

Course Outline

COURSE:		LAWS 3005 A – Law and Regulation
TERM:		Winter 2025
PREREQUISITES:		1.0 credit from LAWS 2201, LAWS 2202, LAWS 2501, LAWS 2502
CLASS:	Day and Time:	Thursdays, 11:35 - 14:25, Online - Synchronous and Asynchronous combined
	Location:	Online, Zoom
INSTRUCTOR: (CONTRACT) TEACHING ASSISTANT:		Taryn Hepburn, M.A.
CONTACT:	Office:	Virtual - Zoom
	Office Hours:	Tuesdays by appointment Time slots can be booked online through Brightspace
	Email:	tarynhepburn@cmail.carleton.ca
BRIGHTSPACE:		https://brightspace.carleton.ca/d2l/home/285162

CALENDAR COURSE DESCRIPTION

Definitions and goals of regulation; contemporary theories and debates about legal and non-legal approaches to regulation. Approaches studied may include market mechanisms, public agency regulation, self-regulation and governance in co-operation with associations in civil society.

COURSE DESCRIPTION

This course focuses on how and why we regulate and are regulated. To do this, we will consider power and the way it acts upon and through subjects. Historically, regulation has presented itself with many faces – legal, political, social, economic, and more – but each of these faces has the same core goal: to govern how we behave. Our discussions will be centered on three questions:

- 1) What is regulation?
- 2) How do we regulate?
- 3) Why do we regulate?

LEARNING OUTCOMES

By the end of this course, students should be able to:

1. Identify forms of regulation

2. Assess the appropriateness of the regulation and provide a rationale for the appropriateness
3. Synthesize and articulate the core of discussed critical theories
4. Construct an argument about regulation and the law that relies on evidence
5. Develop and articulate critical reviews of the content, including the development of clear and deep questions.

REQUIRED TEXTS

All texts will be provided on Brightspace or through a link on the syllabus. Students are not required to purchase any materials for this course.

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.

This course is addressed in two parts (A and B). Part A covers weeks 2-6 (Jan 16 – Feb 13) and Part B covers weeks 7-12 (Feb 27 – Apr 3).

The final course mark will be based on:

Assignment:	Total percent of final grade:	Due Date:
Reading Presentation Video	25%	Sign-up sheet can be found on Brightspace. Submissions are due by the start of class (Thursdays, 11:35 a.m.) the week for which the reading is assigned. This week must not be in the same part of the course (Part A or B) as the week students sign up for a Reflection Post and Question.
Reflection Post and Question	15%	Sign-up sheet can be found on Brightspace. Submissions are due by the start of class (Thursdays, 11:35 a.m.) the week for which the reading is assigned. This week must not be in the same part of the course (Part A or B) as the week students sign up to submit a video presentation.
Discussion Response	10%	Post 1: Feb 14, 11:55 p.m. (Part A) Post 2: Apr 4, 11:55 p.m. (Part B)
Participation	10%	Assessed weekly, cumulated after final lecture (Apr 3, 2:25 p.m.).
Paper Proposal	15%	Mar 6, 11:55 p.m.
Final Paper (Ranged Take Home Exam)	25%	TBA

Rubrics for all assignments can be found on Brightspace.

ASSIGNMENT OUTLINES:***Reading Presentation Video (25%):***

Video presentations will be submitted each week starting the second week, so students are asked to sign up for a week in Part A or Part B of the semester. **This week must not be in the same part of the course as the week students sign up for a Reflection Post and Question.** Presentations are expected to run 10-12mins and to introduce and discuss the reading for that week. On weeks in which there is more than one reading, you may select one reading to focus on. Visual components (i.e., powerpoint, etc.) are encouraged, but not required. There is no particular structure or order a presentation has to follow, but it does need to be organized well and flow well. Presenters are encouraged to attempt to answer their own discussion questions.

The goal of this assignment is to demonstrate thorough engagement with the reading you have selected. Conduct a critical analysis of your reading and present it as if you are teaching it to your audience. Given that, it is recommended that the presentation covers *at least* these points, though more depth is always beneficial:

- **A brief summary of the reading.** Being concise is good here – the goal is to provide enough information that everything you want to discuss makes sense, but that you leave the majority of your time for your analysis.
- **Key points.** Try to identify a few (1-3) takeaway points from the article. Think: if I only had 3 sentences to teach someone the most important thing I learned from this article, what would it be?
- **The goal of the reading.** What was the reading trying to convey? Did it do that?
- **Tricky points.** Were there any spots that caught you up or that seemed wrong? Did something particularly challenge you or your beliefs? Why was this spot tricky?
- **Critiques.** Try to identify one or two points you would push back on or don't agree with. Keep in mind that you need to conceptualize and give the reasoning for your pushback (e.g., give evidence). This section might be a good spot to bring in an outside source, though outside sources are not required. If you do use any outside sources, make sure they are academic and that they are cited.
- **Questions.** Did any questions arise for you as you were reading?

Videos are to be submitted to Brightspace on the assigned Thursday by the start of our synchronous meeting time (11:35 a.m.).

Reflection Post and Question (15%):

Students are asked to sign up for a week in the first or second half of the semester (Part A or B) in which they post a critical reflection and discussion question to the class discussion forum. **This week must not be in the same half of the course as the week students sign up to submit a video presentation.**

Each post should include:

- 300–350-word critical reflection on a reading from the week.
- At least one critical discussion question.

The goal of this post is to engage with the reading and to invite your colleagues to dig into the content with you. The discussion post should focus on thoughts and questions about the readings that can

lead other students into an insightful conversation. **This should not be a summary.** The discussion is intended to consider something insightful, critical, or thoughtful about a reading. The goal is to ask things that generate conversation on the forum. Discussion questions can dig into specific content from a reading, apply the content to real life situations, consider implications of something they read, examine how the week's/course's readings relate to one another, etc. The poster is **not** expected to know everything there is to know about the reading, so things they might want to discuss or bring up are things they found tricky or challenging about the reading themselves.

Discussion Response (10%):

Twice over the term (due Feb 14 and Apr 4 respectively), students are asked to respond to a Reflection Post and Question posted on the class discussion forum. You are free to respond to any of the reflections posted in the relevant part of the course – this means that the post due Feb 14 can be in response to **ANY** reflection published in **Part A** of the course and the post due Apr 4 can be in response to **ANY** reflection published in **Part B** of the course. Each response is worth 5% for a cumulative 10% of your final grade.

These responses should be substantive reflections on the content of the reading and a deep engagement with the question posed by the original poster.

Participation (10%):

This course is both asynchronous and synchronous – as such, while the lecture component is asynchronous, each week will have a 1-hour tutorial from 11:35 a.m. - 12:35 p.m. **Students are expected to attend these tutorial sessions as part of their participation assessment.**

Participation is not solely attendance. Your participation will be evaluated over the term for things like participating in small groups and asking questions over the course. If you are more comfortable with one on one, you are welcome to email me reflections, chat with me in office hours, or any other way of demonstrating your engagement with the material.

A portion of the evaluation of your participation will be exit tickets. These will be questions or thoughts posted at the end of each class that you will be asked to respond to at the end of each class through Woodclap. Your response is not marked for quality or correctness – it is a pulse check so I can see what needs more attention and an opportunity to engage.

If there is a reason you need to miss class, please contact me to arrange for alternative ways to demonstrate your engagement.

Proposal: Discussion Post (15%):

Students are asked to submit a 500-word proposal on Brightspace providing a short outline of their proposed final paper. The goal of the final paper is to select a behaviour and locate three distinct ways in which it is regulated. The discussion post should identify and roughly outline which behaviour students intend to use along with their three regulations. The proposal should also highlight how the behaviour and regulations reflect/contradict/respond to core theories of the course. These short outlines do not have to determine the content of your final assignment. Students are welcome to adjust their approach as the course progresses and in response to feedback they receive. The goal of this post is to provide some feedback and direction. More information about the final assignment can be found below – it is recommended that students review it for more context.

The outline in the post should include:

- **Topic.** You should identify a behaviour that is regulated (or has had attempts at regulation made).
- **Regulations.** What 3 distinct forms of regulation are you selecting to assess? Why?
- **A hypothesis.** What do you expect to find?
- **Context.** Provide some context from your assessment. Why are you interested in it? What is important about this particular behaviour and these regulations? What would an intelligent non-expert need to know to understand your assessment?
- **Data.** This section can be flexible but try to consider what kinds of information will you need to assess your regulations. Your non-academic source might help with this section.
- **Proposed sources.** Please include at least 2 academic sources and 1 non-academic source you expect to use in your final paper and a short explanation *why* you have selected them. The academic sources must be peer reviewed sources from academic journals and books; these *should not* be sources from the syllabus. The non-academic source can include things like news articles, blog posts, poems, videos, and non-academic books (including fiction). The non-academic source should add to your understanding – keep a critical eye out to make sure it is reputable. While the sources should be briefly named (think: in-text citation) in your explanation, a full bibliography citation should be included at the end of the post. The bibliography citation will not count towards your word count.

Final Paper (25%):

For this assignment, students are asked present a behaviour and assess 3 (attempts of) regulations for that behaviour. The assessment should include a recommendation for the most effective (in your researched opinion) form of regulation for this behaviour and a critical reflection on why that form is the most effective. Consider also reflecting on what changes you would make to any regulation. Course materials must be used alongside at least 3 external sources. These 3 external sources do not need to be the same as those in your proposal, but they must still fulfill the same requirements. The goal of this paper is to critically analyze regulation topics and theory to demonstrate both your understanding and your critical reflection.

Technical Details:

- 9-12 pages in length, not including bibliography
- Typed and double spaced
- Arial, size 11, or Times New Roman, size 12, font
- 1 in. borders (standard borders)
- Include page numbers
- Include a title page with: a title, student name and number, the date, the course number, the instructor's name, and the citation style.
- Students are welcome to choose any citation style they are comfortable with. I recommend in-text citation styles like Chicago or APA for this style of paper. Please be sure to include the citation style on the title page.
- 3 external sources: 2 academic and 1 non-academic, as described above in the Discussion Post instructions

Some general notes for this assignment:

- While students are not required (or even expected) to do exactly as they say they will do in their outline, it is recommended that they keep the feedback they receive on their discussion posts in mind as they develop their paper.
- Wherever possible, students should try to paraphrase over directly quote – paraphrasing demonstrates understanding better. That said, paraphrasing still needs to be cited.
- Make sure you have a clear thesis and a clear roadmap in your introduction.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Grace days: This course has 3 grace days over the term. Students are welcome to use up to 3 days of leeway to submit their assignments without penalty. Please indicate in the submission comment box on Brightspace that you are using grace days. **Grace days do not apply to participation.**

Late penalties: For submitted assignments that are submitted past the scheduled due date a late penalty of 3% per day will be applied.

Aside from using your 3 grace days, extensions may be granted by the instructor *only*. Please contact the instructor via email with relevant information. It is recommended that students contact the instructor as far in advance as possible, so arrangements can be made in advance of the deadline. **If students have not made arrangements prior to the deadline, no extension will be applied, so plan accordingly.**

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

SCHEDULE

Week 1 Jan 9, 2025	Topic:	Course Introduction, overview, and assignments	Location:
	Reading:	Course Syllabus	Brightspace
Part A			
Week 2 Jan 16	Topic:	What is (a) regulation? The Legal, the Social, and the Everything Else	Location:
	Reading:	Koop, Christel, and Martin Lodge. 2017. "What Is Regulation? An Interdisciplinary Concept Analysis." <i>Regulation & Governance</i> 11 (1): 95–108.	MacOdrum Library
		Black, Julia. 2001. "Decentring Regulation: Understanding the Role of Regulation and Self-	Brightspace

		Regulation in a 'Post-Regulatory' World." <i>Current Legal Problems</i> 54 (1): 103–46. https://doi.org/10.1093/clp/54.1.103 . Read: pp. 103-122	
Week 3 Jan 23	Topic:	Why do we regulate? Theory into Practice	Location:
	Reading:	Foucault, Michel. 1990. <i>The History of Sexuality</i> . Vintage Books ed. New York: Vintage Books. Part 4: The Deployment of Sexuality (pp. 75 – 132)	Brightspace
Week 4 Jan 30	Topic:	Why do we regulate? Precaution, Perception, and Public "Protection"	Location:
	Reading:	Pietras, Joshua. 2014. "Bisphenol A: A Critique of the Law's Failure to Protect the Public from Toxic Exposure." <i>New Zealand Journal of Environmental Law</i> 18:41–68.	MacOdrum Library
		Laestadius, Linnea I. 2015. "Public Perceptions of the Ethics of In-Vitro Meat: Determining an Appropriate Course of Action." <i>Journal of Agricultural and Environmental Ethics</i> 28 (5): 991–1009. https://doi.org/10.1007/s10806-015-9573-8 .	MacOdrum Library
		Dunckel-Graglia, Amy. 2013. "Women-Only Transportation: How 'Pink' Public Transportation Changes Public Perception of Women's Mobility." <i>Journal of Public Transportation</i> 16 (2): 85–105. https://doi.org/10.5038/2375-0901.16.2.5 .	Brightspace
Week 5 Feb 6	Topic:	How do we regulate? Carrots, Sticks, and Nudges	Location:
	Reading:	Alemanno, Alberto. 2012. "Nudging Smokers The Behavioural Turn of Tobacco Risk Regulation." <i>European Journal of Risk Regulation</i> 3 (1): 32–42.	MacOdrum Library
		Lugo, Nancy Rudner. 2007. "Will Carrots or Sticks Raise Influenza Immunization Rates of Health Care Personnel?" <i>American Journal of Infection Control</i> 35 (1): 1–6. https://doi.org/10.1016/j.ajic.2006.10.004 .	MacOdrum Library
		Ewert, Benjamin. 2017. "Promoting Health in Schools: Theoretical Reflections on the Settings Approach versus Nudge Tactics." <i>Social Theory & Health</i> 15 (4): 430–47. https://doi.org/10.1057/s41285-017-0036-3 .	MacOdrum Library
Week 6 Feb 13	Topic:	How do we regulate? The Rule of Law	Location:
	Reading:	Watson, Jack. 2015. "You Don't Know What You've Got 'Til It's Gone: The Rule of Law in Canada - Part I." <i>Alberta Law Review</i> 52 (3): 689.	Brightspace

		Festinger, Jon. 2020. "Introduction to the Rule of Law." Transcript. Rule of Law Matters. https://www.lawsociety.bc.ca/about-us/priorities/rule-of-law-and-lawyer-independence/rule-of-law-matters-podcast/introduction-to-the-rule-of-law-transcript/ .	Link
Feb 20	Winter Reading Break – No scheduled classes		
Part B			
Week 7	Topic:	How do we regulate? The Legal	Location:
Feb 27	Reading:	<i>Making Regulations</i> . Privy Council Office, Government of Canada (2017). https://www.canada.ca/en/privy-council/services/publications/guide-making-federal-acts-regulations.html#pt3	Link
		<i>How New Laws and Regulations Are Created</i> . Department of Justice (2021). https://www.justice.gc.ca/eng/laws-lois/index.html	Link
		Salembier, Paul, and Peter Bernhardt. 2002. "Understanding the Regulation Making Process." <i>Canadian Parliamentary Review</i> Spring:13–19.	Brightspace
Week 8	Topic:	How do we regulate? Social Moves and Pressures	Location:
Mar 6	Reading:	Breyer, Stephen. 1982. <i>Regulation and Its Reform</i> . Cambridge, UNITED STATES: Harvard University Press. Read: Section 1, Chapter 4: Allocation Under a Public Interest. https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/reader.action?docID=3300165&ppg=86	Link
		Tim Bartley. 2011. "Certification as a Mode of Social Regulation." In <i>Handbook on the Politics of Regulation</i> . Elgar Original Reference. United Kingdom: Edward Elgar Publishing. https://doi.org/10.4337/9780857936110.00049 .	Brightspace
Week 9	Topic:	How do we regulate? Surveillance	Location:
Mar 13	Reading:	Dieter Pesendorfer. 2011. "Risk Regulation and Precaution." In <i>Handbook on the Politics of Regulation</i> . Elgar Original Reference. United Kingdom: Edward Elgar Publishing. https://doi.org/10.4337/9780857936110.00034 .	Brightspace
		McCulloch, Jude, and Dean Wilson. 2016. "Risking the Future: Pre-Emption, Precaution and Uncertainty." In	Brightspace

		<i>Pre-Crime: Pre-Emption, Precaution and the Future</i> , First Edition, 36–55. Routledge Frontiers of Criminal Justice 28. London; New York: Routledge.	
Week 10 Mar 20	Topic:	What does regulation do? Effects of Pressure	Location:
	Reading:	Cohen, Stanley. 1985. "What Is to Be Done?" In <i>Visions of Social Control: Crime, Punishment, and Classification</i> , 236–66. Cambridge [Cambridgeshire] : Oxford, UK ; New York, NY, USA: Polity Press : Blackwell.	Brightspace
		Foucault, Michel. (1975) 1995. <i>Discipline and Punish: The Birth of the Prison</i> . Translated by Alan Sheridan. 2nd Vintage Books ed. New York: Vintage Books. Read: Section 3, Panopticism, pp. 195 – 217.	Brightspace
Week 11 Mar 27	Topic:	How do we "read" regulation? Interpreting Written and Unwritten	Location:
	Reading:	Hastie, Miles. 2010. "R. v. Raham – Who's at Fault in a Case of Reckless Drafting?" <i>Canadian Bar Review</i> 88 (3): 679.	Brightspace
		Sullivan, Ruth. 2003. "Statutory Interpretation in a New Nutshell." <i>Canadian Bar Review</i> 82 (1): 51.	Brightspace
		Fairman, Robyn, and Charlotte Yapp. 2005. "Enforced Self-Regulation, Prescription, and Conceptions of Compliance within Small Businesses: The Impact of Enforcement." <i>Law & Policy</i> 27 (4): 491–519. https://doi.org/10.1111/j.1467-9930.2005.00209.x .	Brightspace
Week 12 Apr 3	Topic:	How do we make people behave? Enforcing Regulation	Location:
	Reading:	Simon, Jonathan. 2007. <i>Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear</i> . Cary, UNITED STATES: Oxford University Press, Incorporated. Read: Pp. 3-32 (Introduction and first chapter) http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=415389 .	Link
		Hannah-Moffat, Kelly. 2005. "Criminogenic Needs and the Transformative Risk Subject: Hybridizations of Risk/Need in Penalty." <i>Punishment & Society</i> 7 (1): 29–51. https://doi.org/10.1177/1462474505048132 .	Brightspace

PERMISSIBILITY OF USING GENERATIVE AI

Students may use AI tools like ChatGPT, but only in specific, limited ways. AI tools can be used to assist with tasks such as gathering ideas, researching initial sources, or proofreading a final draft for grammar and style. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. **Any use of AI must be clearly documented and cited, including how the tool assisted in the process.** Keep in mind that I am marking YOUR work, not AI's, so there must be enough of your work for me to fairly mark.

PERMISSIBILITY OF RESUBMITTING SUBSTANTIVELY THE SAME WORK

Students may engage with the same core ideas in assignments for multiple classes, but submissions made to this course must be unique from other courses in writing and primary content. Within the course, students are allowed to resubmit work when prompted by the teaching team.

PERMISSIBILITY OF GROUP SUBMISSIONS

As there are no group assignments in this course, no group submissions are permitted. Each student must submit their own distinct submission for each assignment.

UNIVERSITY AND DEPARTMENTAL POLICIES

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

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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

Pregnancy Obligation and Family-Status Related Accommodations

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/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>.

Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade. More information about the academic consideration can be found [here](#).