

## Course Outline

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<b>COURSE:</b>	<b>LAWS 3401A – Employment Law</b>
<b>TERM:</b>	<b>Fall 2024</b>
<b>PREREQUISITES:</b>	<b>LAWS 0.5 credit from LAWS 2201, LAWS 2202, LAWS 2501, LAWS 2502, BUSI 2601 and 0.5 credit in LAWS at the 2000 level.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays, 11:35-14:25</b> <b>Room: SP303</b> <i>In-person interactive lecture</i>
<b>INSTRUCTOR:</b>	<b>Dr Ania Zbyszewska</b>
<b>CONTACT:</b>	<b>Office Hrs: Wednesdays 1:15-2:15pm; or by appointment (office/zoom)</b> <b>Telephone:</b> <b>Email: <a href="mailto:ania.zbyszewska@carleton.ca">ania.zbyszewska@carleton.ca</a></b>
<b>BRIGHTSPACE:</b>	<b><a href="https://brightspace.carleton.ca/d2l/home/290262">https://brightspace.carleton.ca/d2l/home/290262</a></b>

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### **CALENDAR COURSE DESCRIPTION**

Legal regulation of the employment relationship; its contractual basis; defining employment; rights and duties of employees and employers; termination of employment; statutory regulation through employment standards legislation, human rights codes, workers' compensation acts, occupational health and safety and related statutes.

### **COURSE DESCRIPTION**

This course explores the legal regulation of the employment relationship in Canada at common law and through statutes. Topics will include defining work and employment; rights and duties of employees and employers; termination of employment; statutory regulation through employment standards legislation, human rights codes, workers compensation acts, occupational health and safety and related statutes. This course does not focus on collective bargaining regimes (see LAWS3405).

The approach in this course is socio-legal and contextual. In addition to looking at the law itself, that is, the common law and statutory norms that regulate employment and other personal work relations, we will also look at their historical development and consider a range of contemporary critical policy issues related to ever-changing world of work. This will help us

assess the fit between legal norms and the lived experiences and realities of work for a diverse Canadian population. Assessment in the course ranges from critical reflections on law and policy to practical problem-solving, involving application of law to factual situations. The capstone assessment – the Work History Interview: Narrative and Analysis – together with the associated preparatory exercises, will also give students the unique opportunity to engage in qualitative empirical research and develop a range of skills, including qualitative interviewing, and socio-legal analysis.

### **PRECLUSIONS**

N/A

### **LEARNING OUTCOMES**

At the end of this course, the students will achieve the following learning objectives:

- Gain knowledge of employment law (common law and statutory regulation) principles and norms, and how they fit within the broader field of ‘work’ law;
- Understand and critically assess past and present policy rationales that underpin employment law and regulation;
- Appreciate the way in which legal norms reflect and reproduce certain assumptions and, in turn, shape people’s experiences of work and labour markets;
- Learn and practice to apply legal norms and principles to fact situations;
- Develop qualitative interview and socio-legal analysis skills.

### **REQUIRED TEXTS**

David J. Doorey, *The Law of Work*. Complete (3rd) Edition (Toronto: Emond, 2024) (print or digital; available for purchase at the bookstore or from publisher’s website; a couple of copies on reserve at the library).

- Alternatively, David J. Doorey, *The Law of Work*. Complete (2nd) Edition (Toronto: Emond, 2020), of which used copies are available.

**PLEASE NOTE:** Detailed schedule of readings from the text, as well as other required readings and materials (e.g., video, audio, etc.) will be placed on Brightspace. Engaging with these materials will be essential for effective participation in discussion and activities during weekly lecture sessions, and for completion of your assessments.

### **SUPPLEMENTARY TEXTS**

Students may find it helpful to locate statutes and cases discussed in this course. Some key websites are:

- Department of Justice- Canada (Consolidated Statutes) <https://laws.justice.gc.ca/eng/>

- Ontario Laws – E-Laws: <https://www.ontario.ca/laws>
- Canadian Legal Information Institute (CanLII): <https://www.canlii.org/en/>
- Access WestlawNext on the Carleton University Library website.

### **DELIVERY**

The course is delivered in an interactive in-person lecture format that incorporates elements of a seminar. In addition to the textbook, further readings and other materials will be provided via Brightspace, and you should engage with them before our weekly sessions dealing with the same subject matter. Weekly participation is mandatory and will be assessed (see below).

### **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.

The assessment and evaluation in this course are structured as follows:

<p><b>30%</b>    <b>CHOICE of:</b>  <b>Critical Commentary</b> (due October 4, 11:59pm)  -OR-  <b>Legal Problem Set</b> (due November 8, 11:59pm)</p> <p><b>60%</b>    <b>Work History Interview: Narrative and Analysis (various due dates)</b></p> <p>a. Preparatory Exercise Pairs – 15% (2x7.5%)</p> <p style="padding-left: 40px;">i. Peer Interview + Interview Brief (Sep 13 and Sep 20, 11:59pm)</p> <p style="padding-left: 40px;">ii. Ethics Workshop + Draft Interview Guide (Oct 11 and Nov 1, 11:59pm)</p> <p>b. Final Narrative and Analysis Submission – 45% (due December 6, 11:59pm)</p> <p><b>10%</b>    <b>Class Participation</b> (assessed throughout term)</p>
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**All components must be successfully completed in order to get a passing grade.**

#### Detailed Description of Assessment Structure

1. **You have some choice in how 30% of your grade is assessed. Namely, you can choose between two different assignments, which have different due dates (one early in the term, the other later in the term).**

**These are:**

**A. Critical Commentary (30%)**

This assignment requires you to write a critical commentary on (a choice of):

- An employment-related legal case, OR
- An academic journal article dealing with an employment law issue, OR
- An employment law issue in the media (press, audio/podcast, TV program), OR
- An employment/employment law issue on film.

In each case, you are required to draw on course materials (at least 1 article and/or podcast **and** your course textbook) in your interpretation and commentary on the chosen piece(s). Approximately 5 double-spaced pages (12pt, Times New Roman, normal margins). **Due on 4 October, 11:59pm.**

*See Brightspace for additional instructions and guidance.*

**-OR-**

**B. Legal Problem Set (30%)**

This assignment will require you to apply legal principles and policy considerations we examine in the course to analyze a set of two employment-related fact-pattern style problem questions. There is no precise page requirement for your answer, but typically a good answer requires at least 2-3 pages per problem question. The problem set will be posted on Brightspace by 1 October, and will be **due on 8 November, 11:59pm.**

*See Brightspace for additional instructions and guidance.*

**2. Work History Interview: Narrative and Analysis (60%; 15% + 45%)**

This capstone assignment will be an opportunity to develop skills in empirical research and interviewing, and to apply your knowledge of employment law and policy. The task will entail interviewing someone you know about their work history, including the types of jobs (i.e. contracts) they held, relations with employers, and their experiences of transitions in and out of work during different life stages. Drawing on what you learn from the interview and on the course materials, you will then write a narrative and conduct an analysis of your interviewee's work history. Your narrative should describe what you learnt from the interview, focusing on key jobs and/or experiences your interviewee relayed. In your analysis, you will be asked to use this narrative (facts) to examine the role that legal regulation has played in shaping your interviewee's work experiences. Among others, you will be tasked to think about and consider the different types of legal norms and regimes (common law, statutory, etc.) that regulate employment relations in Canada, and in Ontario specifically. Also, you will be asked to reflect on circumstances, regulatory gaps and other problems that might affect how someone navigates and experiences the world of work at different life stages or because of their social

location.

**PLEASE NOTE:**

*To successfully complete this final assignment, you will be required to complete two preliminary exercise pairs (each involving an activity **and** a written submission); each exercise pair is worth 7.5% each, for a total of 15% of your final grade in the course.*

*Participation in both these activities is mandatory as the skills you will practice by engaging in them, and feedback you are going to receive on your outputs, are designed to prepare you for the final assignment. You must participate in and complete all preparatory activities to be allowed to submit the final assignment. Written outputs associated with these preliminary activities are going to have separate deadlines, earlier in the term (see below).*

**a) Preparatory Exercises and Outputs (Mandatory) (15%)**

- i EXERCISE in **Week 2 (13 September, in class)**. During this exercise, you will informally interview one of your peers about their work experience and encounters with, or knowledge of employment law. You will be assigned your interview partner and time for the interviews will be allocated during class time.

OUTPUT: You will write a **narrative brief summarizing your interview (2-3pp, double spaced)**, which will be **due on 20 September, 11:59pm**. (7.5%)

- ii EXERCISE in **Week 6 (11 October, online/personal study module)** There will be a pre-recorded online tutorial on ethical considerations related to interviewing and on the theory and practice of interview as a legal and social research technique.

OUTPUT: You will **submit a draft interview guide for comments by 1 November, 11:59pm**. (7.5%)

**NOTE:** *If you are unable to make the dates for the in-class activity in week 2 due to mitigating circumstances, please let me know as soon as you can so that we can come up with alternative arrangements. Failure to participate in and complete these preparatory exercises means that you will not only lose a part of your grade, but also that you will not be allowed to submit the final assignment.*

**b) Final Narrative and Analysis Submission + Research Log (45%)**

To complete your final assignment, you will have to carry out a **formal interview with a chosen participant** (see detailed instructions posted on Brightspace on how to go about this choice, when the interview should be scheduled and how it should be carried out, and other details). Based on this interview, you will then prepare a **written submission composed of a narrative or employment history portion (1), and a socio-legal analysis of that narrative (2)**. Your

analysis will draw on knowledge of employment law and critical issues related to work regulation that you acquire during the term.

The length of your final written submission will be approximately 11-14 double-spaced pp (12pt Times New Roman, normal margins) consisting of a maximum 4 pages of narrative and minimum 7 pages of analysis. As an appendix to this assignment, you will be asked to submit a 'Research Log' composed of your final interview guide, notes from the interview, and a signed consent form. Further details are set out in the guidance document available on Brightspace. **The assignment is due on the last day of classes, 6 December 2024, 11:59pm.**

*See Brightspace for additional instructions and guidance.*

### **3. Participation (10%)**

Participation in the course is worth 10% of your final grade. It is assessed based on your weekly attendance (5%) and submission of at least five separate posts to the class forum on Brightspace (5%). The posts or comments should pertain to weekly readings or other class materials (e.g., podcasts, news articles, etc.) posted to Brightspace and must be submitted ahead of our weekly meeting, **by 11am on Fridays**. Please note that the posts should pertain to the readings or materials assigned for that week.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

*Unless you obtain an extension, all late assignments will be subject to a late penalty of **5% per each day after the deadline.***

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/>.

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>

## Course Outline

### SCHEDULE

DATE	TOPIC	SPECIAL SESSIONS & DUE DATES
Sep 6	<p><b>1. Introduction to Employment Law</b></p> <p><b>Reading:</b> D. Doorey, <i>Law of Work</i> (3rd ed): 1, 2, 3 See other audio materials on Brightspace.</p>	<i>Class Forum submissions – weekly, up to 5 (5%)</i>
Sep 13	<p><b>2. Workers, Work, Labour Markets</b></p> <p><b>Reading:</b> D. Doorey, <i>Law of Work</i> (3rd ed): 4, 5, 17 J. Fudge, “Beyond Vulnerable Workers: Towards a New Standard Employment Relationship”, <i>Can Labour and Employment Law Journal</i> 12 (2005): 151-176. Changing Workplaces Review, s. 5.2.1. Definition of Employee See other materials on Brightspace</p>	<i>Preparatory Exercise 1: Peer Interview (in class)</i>  <i>Class Forum submissions – weekly, up to 5 (5%)</i>
Sep 20	<p><b>3. Recruitment, Hiring, Employment Contracts</b></p> <p><b>Reading:</b> D. Doorey, <i>Law of Work</i> (3rd ed): 6, 7, 8, 9 See other materials on Brightspace</p>	<i>DUE: Interview Memo (7.5%)</i>  <i>Class Forum submissions – weekly, up to 5 (5%)</i>
Sep 27	<p><b>4. Key Terms and Conditions: Money</b></p> <p><b>Reading:</b> D. Doorey, <i>Law of Work</i> (3rd ed) 18 M. Cornish, <i>A Growing Concern: Ontario’s Gender Pay Gap</i>. CCPA, 2014 (pp. 1-36). See other materials posted on Brightspace.</p>	<i>Class Forum submissions – weekly, up to 5 (5%)</i>
Oct 4	<p><b>5. Key Terms and Conditions: Time</b></p> <p><b>Reading:</b> D. Doorey, <i>Law of Work</i> (3rd ed): 19 J. Cantor, “Working Anything but 9 to 5:</p>	<i>DUE: Critical Commentary (30%)</i>

	Scheduling Technology Leaves Low-Income Parents with Hours of Chaos, The New York Times, August 2014. <b>See other materials posted on Brightspace.</b>	<i>Class Forum submissions – weekly, up to 5 (5%)</i>
Oct 11	<b>6. No In-Person Class; Video tutorial and individual study module</b>  <i>Reading:</i> Ch 11, Research Ethics, 192-206. Ch 10, Interviewing in Qualitative Research, 164-191.	<i>Preparatory Exercise 2: Research Ethics and Interview Methods</i>
Oct 18	<b>7. Human Rights at Work (Discrimination at Work)</b>  <i>Reading:</i> D. Doorey, <i>Law of Work</i> (3rd ed): 21, 22. OHRC, Who is Protected at Work? OHRC, Grounds of Discrimination <b>See other materials posted on Brightspace.</b>	<i>Class Forum submissions – weekly, up to 5 (5%)</i>
Oct 21-25	<b>No Classes/Fall Break</b>	
Nov 1	<b>8. Human Rights at Work (Duty to Accommodate)</b>  <i>Reading:</i> D. Doorey, <i>Law of Work</i> (3rd ed): 23. <i>BC (Public Service Employee Relations Commission) v. BCGSEU (Meiorin)</i> [1993 3 SCR 3]. <b>See other materials posted on Brightspace.</b>	<i>DUE: Draft Interview Guide (7.5%)</i>
Nov 8	<b>9. Occupational Health and Safety (Regulation Built on Disasters and Safety at Work under OSHA)</b>  <i>Reading:</i> D. Doorey, <i>Law of Work</i> (3rd ed): 24 <b>See other materials posted on Brightspace</b>	<i>DUE: Legal Problem Set (30%)</i>  <i>Class Forum submissions – weekly, up to 5 (5%)</i>
Nov 15	<b>10. Termination of Employment (When Things don't Work Out)</b>	



	<p><b>Reading:</b> Doorey, Law of Work (3rd ed): 10,11,12, 15 Ontario Employment Standards Act, Termination of Employment <b>See other materials posted on Brightspace</b></p>	<p><i>Class Forum submissions – weekly, up to 5 (5%)</i></p>
Nov 22	<p><b>11. Termination of Employment (When Things go Wrong)</b></p>	
	<p><b>Reading:</b> Doorey, Law of Work (3rd ed): 13, 14, 20 <b>See other materials posted on Brightspace</b></p>	<p><i>Class Forum submissions – weekly, up to 5 (5%)</i></p>
Nov 29	<p><b>12: Key Policy Issues: Enforcement</b></p>	
	<p><b>Reading:</b> Vosko, Leah F.; Noack, Andrea M.; and Tucker, Eric, "Employment Standards Enforcement: A Scan of Employment Standards Complaints and Workplace Inspections and Their Resolution Under the Employment Standards Act, 2000" (2016). <i>All Papers</i>. 265. Vosko, Leah F.; Tucker, Eric; Gellatly, Mary; and Thomas, Mark P., "New Approaches to Enforcement and Compliance with Labour Regulatory Standards: The Case of Ontario, Canada" (2011). <i>Comparative Research in Law &amp; Political Economy</i>. <i>Research Paper No. 31/2011</i>.</p>	<p><i>Class Forum submissions – weekly, up to 5 (5%)</i></p>
Dec 6	<p><b>No Class/The Last Day of Fall Term Classes</b></p>	<p><b><i>DUE: Work History Interview Narrative and Analysis (45%)</i></b></p>

<b>Fall 2024 Sessional Dates and University Closures</b>	
<i>Please find a full list of important academic dates on the calendar website: <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a></i>	
<b>September 4, 2024</b>	Fall term begins.
<b>September 17, 2024</b>	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
<b>September 30, 2024</b>	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
<b>October 14, 2024</b>	Statutory holiday. University closed.
<b>October 21-25, 2024</b>	Fall break. No classes.
<b>November 15, 2024</b>	Last day for academic withdrawal from fall courses.
	Last day to request formal exam accommodations for fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
<b>November 22, 2024</b>	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the fall or fall/winter before the official examination period.
<b>December 6, 2024</b>	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
<b>December 7-8, 2024</b>	No classes or examinations take place.
<b>December 9-21, 2024</b>	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
<b>December 21, 2024</b>	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
<b>December 24, 2024 – January 2, 2025</b>	University closed.

## University and Departmental Policies

### DEPARTMENT POLICIES AND REGULATIONS

Although this is not a violation of the Academic Integrity Policy, students who re-use their own work from a different course/assignment must seek instructor's permission before doing so and must clearly cite such work.

While students are permitted to collaborate and discuss with each other their assignments, the final written work they submit for assessment must be their own individual work.

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools (e.g. ChatGPT) to produce assessed content is considered a violation of academic integrity standards.

### 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://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**

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](https://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](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/>.

**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](#).