

Course Outline

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| COURSE: | LAWS 3503B - EQUALITY AND DISCRIMINATION |
| TERM: | Winter 2025 |
| PREREQUISITES: | (0.5 credit from LAWS 2105 , LAWS 2302 , LAWS 2502) and 0.5 credit in LAWS at the 2000 level. |
| CLASS: | Day & Time: Mondays 6:05 p.m. – 8:55 p.m. |
| | Room: Please check Carleton Central for current Class Schedule This course will be conducted in person. |
| INSTRUCTOR: | Roger R. Rickwood, Ph.D., LL.M., LL.B., M.A., B.A.(Hons) |
| CONTACT: | Office Hrs: 4:00 – 5:30 p.m. by telephone or at other times by Appointment. TA: Bronwyn Heerspink Email: BronwynHeerspink@cunet.carleton.ca Telephone: 613-712-2811 Email: rogerrickwood@cunet.carleton.ca |

CALENDAR COURSE DESCRIPTION

Human rights issues and law in Canada; history and present-day experiences of discrimination; critical exploration of laws effectiveness in responding to discrimination; meaning(s) of equality and discrimination; focus on Human Rights Codes - interpretation, administration, enforcement with some reference to s.15 of the Charter.

COURSE DESCRIPTION

This course explores issues of difference, discrimination and equality in Canadian society and investigates ways of thinking and responding to individual and group-based inequalities. The course provides a basic understanding of the laws relating to human rights, differences, diversity, inclusion, equality, and discrimination. The course promotes constructive critical and creative thinking about the role of law and the legal system in furthering equality and inhibiting inequality and responding to discrimination within the context of promoting national unity and respect for our multicultural heritage. Different conceptualizations are offered.

The course covers the history of human rights issues and law in Canada in the context of international influences while focusing on the development of our own unique “rights culture”.

The course examines human rights legislation and tools in the Human Rights Codes, the Canadian Bill of Rights, and related multicultural statutes, as well as constitutional protection and promotion of differences, fundamental human rights and freedoms in the *Constitution of Canada*, particularly the *Canadian Charter of Rights and Freedoms* and the cases decided under them. Assessment of how to measure effectiveness will be offered. Reference will be made to international law, especially in the areas of disability and gender identity and expression.

COURSE LEARNING OUTCOMES

Students will obtain:

1. a good understanding in human rights issues and law in Canada from a historical perspective;
2. a basic understanding of the legal and theoretical concepts of human rights, differences, diversity, inclusion, equality, discrimination, nondiscrimination, multiculturalism and interculturalism;
3. a development of critical, constructive and creative thinking about the role of law and the legal system in furthering/inhibiting equality and responding to discrimination and differences;
4. a good understanding of positive and negative tools of change through Human Rights Codes, the *Charter* and International Conventions and other means;
5. enhanced assessment skills in analysis, effectiveness measurement, communication, advocacy, and greater awareness of personal and societal values and feelings.

REQUIRED TEXTS

I prefer that you not use books previously published because the case law changes and you will not be up-to-date. Also, the page numbers in an old text will not correspond to the page numbers for the reading.

1. Clement, Dominique, *Human Rights in Canada: A History*, (Waterloo, Ontario: Wilfrid Laurier University Press, 2016), paperback, ISBN 978-1-77112-163-7
Available at the Carleton bookstore. Cost: \$26.99
2. Sharpe, Robert J. and Kent Roach, *The Charter of Rights and Freedoms*, 7ed, (Toronto: Irwin Law, Inc., 2021), paperback, ISBN 978-1-55221-578-4
Available at the university bookstore and online from University of Toronto Press. Both versions are at a cost of \$75.00
3. The *Ontario Human Rights Code* available on-line at <https://www.ontario.ca/laws/statute/90h19?search=Ontario+Human+Rights+Code>
4. The *Canadian Human Rights Act*, available on line at <https://laws-lois.justice.gc.ca/eng/acts/h-6/>
5. The *Canadian Charter of Rights and Freedoms*, 1982, available on-line at http://msrenee.ca/pdf/5social/Canadian_Charter_of_Rights_and_Freedoms.pdf and at

<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>

6. The *Canadian Bill of Rights*, 1960, available on line at <https://www.laws-lois.justice.gc.ca/eng/acts/C-12.3/page-1.html#h-61447> and at <https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-bill-rights-eng.pdf>
7. The *Universal Declaration of Human Rights*, UN General Assembly Resolution 1948, available on-line at <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

EVALUATION

Components of Final Mark

| Evaluation format | Weight | Due Date |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| OP-ED Assignment | 20% | Due – 27 th January in class (see instructions below) |
| Midterm Exam – Closed book | 25% Exam in 2 parts. Part 1 - a quiz Part 2 - one (1) essay | Monday, 10 th February – In class |
| Group Presentation (see instructions below) | 20% | From 24 th February to 7 th April |
| Class Participation (See instructions below) | 10 % | Active Participation is required - not just attendance. Registration taken. |
| FINAL EXAM – In two parts-Part 1-Quiz-True/False & Multiple choice and Part 2-Essay | 25% | During Exam period – Date TBA |

Permissibility of Submitting Substantially the Same Piece of Work for Academic Credit

Students shall not re-use substantially the same 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. Using substantially the same work is just changing the format and paraphrasing the substance of the work.

Cooperation or Collaboration

Collaboration is permitted/required when you are working as a group preparing for your presentations. You are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

Use of Generative Artificial Intelligence (AI) Tools

The use of generative artificial tools (e.g. ChatGPT) is not permissible except for spellchecking, word processing, grammar checks and formatting. You do not need to document the use of AI for these specific purposes.

INSTRUCTIONS FOR OP-ED (20% of course mark)

For the Op-Ed you are to write a factually based simulated advocacy essay on a current human rights law issue for media publication. For example: Should Quebec force refugees to speak French within 6 months in order to receive Quebec government services? Should the Cree indigenous peoples be forced to speak French in order to obtain Quebec government services? How can gender discrimination against midwives, as found by Ontario Court of Appeal, be eliminated?

The Op-Ed is to be founded on existing or possible future facts. As a literary license, you can assume some hypothetical facts to facilitate your arguments as long as you state them. Your topic must be approved by the instructor. Op-Ed topics are to be selected from issues in materials, lectures, discussions and presentations. Topics can overlap group presentations but not replicate them.

The Op-Ed must be 3 to 5 double-spaced pages of text (approximately 750 to 1,250 words), excluding mandatory cover page, table of contents, and bibliography. Guides on how to write an op-ed will be posted on Brightspace. Some guides recommend you provide a letter of introduction to the media editor demonstrating why your Op-Ed topic is of importance. You must state your hypothetical qualifications in your text for writing an Op-Ed. You can use some of your words to simulate a covering letter and incorporate background material. You must write in a stimulating but respectful manner to quickly “hook in” your potential readers and convince them of the overall merit of your argument against contrary views. Conclude by motivating them to some form of political and legal action. Media fact checkers require sources, either in text or

footnotes or endnotes. Similar proof is required by university rules governing academic honesty. The Department of Law & Legal Studies does not specify a general style and documentation guide. However, there is a legal style guide at the Department's website.

You will be evaluated on content quality, logic, originality, grammar, accuracy of spelling and documentation. You must follow formal op-ed presentation requirements, including page numbers, or face penalties for omission. The university's rules on plagiarism and academic honesty apply.

Examples and instructions on writing an Op-Ed are posted on Brightspace

CLASS PRESENTATIONS (20%) – MANDATORY CLASS ATTENDANCE FOR PRESENTERS

Presentations will be made in class during the 6 classes from February 24 to April 7. All students are expected to attend. Groups are to be formed. You are to book your time slot on a first-come first-served basis. Presentations should be 30 minutes in length; each team participant should speak for 3-5 minutes. Presentations will be done by groups of 4 to 6 students although a smaller number may be allowed. The presentation can be a debate, panel discussion, simulated hearing by a tribunal, court or parliamentary committee on a topical human rights issue. Modification can be approved by the instructor. Overlap between presentation and Op-Ed is allowed but must include significant different material. The same mark will be given for all members of a group. Opportunity for class questions, commentary and observations should be built into the presentation schedule. The instructor may make comments at the conclusion.

The topics of the presentations will be based on the subject matter for the selected date.

Each group must provide the instructor with an **electronic version of their power points within 48 hours of presentation. A short electronic *aide memoire* summarizing the presentation is also required.** Failure to provide the power points and *aide memoire* means that no grade can be entered. The group's electronic power points and *aide memoires* will be posted on Brightspace. **Key content points in the presentations and related discussions will be tested on the final exam.** The final presentation mark of 20 points is awarded on **content (70%), presentation style (20%) and engagement (10%)** of students. Games can reinforce student recall of key ideas and stimulate interest. Games must take up less than half the presentation time. Show respect for opposing viewpoints and avoid using long preambles in questions.

A schedule of presentations will be finalized on February 3rd. Identify your topic and the group members in writing to the instructor as soon as possible. There will be time in class to discuss and form groups. The instructor will create groups for you on February 3rd if you have not done so earlier.

SELECTION OF GROUP MEMBERS FOR PRESENTATIONS

Students will form presentation groups of four to six members. Students have traditionally formed such groups based on prior association or engagement in introductory icebreaking sessions.

CLASS PARTICIPATION REQUIREMENTS (10%)

Attendance will be taken by signing an attendance record circulated in class. Your participation mark is based on active participation and engagement in class discussions, not just physical attendance.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

There will be a penalty of 2% per calendar day for late Op-Ed.

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 short-term extensions, please complete the form at the following link and submit it to the instructor prior to the assignment due date:

<https://carleton.ca/registrar/academic-consideration-coursework-form/>.

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:

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>

Final Grade Approval

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.

COURSE SCHEDULE**Week 1****Jan. 6****Introduction**

- Official Course Description
- Expanded Course Description
- Evaluation Components
- Teaching Methodology

Reflections on Human Rights: Some Basic Questions

- What are human rights?
- Where do they come from?
- Why are they important?
- What are the major categories of human rights?
- What do we mean by Diversity, Difference, and Inclusion?
- What do we mean by Equality and Discrimination?

- Is there a difference between Discrimination and Non-Discrimination?
- What is the difference between multiculturalism and interculturalism?
- Are certain areas of human rights compliance (e.g. gender identity and expression) beyond fair adjudication?
- Do intersectionality theory apply to human rights?

Required Readings:

- Clement, Introduction, pp. 1-22
- Council of Europe, “Questions and Answers about Human Rights” at <https://www.coe.int/en/web/compass/questions-and-answers-about-human-rights#:~:text=Human%20rights%20are%20needed%20to,worthy%20of%20a%20human%20being>
- Three articles on Citizenship based on categories of rights by 1. Marshall; 2. Kymlicka, and 3. Wilke – Posted on Brightspace
- Heitmeyer, Wilhelm, *Discrimination*, on-line at: <https://www.britannica.com/topic/discrimination-society> (read only the article on Discrimination at this site)
- Gosepath, Stefan, “Equality”, *Stanford Encyclopedia of Philosophy*, 2021 at <https://plato.stanford.edu/entries/equality/>
- *Equity v. Equality: What’s the Difference?* 2020, Article from George Washington University, Public Health Program, at: <https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>

Week 2
Jan. 13

Diversity and Difference: Sociological Concepts and Historical Patterns in Canada as Evidenced in Liberalism, Class Structure and Intersectionality.

Required Readings

- Clement, ch. 1, Liberty and State Formation
- Sharpe & Roach, 7 ed. ch.1, Historical Context, Sections A, B, C, D.
- *Royal Proclamation of 1763* on-line at <https://thecanadianencyclopedia.ca/en/article/royal-proclamation-of-1763>
- *The Constitution Acts 1867 to 1982* at: <https://laws-lois.justice.gc.ca/eng/const/>

Jan. 17

- Last day for registration and course changes.

Week 3
Jan. 20

Civil Liberties in Canada and Abroad: The Beginnings of Human Rights

Required Readings:

- Clement, chs. 2 & 3
- Sharpe and Roach, 7 ed., ch.1, sections E, F, & G and ch. 13-Section A (equality under the *Canadian Bill of Rights*)
- *Universal Declaration of Human Rights* at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- Louise Arbour, Baldwin-Lafontaine Lecture, (2005) – On Brightspace

Week 4
Jan. 27

The Rights Revolution
Social Movement Activism and Institutional Change
The *Indian Act*, the Royal Commission on the Status of Women and the *Canadian Human Rights Act, 1977*

Required Reading:

Clement, ch. 4

Multiculturalism, Nation Building within the Framework of Official Bilingualism, Universalism, minority recognition and toleration – policy 1971, Charter, 1982, s.27 and Canadian Multiculturalism Act, 1988

Required Reading:

- Pierre E. Trudeau-statement on multiculturalism in the House of Commons with responses from opposition parties from Hansard at <https://www.lipad.ca/full/1971/10/08/1/>
- Press Release on Multiculturalism Policy, 1971 at <https://pier21.ca/research/immigration-history/canadian-multiculturalism-policy-1971>
- See Kymlicka article from Day 1 on Brightspace
- Interculturalism article on Bouchard-Taylor Report on Brightspace

The Coming of the *Charter*

Required Reading:

- Sharpe & Roach, 7 ed., ch. 1, sections H, I & J

OP-ED DUE TODAY IN CLASS

Jan. 31 **Last day to withdraw from course with full fee adjustment.**

Week 5
Feb. 3

Transforming Human Rights
Protection from Negative Prosecution or Individual Violations to Positive Proactive Promotions and Protection of Diversity and Difference

- 1) Expanding role of Human Rights Commission to deal with disabilities under *CHRA* (1977), *OHRC* 1980), *BCHRC* (1984) and *CCRF*
- 2) Expanded human rights coverage to include employment equity and pay equity in keeping with recommendations of Justice Abella's *Royal Commission on Employment* by a new *Employment Equity Act* and a remodeled *Canada Human Rights Act*
- 3) Remodeling the *Ontario Human Rights Code* through integrated but separate functional roles to speedier claims processing within a

- designated framework for balancing conflicting rights
- 4) Adjudicating new areas (e.g. gender identity and expression)

Required Readings

- Clement, Ch. 5, especially on disabilities, p.123 and employment equity, p.123
- *Employment Equity Act*, S.C. 1985, c.44 at <https://laws-lois.justice.gc.ca/eng/acts/e-5.401/page-1.html>
- "Employment Equity" article, pp.117-130 on Brightspace
- Andrew Pinto, "Ontario's Direct Access Human Rights System A Qualified Success" April 2014 at: <https://www.oba.org/JUST/The-Community/Ontarios-Direct-Access-Human-Rights-System-A-Quali?lang=en-ca>
- Ontario Human Rights Commission Policy on Balancing Conflicting Human Rights at: <https://www.ohrc.on.ca/en/balancing-conflicting-rights-towards-analytical-framework>.

Week 6 **MIDTERM EXAM** (Weeks 1-5) - 25% of Course Total
Feb. 10 The exam will be in 2 parts: A quiz (30 points) and one essay (30 points) from several choices

Feb. 17 **STATUTORY HOLIDAY –
UNIVERSITY CLOSED**

Feb. 17-21 **Winter Break – No classes
No office hours**

Week 7 **Introduction to Section 15 Canadian Charter of Rights & Freedoms (CCRF)**
Feb. 24

- Equality under the *CBR* and HR codes
- Drafting the S.15 *Charter* to meet 4 guarantees of equality
 - a) Equality before the law
 - b) Equality under the law
 - c) Equal benefit of the law
 - d) Equal protection of the law
- Scope of the Equality guarantee

Required Readings

- Sharpe & Roach, ch.15, Sections A, B, and
- Department of Justice, "Section 15 – Equality Rights", Charterpedia at <https://www.justice.gc.ca/eng/cs-j-sjc/rfc-dlc/ccrf-cddl/check/art15.html>

PRESENTATIONS START

Week 8 **General Framework of Analysis on the Concepts of Equality and Discrimination**
Mar. 3 **in S. 15, CCRF**

Required Readings

- Sharpe & Roach, 7ed, ch.15, Sections D & G
- Andrews v. Law Society of British Columbia* [1989] 1 S.C.R. 143
- *R. v. Kapp, S.C.C. 41, [2008], 2 S.C.R. 483*

PRESENTATION

Week 9
Mar. 10

Important Aspects of the Test for Equality

- Analogous Grounds
- Adverse Impact Discrimination
- The Contextual Factors

Required Readings

- Sharpe & Roach, 7ed, ch.15, Sections H, 1-4

PRESENTATION

Mar. 15

Last day for Academic withdrawal without fee adjustment

Week 10
Mar. 17

Positive Obligations, Ameliorative Programs and Affirmative Action Programs: (s.15(2) CCRF)**Required Readings**

- Sharpe & Roach, 7ed, ch. 15, Section H, 5
- Gosselin v. Quebec (AG)*, 2002 SCC 78
- Auton (Guardian ad litem of) v. B.C.(AG)*, 2004 SCC 78
- R. v. Kapp*, 2008 SCC 4 paragraphs on s.15(2)
- Alberta Aboriginal Affairs and Northern Development v. Cunningham*, 2011 SCC 33

PRESENTATION

Week 11
Mar. 24

Grounds of Discrimination

- Sexual Orientation
- Age Discrimination
- Disability
- Sex Discrimination
- Gender Identity and Expression

Required Readings

- Sharpe & Roach, 7ed, ch.13, Section 1
- Vriend v. Alberta*, [1998] 1 SCR 493
- Centre for Gender Advocacy v. Attorney General of Quebec*, 2021, Q.C.C.S., 191
- Reference Re Same Sex Marriage*, 2004 SCC 79
- Eldridge v. British Columbia (AG) and Medical Services Commission*, [1997] 3 S.C.R. 614
- Fraser v. Canada (A.G.)*, 2020 SCC 28

PRESENTATION

Week 12
Mar. 31 **Balancing Rights under the *Charter* and Human Rights Codes in the Shadow of S.33 Notwithstanding Clause**
Required Readings

- Reference Re: Same Sex Marriage*, 2004 SCC 79
- Hak v. Attorney General of Quebec*, 2019 QCCS. 2989, affirmed 2019 QCCA, (*Hak* QCCA) on constitutionality of *Bill 21 (An Act respecting the Laicity of the State)* SQ, 2019, c.12, s.15 (Quebec interculturalism)
- British Columbia (Public Service Employee Relations Committee) v. BCGSEU*, [1999] 3 SCR 3 (on BCHR Code dispute involving forest fighter Ms. Meiorin)
- Clement, Conclusion chapter

PRESENTATION

Week 13
Apr. 7 **Future of Human Rights in a Polarized Society and in an Age of Neurodiversity**
Exam Overview
Remaining PRESENTATION

Apr. 11-26 **Final Exam Period**

April 18 **Statutory Holiday - University closed**

May 16-28 **Deferred final examination will be held.**

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](#).