

Course Outline

COURSE:	LAWS 3508 A – Health Law
TERM:	Fall 2025
PREREQUISITE(s):	1.0 credit in LAWS at the 2000 level.
CLASS:	Day / Time Online Unscheduled Section
INSTRUCTOR:	Dr. Nadine Ijaz (she/her) Teaching Assistant: Grace Miura-Wong
CONTACT:	Office Hrs: <i>By appointment, via Teams</i> Email: Please contact the course TA, with the course code “LAWS3508A” in the subject line, at gracemiurawong@cmail.carleton.ca first with any questions relating to course deadlines, quizzes or requirements. To reach the Instructor: nadine.ijaz@carleton.ca ; please include the course code, LAWS3508A (Health Law) in the subject line of all course-related emails, which should be addressed as follows (or similar): “Dear Dr. Ijaz: ...” or “Hello Professor Ijaz:...”
BRIGHTSPACE:	Homepage - LAWS3508A Health Law (LEC) Fall 2025

CALENDAR COURSE DESCRIPTION

Legal/ethical issues in health care regulation. Topics may include: regulation of health professions; economics of health care; informed consent/choice; regulation of drugs, devices and research; medical malpractice and other liability; mental health issues; patient/client records.

COURSE DESCRIPTION

The course begins with an overview of major principles guiding the structuring and legal governance of health care systems around the world. We examine key international instruments (often in the form of United Nations documents) relating to these principles, including with reference to: defining health, wellbeing and the social determinants of health, primary health care, bioethics, culturally-responsive health care, evidence-informed decision making, and Indigenous peoples’ right to health. We then turn to Canada’s Health Care system, to examine how these principles are implemented in practice. The course continues to engage these principles in modules focused on the governance of: health care practitioners; traditional, complementary and integrative medicine; and, psychoactive medicines (e.g., cannabis, psilocybin).

PRECLUSIONS

N/A

LEARNING OUTCOMES

Students will become familiarized with a range of international instruments (and related principles) that underpin the legal structure of health care systems around the world, and how

these may be applied with reference to health systems design, and the governance of a range of health care practitioners and products.

REQUIRED TEXTS

All required and supplementary materials for this course are available on Brightspace / Ares. Students are not required to purchase textbooks or other learning materials for this course.

EVALUATION

EVALUATION	% OF FINAL GRADE	FINAL DUE DATE
Quiz 1 (Course Syllabus)	5%	Sept. 10, 11.59 pm
Quiz 2 (Module A)	15%	Sept. 24, 11.59 pm
Quiz 3 (Module B)	15%	Oct. 15, 11.59 pm
Quiz 4 (Module C)	10%	Nov. 5, 11.59 pm
Quiz 5 (Module D)	10%	Nov. 19, 11.59 pm
Quiz 6 (Module E)	10%	Dec. 3, 11.59 pm
Final Essay (2500 words)	35%	Dec. 5, 11.59 pm

The first quiz is meant to ensure that you have carefully reviewed the course syllabus, and have a good understanding of the course design, timeframes, and requirements.

All quizzes will be online and 'open book', will involve a randomized set of questions, and will open no later than 48 hours prior to the due date. Please be sure to schedule time to complete your quizzes within the allotted date / time frame. Quizzes worth 5% will be allotted 30 minutes to complete; those worth 10% will be allotted 45 minutes, and those worth 15% will be allotted 60 minutes. Quizzes will include various question types (e.g., multiple choice, true/false, short answer).

Additional details about the content of quizzes, and instructions for the final essay, will be provided during the term.

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.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Late submissions (Essays): A late penalty of 10% of the assignment grade per calendar day will be levied, regardless of how many 'hours' or 'minutes' late the assignment may be. As such, prepare yourself to complete all course submissions in advance of the 'last minute'.

Extensions: The granting of extensions is at the discretion of the instructor, who will confirm

whether an extension is approved and its duration.

For information about requesting short-term or long-term extensions, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor **before the assignment due date**. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

SCHEDULE

MODULE	SESSION, DATES, TOPICS	REQUIRED READINGS & OTHER MATERIALS
A. FOUNDATIONAL PRINCIPLES OF HEALTH SYSTEMS GOVERNANCE	Session 1 Sept. 3 - 9 <i>Introduction</i> <i>Health, Wellbeing and their Social Determinants</i>	<ul style="list-style-type: none"> • Course Syllabus • Nobile M. <i>The WHO Definition of Health: A Critical Reading</i>. Medicine and Law. 2014;33(2):33–40. • Charlier P, Coppens Y, Malaurie J, Brun L, Kepanga M, Hoang-Opermann V, et al. <i>A new definition of health? An open letter of autochthonous peoples and medical anthropologists to the WHO</i>. European Journal of Internal Medicine. 2017 Jan;37:33–7. <p><i>SUPPLEMENTARY</i></p> <ul style="list-style-type: none"> • Constitution of the World Health Organization • Napier AD, Ancarno C, Butler B, Calabrese J, Chater A, Chatterjee H, et al. Culture and health. The Lancet. 2014 Nov;384(9954):1607–39.
	Session 2 Sept. 10 - 16 <i>Primary Health Care</i> <i>Bioethics</i>	<ul style="list-style-type: none"> • Cueto M. <i>The Origins of Primary Health Care and Selective Primary Health Care</i>. American Journal of Public Health. 2004;94(11) • Universal Declaration on Bioethics and Human Rights - UNESCO Digital Library • VIDEO: CUHK - Ethical Principles <p><i>SUPPLEMENTARY</i></p> <ul style="list-style-type: none"> • Declaration of Alma-Ata • Declaration of Astana
	Session 3 Sept. 17 -23 <i>Evidence-Informed Decision Making</i> <i>Indigenous Peoples'</i>	<ul style="list-style-type: none"> • Boeira L, Hayter E, Oliver S, Mahlanza-Langer L, Simeon D, Bangpan M, et al. <i>Efforts towards the institutionalisation of evidence-informed decision-making</i>. BMJ EBM. 2025 Jan 23;bmjebm-2024-112962. • Redvers N. <i>The determinants of planetary health</i>. The Lancet Planetary Health. 2021 Mar;5(3):e111–2. • Redvers N, Reid P, Carroll D, Kain MC, Kobei DM, Menzel K, et al. <i>Indigenous determinants of health: a unified call for progress</i>. The Lancet. 2023 July;402(10395) <p><i>SUPPLEMENTARY</i></p>

	Right to Health	<ul style="list-style-type: none"> • World Health Organization. <i>Evidence, policy, impact. WHO guide for evidence-informed decision-making</i> [Internet]. 1st edition. World Health Organization; 2021. Available from: https://iris.who.int/handle/10665/350994 • United Nations Economic and Social Council. <i>Indigenous determinants of health in the 2030 Agenda for Sustainable Development</i>. E/C.19/2023/5 [Internet]. 2023 [cited 2024 May 4]. Available from: https://undocs.org/en/E/C.19/2023/5 • Asia Pacific Forum of National Human Rights Institutions, Office of the United Nations, High Commissioner for Human Rights. <i>The United Nations Declaration on the Rights of Indigenous Peoples: A Manual for National Human Rights Institutions</i> [Internet]. Geneva, Switzerland: Office of the United Nations High Commissioner for Human Rights, Indigenous Peoples and Minorities Section; 2013 [cited 2023 Oct 12]. Available from: https://www.ohchr.org/Documents/Issues/IPeoples/UNDRIPManualForNHRIs.pdf
B. HEALTH SYSTEMS DESIGN: THE CANADIAN CASE	Session 4 Sept. 24 - 30 Canada's Health Care System	<ul style="list-style-type: none"> • Library of Parliament 2020. <i>The Canada Health Act: An Overview</i>. Ottawa: Library of Parliament: The Canada Health Act: An Overview • Chowdhury, M. Z. I., & Chowdhury, M. A. (2018). <i>Canadian Health Care System: Who Should Pay for All Medically Beneficial Treatments? A Burning Issue</i>. <i>International Journal of Health Services</i>, 48(2), 289–301. • VIDEO: National Film Board 2011 (Shandel 1983). <i>Bitter Medicine, Part One: The Birth of Medicare</i>. (On Ares.) • VIDEO: Treating Canada's Health Care System - YouTube <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> • Government of Canada, <i>Canada Health Act</i> (1984). https://laws-lois.justice.gc.ca/PDF/C-6.pdf • Canadian Medical Association. Who started Canada's universal health care system? CMA
	Session 5 Oct. 1 - 7 Pharmacare & Dental Care in Canada	<ul style="list-style-type: none"> • Marchildon, G., & Jackson, A. (2019). <i>Charting the path to national pharmacare in Canada</i>. Broadbent Institute. • Sismondo S, Doucet M. Publication Ethics and the Ghost Management of Medical Publication. <i>Bioethics</i>. 2009 Feb 16;24(6):273–83. • Canadian Medical Association: What's the Canadian Dental Care Plan and who qualifies? CMA • VIDEO: Canadian Broadcasting Corporation 2017. <i>The High Cost of Pharmaceuticals: Canada's Drug Problem</i>. Available at: https://www.cbc.ca/news/fifthestate/the-high-cost-of-pharmaceuticals-canada-s-drug-problem-1.4248120 <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> • Sismondo, S. (2007). Ghost Management: How Much of the Medical Literature Is Shaped Behind the Scenes by the Pharmaceutical Industry? <i>PLoS Medicine</i>, 4(9), e286. • Gagnon, M.-A., Herder, M., Graham, J., Fierlbeck, K., & Danyliuk, A. (2021). 5 Clinical Trial Data Transparency in Canada: Mapping the Progress from Laggard to Leader. In K. Fierlbeck, J. Graham, & M. Herder (Eds.), <i>Transparency, Power, and Influence in the Pharmaceutical Industry</i> (pp. 114–128). University of Toronto Press. • Martine C, Quiñonez C, Marchildon GP. Improving Equity in Access to Dental Care in Canada: Historical Lessons for Policy Change. <i>J Public Health Dent</i>. 2025 July 17;jphd.70002
	Session 6 Oct. 8 – 14	<ul style="list-style-type: none"> • Allen L, Hatala A, Ijaz S, Courchene ED, Bushie EB. <i>Indigenous-led health care partnerships in Canada</i>. <i>CMAJ</i>. 2020 Mar 2;192(9):E208–16.

	Governing Indigenous People's Health	<ul style="list-style-type: none"> • Gallagher J, Mendez JK, Kehoe T. <i>The First Nations Health Authority: A transformation in healthcare for BC First Nations</i>. Healthc Manage Forum. 2015 Nov;28(6):255–61. • VIDEO: Indigenous Knowledge to Close Gaps in Indigenous Health Marcia Anderson-DeCoteau TEDxUManitoba • VIDEO: Medicine Wheel Teaching - YouTube • VIDEO: Systemic Racism in Canadian Healthcare: The Tragedy of Brian Sinclair and Joyce Echaquan NDN POV <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> • National Aboriginal Council of Midwives. <i>Dreaming for Change: Reconnecting with Indigenous Health and Wellness</i>. NACM-Roundtable Report.pdf • Marchildon GP, Lavoie JG, Harrold HJ. Typology of Indigenous health system governance in Canada. Can Public Adm. 2021 Dec;64(4):561–86.
C. GOVERNING TRADITIONAL, COMPLEMENTARY & INTEGRATIVE MEDICINE (TCIM)	Session 7 Oct. 15 - 28 Introduction to TCIM Governance	<ul style="list-style-type: none"> • Steel A, Gallego-Perez DF, Ijaz N, Gall A, Bangpan M, Dos Santos Boeira L, et al. <i>Integration of Traditional, Complementary, and Integrative Medicine in the Institutionalization of Evidence-Informed Decision-Making: The World Health Organization Meeting Report</i>. Journal of Integrative and Complementary Medicine. 2025 Jan 17;jicm.2024.0837. • Caulfield, T. Don't legitimize the witch doctors. National Post (2013). • Gray, B. How Should We Respond to Non-Dominant Healing Practices, the Example of Homeopathy. J. Bioethical Inq. 14, 87–96 (2017). • VIDEO: <i>A Place to Breathe</i>. (Underexposed Films, 2020). (On Ares.) <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> • World Health Organization. WHO Traditional Medicine Strategy 2025 – 2034 Draft global traditional medicine strategy 2025–2034
	Session 8 Oct. 29 – Nov. 4 TCIM Governance Applications	<ul style="list-style-type: none"> • Rojas, P., Jung-Cook, H., Ruiz-Sánchez, E., Rojas-Tomé, I. S., Rojas, C., López-Ramírez, A. M., & Reséndiz-Albor, A. A. (2022). <i>Historical Aspects of Herbal Use and Comparison of Current Regulations of Herbal Products between Mexico, Canada and the United States of America</i>. International Journal of Environmental Research and Public Health, 19(23), 15690. • Ijaz N, Boon H. <i>Statutory Regulation of Traditional Medicine Practitioners and Practices: The Need for Distinct Policy Making Guidelines</i>. The Journal of Alternative and Complementary Medicine. 2018 Apr;24(4):307–13. <p>SUPPLEMENTARY</p> <ul style="list-style-type: none"> • Ijaz N, Carrie H. <i>Governing therapeutic pluralism: An environmental scan of the statutory regulation and government reimbursement of traditional and complementary medicine practitioners in the United States</i>. Faizi N, editor. PLOS Glob Public Health. 2023 Aug 9;3(8):e0001996. • Gallego-Pérez DF, Declercq E, Saper RB, Barnes LL, Wardle J. <i>Characterizing Therapeutic Pluralism Policies in Latin America: A Qualitative Content Analysis</i>. Journal of Integrative and Complementary Medicine. 2023 July 1;29(6–7):439–50.
D. GOVERNING HEALTH CARE PRACTITIONERS	Session 9 Nov. 5 - 11 Introduction to Health Practitioner Governance	<ul style="list-style-type: none"> • Leslie K, Moore J, Robertson C, Bilton D, Hirschhorn K, Langelier MH, et al. <i>Regulating health professional scopes of practice: comparing institutional arrangements and approaches in the US, Canada, Australia and the UK</i>. Hum Resour Health. 2021 Dec;19(1):15. • Ijaz N, Steinberg M, Flaherty T, Neubauer T, Thompson-Lastad A. <i>Beyond Professional Licensure: A Statement of Principle on Culturally-Responsive</i>

		<i>Healthcare</i> . Glob Adv Health Med. 2021 Jan;10:21649561211043092.
	Session 10 Nov. 12 - 18 Health Practitioner Governance Applications	<ul style="list-style-type: none"> • Jelinski J. <i>Bad Bastards?: Tattooing, Health, and Regulation in Twentieth-Century Vancouver</i>. Urban History Review. 2018;47(1–2):103–12. • Paterson S. <i>Ontario Midwives: Reflections on a Decade of Regulated Midwifery</i>. Canadian Woman Studies. 2004;24(1):153–7. <p><i>SUPPLEMENTARY</i></p> <ul style="list-style-type: none"> • Ijaz N, Boon H. <i>Safety as ‘Boundary Object’: The Case of Acupuncture and Chinese Medicine Regulation in Ontario, Canada</i>. In: Brosnan C, Vuolanto P, Danell JAB, editors. <i>Complementary and Alternative Medicine</i> [Internet]. Cham: Springer International Publishing; 2018 [cited 2022 Dec 8]. p. 193–213. Available from: http://link.springer.com/10.1007/978-3-319-73939-7_8 • National Aboriginal Council of Midwives 2019. <i>Diverse Pathways: Bringing Indigenous midwifery home</i>. Available at: NACM Booklet DiversePathways 2019 REV5 PROOF2.pdf • Churchill ME, Smylie JK, Wolfe SH, Bourgeois C, Moeller H, Firestone M. <i>Conceptualising cultural safety at an Indigenous-focused midwifery practice in Toronto, Canada: qualitative interviews with Indigenous and non-Indigenous clients</i>. BMJ Open. 2020 Sept;10(9):e038168.
E. GOVERNING PSYCHOACTIVE MEDICINES	Session 11 Nov. 19 - 25 Governing Cannabis	<ul style="list-style-type: none"> • Owusu-Bempah, A. (2021). <i>Where Is the Fairness in Canadian Cannabis Legalization? Lessons to be Learned from the American Experience</i>. Journal of Canadian Studies, 55(2), 395–418. • Wiese, J. L., Watson, T. M., Owusu-Bempah, A., Hyshka, E., Wells, S., Robinson, M., Elton-Marshall, T., & Rueda, S. (2023). <i>Overpoliced and Underrepresented: Perspectives on Cannabis Legalization From Members of Racialized Communities in Canada</i>. Contemporary Drug Problems, 50(1), 25–45. • VIDEO: Ted Talk: The Untapped Promise of Cannabis Legalization <p><i>SUPPLEMENTARY</i></p> <ul style="list-style-type: none"> • Marijuana Laws by Country: Cannabis Legalization World Map
	Session 12 Nov. 26 - Dec. 2 Governing Psilocybin	<ul style="list-style-type: none"> • Haden, M., Emerson, B., & Tupper, K. W. (2016). <i>A Public-Health-Based Vision for the Management and Regulation of Psychedelics</i>. Journal of Psychoactive Drugs, 48(4), 243–252. • Celidwen, Y., Redvers, N., Githaiga, C., Calambás, J., Añaños, K., Chindoy, M. E., Vitale, R., Rojas, J. N., Mondragón, D., Rosalío, Y. V., & Sacbajá, A. (2023). <i>Ethical principles of traditional Indigenous medicine to guide western psychedelic research and practice</i>. The Lancet Regional Health - Americas, 18, 100410.

POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF USING GENERATIVE AI

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

Students are strictly prohibited from submitting any work that has been previously submitted for academic credit in another course. Any such submission will result in a grade of 0, and the student will be referred to the university's academic integrity office for review. Re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic

integrity.

Cooperation or Collaboration

Students are not permitted to cooperate or collaborate on any academic assignments unless explicitly stated by the instructor. Any unauthorized collaboration will result in the assignment receiving a grade of 0 and the student being referred to the academic integrity office. This policy applies to all tests, exams, and individual assignments. Proofreading by others is not allowed.

Use of Generative Artificial Intelligence (AI) Tools

The use of AI tools, such as ChatGPT, to produce any part of an assignment or test is strictly forbidden. Unauthorized use of AI in this course will be treated as a violation of academic integrity.

Fall 2025 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 3, 2025	Fall term begins.
September 16, 2025	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
September 30, 2025	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
October 13, 2025	Statutory holiday. University closed.
October 20-24, 2025	Fall break. No classes.
November 15, 2025	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.
November 24, 2025	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.
December 5, 2025	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.

	Last day for take home examinations to be assigned.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 20, 2025	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.
December 24, 2025 – January 2, 2025	University closed.

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 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](#).