice Minister D. Lammeti reintroduced the proposed amendments in *Bill C-5* and passed by Parliament in June 2022. Judges have ruled some MMPs unconstitutional.

This course does not cover provincial offences sentencing principles. For information on Ontario provincial offences sentencing see the Guide for Defendants on the Ontario Court of Justice website.

TEACHING/LEARNING METHODOLOGY

LAWS 4308 uses learning outcomes to inform students of evaluation expectations and to enhance their abilities to perform in their active learning domains, i.e. cognitive, psychomotor and affective. Students will acquire core substantive knowledge of sentencing, learn analytic problem solving and communication of findings. Students will observe and identify values inherent and expressed in the institutional sentencing and corrections system, reflect on them, and recommend reforms to facilitate greater equity.

The Department of Laws and Legal Studies encourages respectful discussion, debate and exploration of ideas in class environments. LAWS 4308 will be an environment where people of differing values, abilities, identities, backgrounds and ways of expression are equally included and respected.

LEARNING OUTCOMES

- 1) Students should understand the role and importance of the sentencing process in the criminal justice system in our free, diverse, and democratic society.
- 2) Students should know the theories, goals, justifications of sentencing and be able to focus on the evolving Canadian experience in law, policy and institutions.

- 3) Students should know the statutory purposes and principles of Canadian sentencing law and policy, as approved by Parliament and applied through judges using rules, case law, judicial discretion and the *Charter*.
- 4) Students should comprehend the sentencing hearing process after conviction, and be able to outline steps and methodologies used by institutional actors and stake-holders to produce fit determinations.
- 5) Students should understand different sentencing options and tools available to judges to fit offender, societal and victim needs by community and correctional arrangements.
- 6) Students should be able to identify, reflect and value the ethical, moral and societal beliefs underlying sentencing and correction approaches in order to assess their efficiency, effectiveness, and social consequences with a view to reform and establish equitable standards.
- 7) Students should develop analytic, advocacy and communication skills in doing assignments, such as reflections, reports, submissions, determinations, correction plans, case studies, hypothetical appeals and judicial review and legislation change policy briefs.
- 8) Students should query whether or not our sentencing policies and practices are gender neutral and need feminist reform.

REQUIRED TEXTS, MATERIALS AND STATUTES

Manson, Allan S., Healy, Patrick et al, *Sentencing and Penal Policy in Canada: Cases, Materials and Commentary*, 4th edition (Toronto: Emond Montgomery Publications Ltd., 2023) ISBN: 9781774621820 (Available at Carleton University Bookstore) (Available on e-book service through MacOrdm Library) (A digital version is available from the publisher.) Cited as Manson & Healy in readings

Manson, Allan, *The Law of Sentencing*, (Toronto: Irwin Law, Inc.: 2001), ISBN 978-1-552-029-1, paperback (Available at Carleton University Bookstore) (Available on e-book service through MacOrdm Library) Cited as Manson in readings

Bedu, Hugo Adam and Kelly Erin, "Punishment", The Stanford Encyclopedia of Philosophy, Fall 2015 edition) on line at <https://plato.stanford.edu/archives/fall2015/entries/punishment/>

Criminal Code of Canada, <https://laws-lois.justice.gc.ca/eng/acts/C-46/> (complete Criminal Code) or at <http://www.criminal-code.ca/criminal-code-of-canada-alphabetical-A.html> (Alphabetical, numerical and categorical listings of Criminal Code) Cited as CCC.

Corrections and Conditional Release Act, at <https://laws-lois.justice.gc.ca/eng/acts/C-44.6/> cited as CCRA

Universal Declaration of Human Rights, 1948 (UNGA) at <https://www.un.org/en/about->

[us/universal-declaration-of-human-rights](#) Cited as UDHR

Canadian Victims Bill of Rights, (S.C. 2015, c. 13, c. 2) at <https://laws-lois.justice.gc.ca/eng/acts/c-23.7/page-1.html>

Youth Criminal Justice Act, at <https://laws-lois.justice.gc.ca/eng/acts/y-1.5/> Cited as YCJA

Controlled Drugs and Substances Act, at <https://laws-lois.justice.gc.ca/eng/acts/C-38.8/page-1.html#docCont> Cited as CDSA

United Nations Declaration of Rights of Indigenous Peoples Act, (S.C. c.14, royal assent, June 6, 2021) at <https://laws-lois.justice.gc.ca/eng/acts/U-2.2/index.html>

Canadian Charter of Rights and Freedoms, Part I, CA 1982 – at https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf

Fetherston, Donald N., “The Law and Young Offender”, chapter 4 in John Winterdyk, ed., *Issues and Perspectives on Young Offenders in Canada*, (Toronto: Nelson College, 2004), ISBN: 978-0176416676. The required chapter posted on Brightspace.

Selected additional materials as posted on Brightspace.

All Power Point materials from Class Group Presentations as posted on Brightspace.

RESEARCH RESOURCE

Henein, Marie, *Martin’s Annual Criminal Code, 2023*, (Toronto: Thompson Reuters). This book provides comments on sections of the *Code* and chart of average sentences imposed on convicted felons in B.C. It provides updates of cited case law.

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and 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 Department and the Dean.

Components of Final Mark

Evaluation format	Weight	Due Date
Reflective Review of “Repentance” – Star Trek episode	20%	Thursday, 1 st February - to be Submitted in class
Midterm Exam – Closed book	25% Exam in 2 parts. Part 1 - a quiz Part 2 - one (1) essay	Thursday, 15 TH February – In class
Group Presentation (see instructions below)	20%	From 29 February to 4 th April
Class Participation (See instructions below)	10 %	Active Participation is required - not just attendance.
Take-Home Policy Case Study Topics will be posted on Brightspace	25%	Due on the last day of the exam period – 25 th April Essay to be sent by email to: rogerrickwood@cunet.carleton.ca

Students shall not re-use their own work from a different course (or from the same course if they are repeating) when completing assignments or exams. If students wish to cite from such work, they must seek permission from the instructor before doing so.

DESCRIPTION OF EVALUATION COMPONENTS**1. Reflective Review - (Total course value mark 20%) - Due 1st February**

This is a review of the television episode of Star Trek entitled “Repentance” from January 31, 2001, Season 7, episode 13 (some locations state it is episode 12). The Library was unable to obtain a copy of the episode. I have written up a synopsis of the episode. This is posted on Brightspace. You will need to give your observations and reasoned reflections on the positive

and negative values of the Nygean sentencing and corrections process, principles and outcomes compared to those of the United Federation of Planets and our Canadian sentencing process, principles, and outcomes approach.

The assignment will be a minimum of 5 pages of text double-spaced and no longer than 10 pages of text. **It must include a title page, table of contents, page numbers and bibliography (these pages are not included in the 5 pages).** Noncompliance with these rules will mean a reduction of marks.

The late penalty of 2% per calendar day applies.

2. Midterm Exam (Total Course mark value 25% - 15th February)

The exam will consist of a quiz with true/false questions and multiple-choice questions as well as a choice of one essay from a choice of several topics. This is a closed book in-class exam.

3. Group Presentations (Total course mark value 20% - weeks 7-13) – Slides and an *aide memoire* to be sent to instructor by email by the date of the presentation

In class presentations will be done in groups of students using concepts, laws, practices and cases set out in the texts. Presentations normally will be based on reading topics for the selected week. However, this can be modified. Presentations can also be done on organizations that are active in sentencing and penal reform such as John Howard Society, Elizabeth Fry Society, Canadian Civil Liberties Association, Corrections Canada and the Parole Board of Canada.

The same mark will be given for all members of a group. Students failing to attend their group's presentation must present appropriate documentation for their absence or be penalized.

Form your group as soon as possible and e-mail me with the names of the members of your group. If you do not know anybody in class, I will assign you to a group or help you form one. Teams should be composed of 3-4 members. Registration of a date topic is on a first-come basis. Time in class will be set aside to form groups.

Each group must provide the instructor with an electronic copy of their slides by the date of the presentation and an *aide memoire* of at least one page summarizing the presentation. The instructor will post these materials on Brightspace. **Failure to provide an electronic copy of the power points and *aide memoire* means no grade will be entered for all members of the group.** Presentations should be at least 30 minutes long plus discussion time. Marks are awarded on content (70%), presentation style (20%) and engagement (10%) of other students in discussions, simulations or game exercises. A schedule will be drawn up. Students can use formats, such as panel discussions, news and talk shows, tribunal and court simulations and debates as well as use videos from media outlets. The whole time of a presentation cannot be

used up in a game. Respect for views different from your own and use of short preambles to questions is encouraged.

4. Class Participation (Total course mark value 10%)

Attendance will be taken. Your participation mark is based on active participation in class discussions and completion of small activities and exercises, not just on your attendance.

5. Take-Home-Policy Case Study (Total course mark value 25%) – Due on last day of exam period – 25th April -To be sent by email to me at rogerrickwood@cunet.carleton.ca no later than 11:59 p.m. on 25th April.

Students will write a policy case study on a sentencing or corrections issue in the form of an essay. The topics for the policy case study will be posted on Brightspace on April 13th. One topic only is to be chosen. Students will submit this paper to the instructor by email to rogerrickwood@cunet.carleton.ca on or before 25th April.

If a student is unable to complete the paper by 25th April, a deferral will have to be requested through the Registrar.

Details: The policy case study will be a minimum of 10 typed pages, double-spaced and a maximum of 20 such pages. Students must use headings to divide the paper into sections for clarity purposes. Division of the policy case study into separate identified sections is required as the policy brief is a form of structured role playing where you take on hypothetical roles. It is not a standard analytic research paper. **The case study must include a title page, table of contents, page numbers and bibliography (these pages are not included in the required 10-20 text pages). Noncompliance will mean a reduction in marks.**

The policy case study involves analysing a case topic description along with posted documents. Students will identify the issue, values, laws, and practices involved as well as the stakeholders.

Students will present recommendation(s) for solution(s) and reform(s) for major stakeholders, such as counsel, Corrections Canada, prison guard unions, police, prisoner support/reform groups and prisoners. Students will reach reasoned conclusions on proposals for policy reform and indicate costs and benefits involved as well as their practicality and the possibility of acceptance.

Reference will be made to theorists and case law where appropriate. Secondary research from media and academic sources can be used.

Controversial statements and facts will require supporting documentation. Your opinions are welcome at the end. Please keep them separate from factual evidence or descriptions.

Remember to answer all parts of the question that you select.

No specific style guide is prescribed. Legal citations should follow Carleton Law Department guidelines.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS – SUBJECT TO ALL UNIVERSITY REGULATIONS

There will be a penalty of 2% per calendar day for late Reflective Review.

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

COURSE SCHEDULE

Week 1	<u>Introduction – Course Overview – Evaluation Scheme</u>
Jan. 11	<p>Discussion of course Teaching/Learn Methodology</p> <ul style="list-style-type: none"> - Lecture Notes for Week 1 (on Brightspace) - Manson, Chapter 1, Introduction, pp. 1-4, Chapter 2 - UDHR (UNGA 1948) at: https://www.un.org/en/about-us/universal-declaration-of-human-rights - CCRF (CA 1982, Part 1) at: https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf <p><u>A History of Sentencing & Punishment (Adult and Youth)</u></p> <ul style="list-style-type: none"> - Bedu, Hugo Adam & Erin Kelly, "Punishment", <i>The Stanford Encyclopedia of Philosophy</i>, (Fall, 2015 Edition) On line at: https://plato.stanford.edu/archives/fall2015/entries/punishment/ - Manson, Chapter 2, pp. 5-29 and Chapter 3, pp.31-54 - Fetherston, <i>The Law and Young Offenders</i>, Chapter 4 (on Brightspace)
Week 2	<u>Continuation of History of Sentencing & Punishment</u>
Jan. 18	<p>-Lecture Notes-Timeline of Selected Sentencing & Corrections Developments (on Brightspace)</p> <p><u>Justification of Legal Punishment and Corrections, Philosophy and Objectives</u></p>

- Lecture Notes-Justifications for Punishment (on Brightspace)
- Manson, Chapters 2 & 3
- Manson & Healy, Chapter 1

Jan. 19 **Last day for registration and course changes**

Week 3 **Judicial Discretion and Methodology of Sentencing: Substantive Principles**

- Jan. 25**
- Lecture Notes-Sentencing Guidelines-Slides (on Brightspace)
 - Lecture Notes-Statutory Sentencing Policy-Slides (on Brightspace)
 - Criminal Code of Canada, ss. 718, 718.1 and 718.2 -at Justice Canada at : <https://laws-lois.justice.gc.ca/eng/acts/C-46/>
 - Manson, Chapter 4, pp. 56-81, Chapter 5, pp.83-97

Jan. 31 **Last day for academic withdrawal from a course with a full fee adjustment.**

Week 4 **Sentencing Rules and Aggravating and Mitigating Factors**

- Feb. 1**
- Manson, Chapter 6, pp. 98-129 & Chapter 7, ppp.130-161
 - Manson & Healy, Chapter 3

REFLECTIVE REVIEW DUE – IN CLASS

Week 5 **Sentencing Process – Hearing & Sources of Information**

- Feb. 8**
- Lecture Notes-Sentencing Hearing (on Brightspace)
 - Manson, Chapter 8
 - Manson & Healy, Chapters 4 & 5

Week 6 **MID-TERM EXAM (Weeks 1-5) - 25% of Course Total**

- Feb. 15**
- Two parts – Part 1 Quiz (30 points) Part 2 Essay (30 points)
(Optional topic).

Feb. 19 **STATUTORY HOLIDAY – UNIVERSITY CLOSED**

Feb. 19-23 **WINTER BREAK – NO CLASSES - NO OFFICE HOURS**

Week 7 **Sentencing Process – Victim Participation, Pleas and Joint Submissions**

- Feb. 29**
- Lecture Notes-Victim Participation (on Brightspace)
 - Manson, Chapter 8
 - Manson & Healy, Chapters 6 & 7

PRESENTATIONS START

Week 8
Mar. 7 **Sentencing Options and Tools – Alternatives to Incarceration: Absolute & Conditional Discharges, Conditional Sentencing, Diversion, Probation & Money Sanctions**

- Lecture Notes-Sentencing Options (on Brightspace)
- Manson, Chapter 9, pp. 208-259
- Manson & Healy, Chapters 8, 9 & 10

PRESENTATION

Week 9
Mar. 14 **Sentencing Options and Tools: Conditional Sentences & Collateral Sentencing Orders, Imprisonment, Intermittent Sentences, Temporary Absences and Parole**

- Temporary Absence Programs – Canada; Ontario; New Brunswick (on Brightspace)
- Manson, Chapter 9, pp. 260-291
- Manson & Healy, Chapter 11, 12, 13

PRESENTATION

Mar. 15 **Last day for Academic withdrawal without fee adjustment**

Week 10
Mar. 21 **Sentencing Options and Tools: Murder and Manslaughter–Imprisonment Terms and Parole Eligibility**

- Manson, Chapter 10
- Manson & Healy Chapter 14
- *Criminal Code of Canada* Sections 745 to 745.5 on line at: <https://laws-lois.justice.gc.ca/eng/acts/C-46/>

Preventative Detention & Preventative Supervision for Long Term and Dangerous Offenders

- Manson, Chapter 11
- Manson & Healy Chapter 15

PRESENTATION

Week 11 **Special Sentencing and Correctional Issues involving Women, Indigenous Peoples, People of Colour, LGBTQ People, People with Disabilities, Youth and Elderly**
Mar. 28

People

- Manson & Healy, Chapters 16 & 17
- Fetherston, *The Law and Young Offenders*, Chapter 4 (on Brightspace)
- *Criminal Code of Canada*, Part IV (enacted by Bill C-75 (2019) at <https://laws-lois.justice.gc.ca/eng/acts/c-46/page-30.html#h-117813>)
- Bill C-75 (2019) amendments to *Youth Criminal Justice Act* – see interpretation at <https://www.thelawyersdaily.ca/articles/16666>
- Justice Canada, *The Youth Criminal Justice Act Summary & Background* at: <https://www.justice.gc.ca/eng/cj-jp/yj-ij/tools-outils/back-hist.html>
- UNDRIPA at <https://laws-lois.justice.gc.ca/eng/acts/U-2.2/index.html>
- “Bill C-22-A Positive Move” at <https://www.lawtimesnews.com/practice-areas/criminal/bill-c-22-a-positive-move-but-more-study-and-action-needed-to-tackle-systemic-racism-say-experts/337942>

PRESENTATION

Week 12 **LAST DAY OF CLASSES**
Apr. 4 **Sentencing Appeals and Post Appeal Sentencing Issues and Future of Sentencing**

- Manson, Chapters 12 & 13
- Manson & Healy, Chapters 19 & 20
- DOJ, *Mandatory Minimum Penalties in Canada*, (2018) at: <https://justice.gc.ca/eng/rp-pr/jr/mmp-pmo/p1.html>
 see also [Rooting out systemic racism is key to a fair and effective justice system \(newswire.ca\)](https://www.newswire.ca/news-releases/rooting-out-systemic-racism-is-key-to-a-fair-and-effective-justice-system-694821211.html)

The Charter and Sentencing

- Manson & Healy, Chapter 18

PRESENTATION

Apr. 13-25 **Final Exam Period**

Apr. 25 TAKE-HOME POLICY CASE STUDY DUE (25%) – TO BE SENT BY
EMAIL TO INSTRUCTOR AT rogerrickwood@cunet.carleton.ca BY 11:59 P.M.

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

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; 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.

Emergency Resources (on and off campus):

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

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

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

ACADEMIC ACCOMMODATIONS

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 more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 must be provided to students who compete or perform 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. Read more here:

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit:

<https://students.carleton.ca/services/accommodation/>.