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# Course Outline

## LAWS 3804/SOWK 3804

### Law of the Family

Department of Law and Legal Studies  
Winter 2024 (January-April)

**Prerequisite(s): LAWS 2201 and LAWS 2202**

**When:** TUESDAYS, 18:05 - 20:55

**Where:** Brightspace and Zoom

I will record each lecture to facilitate asynchronous learning, students with various learning styles, and my recall. You may turn your camera off if you do not wish to be recorded.

**Instructor:** Connor Steele, PhD, JD (Barrister and Solicitor (He/Him))  
(Please, refer to me by my first name! :-)

**Delivery type:** Online combined synchronous/asynchronous lectures

**Email:** ConnorSteele@cunet.carleton.ca

**Office Hours:** (virtual) by appointment

**TA:** TBA

## Senate Description of This Course

This course provides an overview of the Legal framework surrounding Canadian society's family and family relationships. Topics include marriage and cohabitation, marital support, custody and access, and dissolution of marriage. State interventions through law; law and change in family structures; equality issues; dispute resolution processes.

## My Approach to This Course

Despite being a lawyer and obviously caring about your understanding of substantive law, this is not a course at a law school. Before entering law school, I learned to study law as a social scientist. Even though you can't understand law from a sociocultural perspective if you aren't familiar with black letter law, the main goal of this class will be to get you to examine family law critically and discuss how it transforms in light of and other aspects of our culture.

I have preceded this way for five reasons:

1. This course is cross-listed with social work.
2. Understanding family law's socio-historical context will improve your practice should you decide to be a family law lawyer in future
3. While injustices based on (attributed) racialised statuses, gender (identity and expression), ability level, class, religion, and sexual orientation pervaded our legal system, in family law, they become more apparent. Family Law proceedings are a legal service that an average person access may access.

In Canada, as with other settler-colonial countries, family law is intimately connected with the British imperial history of eugenics and (former) aspiration to build a white, homogeneous, and (allegedly) healthy population. These pseudoscientific attitudes were, in turn, linked to assumed norms about conjugal behaviour within Christianity. As such, family law has harmed and continues to injure Indigenous peoples profoundly. Therefore, teaching family law this way attempts to follow the Call to Action 62(ii) from the *Truth and Reconciliation Commission*. I hope doing some creative assignments will help you challenge our legal system's claim to represent how reasonable people allegedly think and act. Law is a cultural byproduct, just like different forms of media.



## Decorum in Family Law

Universities are at their best when they challenge the boundaries of conventional wisdom and foster lively but collegial debate. We hope that truth will emerge during disagreement. At the same time, I am passionate about affirming the equal worth of every person regardless of their socially ascribed characteristics, background, and perspective. I am also enthusiastic about incorporating what we are learning about trauma and how societal inequities negatively impact people's psychological well-being into my teaching.

Whether consciously or unconsciously, most of us are emotionally invested in one or several aspects of our past or current families (biological or chosen). They are our primary site of attachment and meaning. So, it's natural to be passionate about aspects of family law.

Disagreement strengthens us all. Personal attacks do not. It's my job to ensure the class remains equally accessible to everyone in terms of psychological safety. If I must ask you to continue this dialogue by emailing me for discussion by appointment, please respect that. I need the power to pause harmful conversations for professional reasons. There's a teaching reason to do this also. The part of our brain we use for conceptual thinking does not function well when emotions overwhelm us.



## Course Content and Volume

I recognise this course has much reading. Don't let that discourage you. I will summarise each of the readings listed. The world will not explode if you miss or skim a few. All but a very few judges and academics are talented and dedicated human beings. They are still human beings. Human beings ramble and don't always express their thoughts clearly. Perhaps the most significant ability universities can give you remains a talent for finding crucial passages in large amounts of information. Hence, I have not abridged decisions for you. Good reasons for judgment form an organic whole. When I began to study law, I found case summaries left me more confused than enlightened. That said, I offer the following guidance.

**Only the bold cases are required reading. That is, anything from the majority opinion in the case is testable. You must be familiar with the other cases, and I encourage you to read them. Yet, you are only responsible for them to the extent we discussed them in class**

Unless I expressly tell you otherwise, and this will rarely be the case, you need not read any dissenting or concurring opinion. I will test you on its contents. You don't need to know the history of the case except as you are interested in the test you have not discussed in the analysis section. You don't need to focus on the decision's discussion of prior jurisprudence. However, this discussion may help you understand the decision's reasoning and rhetoric. You can read the facts required to understand the reasons in the decisions' headnotes. If you're strained for time, you can read the headnote only or available online summaries.

The aspect of your learning I care about is your analysis of the critical ideas, rhetorical tropes, and weaknesses within family law and your ability to apply these in situations relevant to daily life. This is usually contained in the analysis section of decisions. Sometimes, I will ask you to comment on how a court describes facts. In those instances, I will draw this to your attention.

The weeks with the most readings relate to your in-class assignments and final exam essay questions. Therefore, I have provided more readings for those wishing to produce richer reflections on their assignments in those weeks.

I reserve the right to test you on material in the readings I did not cover in class. My lectures will periodically reference material that is not listed in the syllabus. This material is still testable. Yet, I only expect you to know the cases to the extent I discussed them in class. Consequently, at the risk of stating an obvious point, which was even lost on a perfectionistic student like me, you will likely not do well in this course if you don't attend the lectures (or watch them at your time of choice) and to (most of) the reading. I'm not an opaque teacher. I don't like curveballs. If you follow the syllabus and absorb the lectures, you will do fine.

**Consequently, you will need to listen carefully to what I say.** I would also encourage you to check with colleagues to ensure you have the most comprehensive notes.

Two additional facts of this course justify the higher reading load. You need not do external research for any assignment; these tasks are brief.



## I will not use PowerPoint in this class

However, I will make edited and condensed transcripts of my lectures available. I use dictation software to complete most of my work. This software does not interact well with PowerPoint.



## By the end of this course, you will—

1. Have sharpened your legal writing reading comprehension,
2. Applied fundamental principles in family law to popular culture.
3. Comprehend how contemporary it is about gender, sexuality, romance, fidelity, and nation have shaped Canadian family law,
4. Understand how marital relationships are formed and dissolved, with a basic understanding of the property consequences of dissolution,
5. Comprehend and evaluate legal responses to intimate partner violence,
6. Be able to describe support obligations flowing from intimate relationships and the children who are born thereof or adopted by them while also describing how the law establishes parentage
7. hone evaluative skills when considering different proposals for family law reforms,

8. Have a basic understanding of child protection proceedings, specifically how they disadvantaged Indigenous people, other racialised individuals, and persons with disabilities,
9. Be able to explain Canada's historical and contemporary approach to children and what is in their best interests.
10. Describe how Christianity has influenced Canadian family law

## Reaching out to me

I am eager to further your success, knowledge, and enjoyment of this course. Please reach out to me with feedback or questions as soon as possible. I tried to make the course as representative and comprehensive as possible within the bounds of the case law. Inevitably, I had to exclude topics and groups. If you feel incredibly passionate about something and come to me with a compelling and detailed plan for an alternate assignment, I will seriously consider it. Family law is an immense subject. Consequently, I care more about how you can analyse it than how many facts you know about these exact topics. I'm here to facilitate your learning and, if possible, help you have fun doing it. If there is anything reasonable that I can do to make this course more effective for you, please let me know.

## Triggering Content

As I said above, I am committed to your safety while you take my course for moral reasons and because if you feel (re)traumatised, you likely won't learn. Family law can be a traumatising subject, especially for equity-deserving groups, whom family law harms disproportionately. The assignment deals with traumatising subjects. That's what law students learn. When the law gets involved in family matters, it is often because something in the relationship between the two parties is not working as well as it should.

If you need not to watch a class, I have devised ways for you to get alternative content.





# EVALUATIONS

**Assignment one (35%)-6 Feb**

**Assignment two (35%)-March 26**  
(see assignment sheets on bright space for more detail)

**Final exam (30%)**

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.

**All components must be successfully completed in order to get a passing grade.**

## Class Schedule

Date	Topics	Assignments (all readings have hyperlinks)
Jan 9	<b>INTRODUCTION</b> <ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. The socio-legal study of family law vs. the doctrinal study of family law</li> </ol>	Study the syllabus and attached assignments carefully.
Jan 16	<b>FAMILIES &amp; COLONIALISM</b> <ol style="list-style-type: none"> <li>1. Origins of family law</li> <li>2. Canada's Shadow Establishment of Christianity</li> <li>3. Family law and the Crown as a symbolic family</li> <li>4. Family law, eugenics, and imperialism</li> <li>5. Family law and Civic Inclusion</li> <li>6. families, the <i>Indian Act</i> and discrimination.</li> </ol>	<p><b><i>McAteer v Canada</i> (Attorney General), 2014 ONCA 578 (CanLII),</b></p> <p><b><i>The Queen V Secretary of State for Foreign and Commonwealth Affairs ex parte: the Indian Association of Alberta, the Union of New Brunswick Indians, and the Union of Nova Scotian Indians</i> [1981] 4 CNLR 86 (ENGCA)</b></p> <p><i>Islamic Schools Federation of Ontario v Ottawa District Schoolboard</i>, (1997) 145 DLR (4th) 659, 99 OAC 127 (ONSCDC)</p>

Jan 23	<p><b>Love &amp; (HOMO)NATIONALISM</b></p> <ol style="list-style-type: none"> <li>1. Romance and the transformation of marriage (the ideal of equal and newly keep the more aptly cited was back bug microphone offemotionally satisfying relationship)</li> <li>2. the road to increasing recognition of nonmarital intimate partnerships (same-sex and cross-sex)</li> <li>3. Establishing a conjugal relationship in Ontario. (What does it mean to live together?)</li> <li>4. Obligations flowing from marriage and marital partnerships</li> </ol>	<p><b>Reference re Same-Sex Marriage, 2004 SCC 79</b></p> <p><i>M v H</i> 2 SCR 3, 171 DLR (4th) 577</p> <p>Carolyn L Wilton, What's Love <b>Got</b> to Do with It? - Caring for Vulnerable Adults Through the Lens of the Criminal Justice System, Canadian Legal Information Institute, 2021 CanLIIDocs 1068,</p>
Jan 30	<p><b>PARENTAGE</b></p> <ol style="list-style-type: none"> <li>1. History of parental rights</li> <li>2. the social construction of childhood</li> <li>3. parentage and heteronormativity</li> <li>4. social circumstances leading to changing ideas about establishing parentage</li> <li>5. Establishing parentage in Ontario</li> <li>2. Surrogacy's relationship to parentage</li> <li>3. A BRIEF overview of adoption.</li> </ol>	<p><b><i>ML v JC</i>, 2017 ON SC 7179</b></p> <p><b><i>MMR v JM</i>, 2017 ONSC 2655</b></p> <p><b><i>Children's Law Reform Act</i>, RSO 1990, c C12 (Part One)</b></p>
Feb 6	<p><b>INTIMATE PARTNER VIOLENCE</b></p> <ol style="list-style-type: none"> <li>1. Patriarchal origins of family violence</li> <li>2. Brief discussion of family violence and popular culture</li> <li>3. The new definition of family violence in the Divorce Act and its social significance</li> <li>4. Legal tools for addressing family violence</li> </ol>	<p><b><i>Ahluwalia v Ahluwalia</i>, 2023 ONCA 476</b> (and the Superior Court judgement that you can find in the history)</p> <p><b>First Assignment Due</b></p>



	<ul style="list-style-type: none"> <li>5. Injustices worsening family violence</li> <li>6. Family violence self-defense</li> </ul>	
Feb 13	<p><b>DIVORCE &amp; CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>1. A brief history of divorce Canada</li> <li>2. The three ways of establishing relationship breakdown¶</li> <li>3. Equalizing matrimonial property.</li> </ul>	<p><i>Molodowich v Penttinen</i> (1980), 17 RFL (2nd) 376, 2 ACWS (2d) 486</p> <p><i>G v G</i> [1943] SCR 527, [1943] 4 DLR 145</p> <p><i>PSE v PDD</i>, 2005 BCSC 1290</p>
Feb 20	Reading week	<i>Time to study</i>
Feb 27	<p><b>NONMARITAL RELATIONSHIP DISSOLUTION</b></p> <ul style="list-style-type: none"> <li>1. Property division for nonmarried spouses</li> </ul>	<i>Kerr v Baranow</i> , 2011 SCC 10 ( <i>CanLII</i> ), <
Mar 5	<p><b>RELATIONSHIP CONTRACTS</b></p> <ul style="list-style-type: none"> <li>1. Making a valid contract gene's rally</li> <li>2. Special considerations for domestic contracts</li> <li>3. Types of domestic contract</li> <li>4. When courts will overturn domestic contracts</li> <li>5. Types of alternative dispute resolution in family law</li> </ul>	<p><i>Rick v Brandsema</i>, 2009 SCC 10</p> <p><i>LeVan v LeVan</i>, 2008 ONCA 388</p> <p><i>Hartshorne v Hartshorne</i>, 2004 SCC 22</p>
Mar 12	<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>1. A history of support after relationship dissolution</li> <li>2. Moral and constitutional reasons for child support</li> <li>3. Moral and constitutional reasons for spousal support</li> <li>4. Moral and constitutional reasons for elder support</li> <li>5. A brief discussion of calculating support</li> <li>6. Problems enforcing support.</li> </ul>	<p><i>Bracklow v Bracklow</i>, [1999] 1 SCR 420, 169 DLR (4th) 577.</p> <p><i>Colucci v Colucci</i>, 2021 SCC 24</p>

Mar 26	<p><b>THE BEST INTERESTS OF CHILDREN</b></p> <ol style="list-style-type: none"> <li>1. History of legal authority over children</li> <li>2. The best interests of the child test in the context of parental relationship breakdown</li> <li>3. Recent changes to the divorce act regarding parenting time and access</li> <li>4. An overview of and access arrangement types</li> </ol>	<p><b>BJT. v JD, 2022 SCC 24 (CanLII)</b>  <i>Young v Young</i>, [1993] 4 SCR 3, 108 DLR (4th) 193.</p>
Apr 2	<p><b>CHILD PROTECTION &amp; COLONIALISM</b></p> <ol style="list-style-type: none"> <li>6. Brief history of child protection in Canada</li> <li>7. When is a child in need of protection?</li> <li>8. Options available to agents of the state</li> <li>9. the best interests of the child test in the context of child welfare</li> <li>10. Anti-Indigenous and Black racism and child protection</li> <li>11. Poverty and child protection</li> </ol>	<p><i>Children's Aid Society of London and Middlesex v T.E.</i>, 2023 ONCA 149 (CanLII)</p> <p><b>RR v Vancouver Aboriginal Child and Family Services Society (No. 6), 2022 BCHRT 116</b></p> <p><b>Second Assignment Due</b></p>
Alternate Content	<p><b>CHILDREN AND RELIGION</b></p> <ol style="list-style-type: none"> <li>1. religious freedom of parents to raise their children in a tradition religion and the objectives of public education</li> <li>2. the religious freedom of mature minors</li> </ol>	<p><i>Loyola High School v Quebec (Attorney General)</i>, 2015 SCC 12 ,</p> <p><b>E.T. v Hamilton-Wentworth District School Board, 2017 ONCA 893 (CanLII)</b>,</p> <p><i>AC v Manitoba (Director of Child and Family Services)</i>, 2009 SCC 30 (CanLII)</p>
April 9	<b>BUFFER/REVIEW CLASS</b>	



## Faculty of Public Affairs Policies

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

University deadlines, regulations, and degree requirements can all be found in the Undergraduate Calendar: <http://calendar.carleton.ca/undergrad/>.

### UNIVERSITY SENATE DEADLINES

Term assignments are due no later than the deadlines set by the University Senate for each semester. The instructor will not grant extensions beyond these dates. The Senate deadline for fall term courses is December 8, 2023 and for winter term courses is April 10, 2024.

### LATE PENALTIES AND REQUESTS FOR EXTENSIONS

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/wp-content/uploads/self-declaration.pdf>.

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>

### ACADEMIC INTEGRITY POLICY, including Plagiarism:

Carleton University is a community of scholars dedicated to teaching, learning and research.

Sound scholarship rests on a shared commitment to academic integrity based on principles of honesty, trust, respect, fairness and responsibility. Academic misconduct, in any form, is ultimately destructive to the values of the University. Conduct by any person that adversely affects academic integrity at Carleton University is a serious matter. The University demands, unequivocally, academic integrity from all of its members, including students. Read Carleton University's Academic Integrity Policy.

1. Term tests: Attendance at term tests is compulsory. Absence from a term test will normally result in no mark for that test and F for the course (see also point 6 below). If an absence is justified to the instructor's discretion by a letter from a medical doctor, or lawyer, or another acceptable written excuse and if the instructor is contacted

regarding the absence as soon as possible after the absence, the student will not be penalized. Instructors may, at their discretion, assign such legitimate absentees:

- (1) a make-up test;
  - (2) a make-up assignment;
  - (3) a prorated grade based on the other marks assigned to the course.
2. Course withdrawal: Students who withdraw from a course must do so by the dates stated in the Undergraduate Calendar. Simple non-attendance does not constitute withdrawal and will result in a grade of F rather than WDN. The onus for withdrawing is entirely upon the student. See section 2.1.6 in the Undergraduate Calendar.
  3. Due dates for term assignments: Late assignments will be penalized 5% per day for three (3) University working days, after which no assignments will be accepted without documentation of a medical or legal emergency and consultation with the instructor. No assignments will be accepted after the senate deadline for term work. Students are required to retain a copy of term assignments submitted.
  4. Final examinations: Attendance at final examinations is compulsory.
  5. Incomplete term work: An unexcused absence from a term test is a form of incomplete term work.
  6. Numerical equivalents of letter grades: Instructors in this department use the equivalencies stated in section 5.4 of the Undergraduate Calendar, unless specified otherwise in the course outline by the instructor.
  7. Instructional offences, especially plagiarism: Students are to read and abide by the regulations stated in Carleton University's Academic Integrity Policy.

The following definition of plagiarism is taken from this policy:

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.

8. Deferred final examinations and term work are available to those who meet the criteria stated in the Undergraduate Calendar. For criteria and procedures, see sections 4.3.1 and 4.4.
9. Other: Students are required to comply with the policies of the university as stated in the calendar. Note especially Academic Regulations of the University and The Academic Year.
10. Weighting of course marks, any mark penalties and due dates for individual courses are stated on the course outlines.

### **COURSE SHARING WEBSITES AND COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **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. You may include the following list or reference this link (<https://carleton.ca/wellness/>)

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton resources**

Emergency Resources (on and off campus):

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

Carleton Resources:

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

Off Campus Resources:

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

## **ACADEMIC ACCOMMODATIONS**

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

### **Pregnancy Obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form that can be found at:

<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

### **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/>

### **Accommodation 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](mailto: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/>.