PHIL 235
Biomedical Ethics
Section EC
Fall 2026

This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.

Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

About This Course

What This Course Is, What This Course Is Not

This is a 500-person, asynchronous, remote learning course. It is *not* an in-person course that happens to be online, like you may have taken during the pandemic. It is a categorically different kind of course, with a unique design structure tailored specifically for large-scale remote learning.

A course like this has both benefits and downsides. The benefits include increased accessibility (it can be taken by a broader, more extensive group of students) and increased flexibility (you can do coursework anywhere, anytime). The downsides include the lack of personal interactions and the lack of feedback. Here are some specific implications of this:

- The feedback you receive on your work will be minimal and broad.
- Once you receive your grade back on your work, you may ask your TA for brief clarification into your grade, but your TA is not obligated to provide you substantial individualized additional feedback or guidance for improvement.
- The TAs and the instructor are not able to review drafts, or provide substantial personal guidance on assignments before you turn them in.
- The instructor will not review assignment grades or grant requests for regrades. All requests for grade reviews will be denied.

It is important to have realistic expectations about the experience you will have in a course like this. Again, this is a categorically different sort of course, and your expectations for feedback should be categorically different as well – you will not receive the personal learning experience and individualized feedback you are used to in in-person courses, but you will receive increased accessibility and flexibility. Remote, asynchronous courses are not a replacement for in-person learning; they are a supplement that have their unique benefits and downsides. If you decide to enroll in this course, make sure this is the type of course you want to take.

Please note: despite being remote and asynchronous throughout the semester, this course does require an in-person final exam during the university's exam period. All students must come to Concordia's campus in Montreal and take the final exam. Students who fail to take the final exam will not pass the class, no matter their grades in other components of the course. The exact date, time, and place of the exam will be determined by the Exams Office and announced mid-semester. The final exam questions and answer keys will not be released after the exam. Questions are accessible only during the test period, and your final exam grade will be available in the gradebook.

Instructor:

Instructor: Jing Iris Hu

Instructor Contact Information**:** **phil235ec@concordia.ca**

TA's Contact Information: see the contact page on our course site

This email address allows you to contact the instructor directly. However, the majority of your questions need to be addressed to your Teaching Assistant (not the instructor), including questions about your performance in the course, your understanding of the course material, and insight or clarification about your grades. Your TA's email address can be found on the contact page on our course site. If you have general questions or concerns about the course, or if there is a delay in hearing back from your TA (more than 2 business days), you may email the instructor directly. When emailing the instructor, make sure to include your TA's name and your student ID. If you email the instructor directly and your email does not include the name of your TA and your student ID, the instructor will not respond.

Note that, due to the size of the course, the instructor is not able to accommodate student requests for re-grades or indivdulized feedback on your work. The instructor is also unable to predict or boost your final grade.

For all email communications with both the instructor and your TA, please allow for a 2 business day response time (Monday-Friday, except university holidays), and plan your communications accordingly.

Course Description

Most commonly understood as an offspring of philosophical ethics (that is, as one branch of *Applied* Ethics), biomedical ethics is also importantly rooted in biomedical research, legal debates, professional and governmental policy debates, international organizations and their policies and activities, public health policy and programs, and the everyday situations encountered by Health Care Professionals. In fact, since the 1970s, Bioethics has developed vibrant social debates around questions of rights, autonomy, distribution and rationing of care, professional ethics, and how to deal with rapid advances in biomedical and technological research. That these debates now occur in a more interdisciplinary setting is a significant indication of the influence and importance of bioethics.

In this course, you will learn how to think *critically* about the evolving place of medicine and medical technology in our lives, always with an eye toward the ethical aspects of these debates and situations. We will explore this emerging field in several ways. The first unit will provide both a foundation in ethical reasoning from the philosophical tradition and a grounding in the predominant set of "principles" that have emerged in biomedical ethics. We will then examine the role of Bioethics at the clinical level, where the role of traditional ethical theories is central to decision-making and to the formation of relationships in the clinical setting. The third unit of the course shifts our focus to the particular (and particularly contentious) issues of abortion and euthanasia/physician-assisted suicide. The final unit explores the ethical implications of emerging genetic technology and research involving human subjects. Each unit includes required readings and required audio lectures. You will also be presented with additional "thinking further" materials for consideration or discussion, and several tutorials to help you with the graded components of the course.

Course Objectives

- To gain a solid understanding of the key concepts and major positions within the field of Biomedical Ethics, and in Moral Philosophy more generally.
- To develop and practice the important skills of "critical" reading, writing, and thinking.
- To learn how to recognize morally significant aspects of situations or issues, and to be able to approach them with an open attitude.
- To gain valuable practice and skills in being able to navigate difficult ethical situations (such as when the duties of autonomy and of beneficence conflict).
- To think carefully about the role of individual autonomy and the structure of the community in light of the value and place of health care in our lives.

Course Materials

All materials will be available through the course website and are included in the cost of the course. This includes access to the following materials:

1) **Course Textbook:** Fisher, Johnna, 3rd ed. *Biomedical Ethics: A Canadian Focus*. Oxford University Press: Canada, 2018. : (*180 days access)*
   2) You will purchase the electronic book automatically when registering for the course; no need to purchase it separately. **Video Lectures**, are available for streaming, along with the transcripts.
   3) **Assigned Readings:** sometimes students will be provided with readings outside of the Textbook; those readings are available on the course website.
   4) **Podcasts,** designed to help you review the units and help you with the graded components of the course. Please note that they are locked, and can be unlocked after the student finishes all the course video lectures in the relevant unit.

Course Website

The course website can be accessed at www.econcordia.com

Your eConcordia account will be valid until the end of the term for which you are registered. Your account will allow you to access the online course material, all graded course components, useful links, readings and more resources from the course website for the duration of the term.

Please note that it is basic to your enrolment in this course that you register with eConcordia to gain access to the course – this is the first thing one should attempt to enable right at the start. Please also sign up to receive notifications from eConcordia by email, so when an announcement is posted you will be notified.

Assessments

Graded Assessments

Components	
Real World Reflection	20%
Online Midterm Exam	20%
Case Study	30%
In-Person Cumulative Final Exam	30%

Real World Reflection (20%)

The Real World Reflection ***is worth 20% of your course grade. See reflection rubric under the Rubrics tab on Moodle for details and instructions.*** ***Note:*** In order to prevent illicit use of genAI, you are required to draft and revise your reflection in a Google Doc (see reflection rubric for further details about this requirement).

You will submit a short reflection towards the middle of the term. Reflections should be around 500 words, but no more than 800 words. The goal of this reflection is to bridge theory and practice by critically reflecting on some aspect of the course material from the first part of the course (specifically, material from lessons 1-5) and linking it to a personal lived experience, current event, or pop culture. First, you will choose some aspect from the relevant course material – a topic, idea, view or argument – that resonated with you. Second, you will explain how this aspect applies to a real-world issue. For example, you might discuss how your chosen aspect from the course material (a) gives you insight into or makes you rethink a personal experience; (b) is relevant to a real life controversial social or political issue; (c) relates to a current event or topic in the news; (d) shows up in movie, TV show, or book; (e) influences pop culture; (f) plays out in daily life; (g) has practical implications for real people; (h) changes how you act in real life circumstances. Real world reflections are worth 20% of your course grade.

Please review the reflection rubric carefully for further instructions and details about reflections.

Online Midterm Exam

The midterm exam will take place online. The exam will be posted at 6AM on exam day, and stay open until 11:59PM. You can take the exam at any point within that window. Once you begin the exam, you will have 90 minutes to complete it, so make sure you pay attention to how much time you have remaining. Once started, the exam cannot be paused. The exam can be taken only once. A study guide for the midterm exam can be found under the study guides tab of our course site.

The exam will cover the material from Units 1 & 2 (lessons 1 – 6). It will consist of a mix of true/false, multiple-choice, and short answer questions. Answers to the short answer questions will be graded according to the short answer rubric, which can be found under the rubrics tab on Moodle.

Should you encounter a technical issue while during the exam, contact helpdesk@econcordia.com. This means, do not email your TA or instructor, since only the eConcordia helpdesk staff can help you with technical difficulties.

Case Study (30%)

The Case Study ***is worth 30% of your course grade. See case study rubric under the Rubrics tab on Moodle for details and instructions.*** ***Note:*** In order to prevent the illicit use of genAI, you are required to draft and revise your reflection in a Google Doc (see case study rubric for further details about this requirement).

Case studies should be between 1000-1200 words. The goal of case studies is to bring to bear the moral theory and arguments from the course material to a real-life morally messy case. You will choose one of several cases to focus on. The list of cases you can choose from is on the case study instructions document, which will be available from the beginning of the course.

After presenting the case and its morally relevant features, you will discuss and analyze two opposing stances one may take on the case. For example, if the case is about an abortion, one stance may be that the abortion is morally permissible, and the other stance may be that the abortion is morally wrong. At the end of the case study, you will argue in favor of one of these two stances – that is, you will give reasons for thinking that one stance is most plausible. For example, you might argue that the abortion is morally permissible in the case.

Please review the case study rubric carefully for further instructions and details about case studies. Additional information can be found as a part of **Podcast #3 "How to Study a Biomedical Ethics Case" as well as** to **Podcast #4 "What and When to Cite Sources."**

In-Person Cumulative Final Exam (30%)

The final exam will take place in-person on Concordia's campus in Montreal. The exact date, time, and location of the exam will be determined by the Exams Office, and will be announced towards the middle of the semester. Taking the in-person final exam is required for all students; there is no option to take the final exam virtually.

The final exam is cumulative, and will cover material from Units 1 – 4 (lessons 1 – 12), although there will be a heavier emphasis on the material from Units 3 & 4 (lessons 7 – 12). A final exam study guide can be found under the study guides tab on our course site.

All questions will be multiple-choice or true/false. Your answers will be filled in on a scantron sheet. Because of this, you must bring an HB pencil to the exam - forms filled out in pen or marker cannot be read. For more information about scantron sheet, see the final exam instructions document on our course site.

If you miss your final exam and you have a valid excuse, you may apply for a deferred exam through the university – for more information about deferring final exams, click here. A valid excuse consists of things like serious illness or severe injury, recent death in your immediate family, and fire. Under exceptional circumstances, it may be possible to apply to take the final exam in-person at another accredited institution. For more information about external exams, click here. Please note if you failed to take the final exam, you cannot pass the course.

Grades

Letter Grade Conversion Chart

Grade	%	Grade	%	Grade	%	Grade	%	Grade	%
A+	90-100	B+	77-79.9	C+	67-69.9	D+	57-59.9	F	0-49.9
A	85-89.9	B	73-76.9	C	63-66.9	D	53-56.9		
A-	80-84.9	B-	70-72.9	C-	60-62.9	D-	50-52.9		
Outstanding		Very Good		Satisfactory		Marginal Pass		Poor/Fail	

Philosophy Department Statement Regarding Grades and Grade Distribution

1. The Undergraduate Calendar 16.3 specifies that As, Bs, and Cs are for “outstanding,” “very good” and “satisfactory” work, respectively. The Philosophy Department interprets this to mean that: Cs are awarded for work that is adequate, yet in some way fails to completely meet all expectations and requirements; Bs are awarded for work that fully meets all expectations and requirements; As are reserved for outstanding work that exceeds expectations and requirements by, e.g., demonstrating outstanding rigour, clarity, or insight.
2. In 200 & 300 level courses with over 30 students, it is normally expected that: the grade average will be in the C+ to B- range; there will be no more than 25% As.

For details about how these policies are interpreted for PHIL 235 assessments, please see the relevant rubric for each assessment. The key point for you to note in the above policy is that submissions that **that fully meet expectations and requirements will be awarded a grade in the B range**. Grades in the A range are reserved only for work that *exceeds* expectations and requirements in terms of things like clarity, rigor, philosophical sophistication, or insight.

Course Policies

Mandatory - Drafting in Google Doc

Students are required to draft and revise both their real world reflections and their case studies in a Google Doc. Because Google Docs allows us to review version histories, we can ensure that you have not copied or transcribed your paper directly from ChatGPT or another illicit GenAI source. Copy-and-paste the final version of your paper from the Google Doc to a Word Document or a PDF-convertible word processer to submit on Moodle. Include a link to that Google doc on the top of the document you submit and make sure to grant us editing access to it so that we can review its version history (for step-by-step instructions on how to grant editing access, see this document). We will refuse to grade submissions that (i) do not include a link to a Google Doc at the top, (ii) the linked Google Doc does not grant us editing access or (iii) the version history of the Google Doc indicates the paper text was copy-and-pasted or directly transcribed from another source. These submissions will automatically receive a 0, no exceptions.

Zoom Office Hours

The instructor will host optional Zoom office hours every other week on Wednesdays from 2:00PM -3:00PM throughout the semester, starting the second week of class and ending the last week of class (except for public holidays and reading week, see the exact dates listed below). You can come to office hours to ask the instructor about course material or instructions and expectations for assessments. Please note that the instructor is not able to provide individualized feedback on your work or conduct grade reviews during office hours. The Zoom link for office hours can be found under the Live Office Hours tab on our course site.

- Monday September 16
- Monday September 30
- Monday October 28
- Monday November 11
- Monday November 25

Q&A Forum

The Q&A forum allows students to post questions or thoughts about the course material. Other students, the instructor, and TAs are able to respond to posted questions. The forum allows students to interact with each other virtually. Posting on the board is totally optional. Note: it is best to post questions whose answers would be useful to other students beside yourself. If you have an individual-specific question that pertains directly to you, context your TA directly instead of posting on the Q&A forum.

Updated Assessment Structure

The assessment structure for this iteration of PHIL 235 has been changed since the lecture videos and podcasts were recorded. Because of this, some of the discussion of the assignments in the lecture videos and podcasts is outdated. For example, you will not be writing a philosophy paper

for this course. Instead of unit quizzes, you will be taking a midterm exam (virtual, on the course site), and a final exam (in person, on campus). Your “final assignment” will be the case study. You will also be writing a real world reflection. The accurate updated information about exams and assignments is found in this course outline.

Generative AI Policy

The use of generative AI (e.g., ChatGPT) to help generate answers or writing on any of your assessments – real-world reflection, the midterm, the case study – is strictly prohibited; any suspicion that AI has been used will be promptly reported and investigated. If a student is found to have illicitly used AI to generate answers or written work, they will receive a 0 for the relevant assignment. Any suspicion of AI use, including using it to translate, revise drafts, fix grammar, prepare for tests, will be immediately investigated and reported to the appropriate FAS officials.

Limitations on Feedback

Due to the sheer number of students in this course and the limited number of TAs, extensive individualized feedback on study work is not feasible. Because of this, feedback on your work will be limited. You may ask your TA for insight and clarification into your grades, but TAs are not obligated to provide you with large amounts of additional feedback. Please also note that the instructor is unable to accommodate individual student requests for feedback or regrades.

Rubrics

Your reflection will be graded in accordance with the real world reflection rubric, and your case study will be graded in accordance with the case study rubric. Your answers to short answer questions on the midterm exam will be graded in accordance with the short answer question rubric. All rubrics can be found under the Rubrics tab on Moodle. Make sure you read over each rubric carefully before completing the relevant assessment.

Late Submissions, Extensions, Technical Issues, and University Policies

Extensions and Lates Submission

- Any request for an extension must be received a week before the deadline or it will not be considered. Day-of and last minute extension requests will not be granted. To request an extension, email the instructor directly, and copy your TA. Email requests that do not copy their TA will not be responded.
- Extensions will be granted only to students who are able to provide a reasonable explanation or verifiable medical note. Medical notes must include dates within which you are excused from work/school. Vacations and travel plans (work-related or otherwise) are not considered valid reasons for late submissions of or an inability to complete assessments on time.
- In the case of medical leave, you are expected to make up for missed assessments within a week of returning to school. You must contact the instructor via email to arrange an extension. It is your responsibility to take the midterm exam on the exam day. If you miss the midterm exam, you will automatically receive a 0 for the exam. In the case of emergencies, it is your responsibility to notify the instructor and TA via e-mail as soon as possible in order to determine the course of action required for the matter at hand.
- Organize your time effectively to ensure that you submit your work on time. Any work submitted after the deadline is considered late and will incur a penalty of 10% per day (weekends included) if applicable. An assignment is considered late if it is turned in at any point passed the deadline (including just a minute). For example, a case study that is turned in 1 minute after the deadline is considered a day late. A case study that is turned in 1 day and 1 minute after the deadline is considered two days late.
- Please note that you are responsible for the version of the work you submit for grading. If you accidentally upload the incorrect version of your work, you can resubmit the correct version prior to the deadline. If you fail to meet the deadline, the version of your work located on the website is the one that will be graded.
    - In addition, please note that it is your responsibility to ensure that your assignment is received before the deadline. It is recommended that you do not wait until last minutes to submit assignments, in case you run into technical errors during submission. For technical problems, contact helpdesk@econcordia.com
    - **Missed exam?** See: http://registrar.concordia.ca/exam/faqdef.html

Technical Issues

- It is the responsibility of all students to ensure they save a copy of all work submitted through the system. This applies to any work uploaded and entered into textbox submissions (e.g., for the exam) to the course website.

- Should you encounter a technical issue while completing the midterm exam or uploading an assignment, contact helpdesk@econcordia.com. This means, do not email your TA or the instructor, since only the eConcordia helpdesk staff can help you with technical difficulties.
- Timer on the midterm exam: sometimes the timer displayed in your Internet browser while taking an online exam can lag, and hence it will sometimes show that you have more time than you really do. **There is no fix to this issue**, since it can depend on a computer's browser, processing speed, reliability of Internet connection, etc. Regardless of what the timer displays, eConcordia's system will auto-submit your midterm exam once the allotted time is up. That is, it will auto-submit the midterm exam **when you have used all your *objectively calculated* time on the midterm exam**, **even if the timer's *apparent* time remaining has not run out**. There is **a simple way to avoid getting confused by this**: keep a watch or a phone at hand to help you keep track of time. So, don't worry about the timer, it has some issues but you're always getting all of your allotted time regardless of those timer issues; keep a watch handy to keep track of the time.

Sexual Violence

Concordia's Policy Regarding Sexual Violence defines sexual violence as "any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This includes, but is not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, degrading sexual imagery, distribution of sexual images or video of a community member without their consent, and cyber harassment or cyber stalking of a sexual nature or related to a person's sexual orientation, gender identity and/or presentation."

The Policy further defines sexual assault and harassment.

- The Philosophy Department condemns sexual violence. The Department encourages all students to report sexual violence to the Department Chair, the Dean, or to the Office of Rights and Responsibilities.
- Concordia's Sexual Assault Resource Centre (SARC)is an important resource on campus for students needing support, accompaniment, resources or information about sexual violence. SARC may convene a Sexual Assault Response Team (SART) to support a survivor/victim reporting sexual violence. See the Policyfor further details.
- Other resources include the Centre for Gender Advocacyand the CSU Advocacy Centre.

The Philosophy Department welcomes Concordia's Consensual Romantic Or Sexual Relationships Guidelines, which "strongly discourage all instructors from commencing or continuing any consensual romantic or sexual relationship with a student."

Academic Integrity

Concordia University places the principle of academic integrity, that is, honesty, responsibility and fairness in all aspects of academic life, as one of its highest values.

Instructors, students and administrators are expected to be honest and responsible in their academic conduct and fair in their assessment of academic matters.

In Concordia's Academic Code of Conduct, plagiarism is defined as "the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement (Article 16)." --Concordia's Academic Code of Conduct

In simple words: ***Do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it!***

For example, if you copy& paste a paragraph from other's work into your own assignment without acknowledging it, pay someone else to do your work, submit the same essay to two similar courses, translate something from French to English without citing the source, these are all considered plagiarism and the consequences tend to be rather severe.

Since plagiarism can be intentional and unintentional, it is important to familiarize yourself with the Academic Code of Conduct https://www.concordia.ca/content/dam/concordia/offices/provost/docs/Academic-Code-Conduct-2015.pdf, so as to avoid committing plagiarism.

To understand what is plagiarism and how to avoid it, see

- What is Plagiarism https://www.concordia.ca/students/academic-integrity/plagiarism.html
- Here is a short YouTube video that helps you understand what is plagiarism and how to avoid it https://www.youtube.com/watch?v=Ly_AeHl4t5M

Tutorial Companies

Please note that private tutorial companies, some of whom aggressively promote their services on and off campus, are not authorized by Concordia University to distribute flyers on University premises and may not use Concordia University facilities to promote or provide their services on some flyers.

Concordia University and its academic departments do not have any affiliation with these companies even though names such as JMSB, Concordia, or references to specific departments often appear in a visible way.

Texidium

Texidium is an eReader platform that puts your eTexts at your fingertips on any device, anywhere, and at any time.

Available online and for all popular platforms (iOS, Android, Windows, and Mac OS), Texidium is designed with the student learning experience in mind and sets a new standard for accessibility and convenience.

To install the Texidium App and to register your Texidium account to enable printing of the electronic textbook, visit: https://reader.texidium.com/dist/#/apps.

Texidium Support Hours:

- Monday to Friday, 6:00 am to 6:00 pm EST. This includes email, phone or chat support.
- Evening and night support is available via email only, from 6:00 pm to midnight.
- The communication channels for End-Users is available at https://texidium.com/contact/.
- Over the weekend, email support is from 8;00 am to midnight; however, it is a reduced team so response times may be a bit slower and prioritized by level of urgency.

Important Information

Topic	Link
Academic Integrity	Academic Integrity
Educational Technology Guidelines	Concordia Educational Technology Guidelines for Faculty and Students (the "Guidelines")
Access Centre for Students with Disabilities	ACSD
Concordia Library Citation & Style Guides	How to cite...
Course Communication Tools	Communication
eConcordia Policies	Policies
Final Exams Information	Final Exams
Helpdesk/Support	FAQ
Refunds	Refunds
Technical Requirements	Technical Requirements
Tips for Studying Online	Studying Tips
Tips on how to reach online learning goals (learning modules)	How to Succeed @ eConcordia
How to install and use Zoom	Zoom Information

PHIL 235 - Biomedical Ethics
Agenda
Fall 2026

All deadlines indicated are on the due date listed by 11:59 p.m. unless otherwise indicated.

Week 1: September 7 - September 13	
September 07	**Labour Day, university closed**
September 08	**Classes begin**
September 08	**Q&A forum opens at 2 PM.**
	Review the Course Outline and Agenda
	Lesson 1: Morality and Moral Decision-Making
Week 2: September 14 - September 20	
	Lesson 2: Self-Determination and Deciding for Others
Week 3: September 21 - September 27	
September 21	**Deadline to add fall-term courses**
September 21	**Deadline for withdrawal with tuition refund (DNE) from fall-term courses**
	Lesson 3: Management of Medical Information
	Podcast 1
Week 4: September 28 - October 4	
	Lesson 4: Gene Choices and Genetic Information
Week 5: October 5 - October 11	
	Lesson 5: Reproductive Ethics (Part 1 of 2)
October 09	**Real World Reflection due by 11:59 PM**
October 10	**Reading week begins**
Mid-term break: October 12 - October 16	
October 12	**Thanksgiving Day, university closed**
October 16	**Reading week ends**
Week 6: October 19 - October 25	

October 23	Last day to submit required documentation to register with the Access Centre for Students with Disabilities and request exam accommodations for the fall 2026 final examination period
	Lesson 6: Reproductive Ethics (Part 2 of 2)
	Podcast 2
Week 7: October 26 - November 1	
	Lesson 7: End-of-Life Decision-Making
October 26	**Online Midterm Exam: Covers Lessons 1-6.** **Posts at 6:00am and closes at 11:59pm on the test day. You can take it anytime throughout the day. Please note that all open exams will be automatically submitted at 11:59pm.**
Week 8: November 2 - November 8	
	Lesson 8: Health Care Allocation
	Podcast 3
Week 9: November 9 - November 15	
	Lesson 9: Research with Human Subjects
Week 10: November 16 - November 22	
November 16	**Deadline for academic withdrawal (DISC) from fall-term courses**
	Lesson 10: Public Health (Part 1 of 2)
Week 11: November 23 - November 29	
	Lesson 11: Public Health (Part 2 of 2)
November 23	**Case Study is due by 11:59pm**
Week 12: November 30 - December 7	
November 30	**Last day for instructor-scheduled tests or examinations**
December 07	**Last day of classes, fall term**
	Lesson 12: A Global Perspective
Examinations Period: December 9 - December 22	
	Final Exam date and time is posted on your Student Hub
	In-Person Final Exam