

Course Outline

COURSE:	LAWS 4802A – Criminal Jury Trials
TERM:	Fall 2026
PREREQUISITES:	LAWS 2908, CRCJ 3001 or CRCJ 3002 and LAWS 2301, LAWS 2302 and 4th year Honours standing
CLASS:	Day & Time: Monday 6:05pm – 8:55pm Room: Please check Carleton Central for current Class Schedule This class will be held weekly, in person.
INSTRUCTOR:	Kelly Lauzon, Ph.D. Adjunct Professor
CONTACT:	Office Hrs By Appointment / Location: Email: kelly.lauzon@carleton.ca I aim to reply to emails within 24 hours
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450802

CALENDAR COURSE DESCRIPTION

Critical analysis of the criminal jury system including its history and context, the role of the judge, jury dynamics and jury composition. Perspectives and roles of the accused, victims, police, defence counsel, Crown attorney, judges, juries, media, politicians and the public.

COURSE DESCRIPTION

This course will critically examine the criminal jury trial system. While we will look at topics such as juror qualification, jury selection, opening and closing addresses, the trial process (including deliberations and the judge's charge to the jury), many other options for discussion are possible. The direction of this class will be guided largely by class discussions.

LEARNING OUTCOMES

Upon successful completion of the course, students should:

- Be familiar with the features and structure of the criminal jury trial in Canada.
- Be familiar with the role played by many of the actors in the criminal jury trial in Canada (ex: jurors, Crown, defense attorney, expert witnesses).
- Be able to identify some of the difficulties that may present themselves to actors within the criminal jury system.

- Be able to critically look at, engage with and gain a deeper appreciation of this area of the criminal justice system.
- Be able to collaborate with others in order to produce an effective working relationship in order to achieve goals.

REQUIRED TEXTS

Costs of Educational Material

Students are not required to purchase textbooks or other learning materials for this course.

The assigned readings for each week are listed in the lecture schedule below. These readings will be available via Brightspace.

Students are also encouraged to follow media reports on current issues dealing with jury trials so that they can be better prepared to participate in class discussions.

COMMUNICATION

The primary means of communication for this class will be through Brightspace. I am always happy to answer any questions you may have or to discuss the class material further. If you would like to talk to me in person, we can set up an appointment to meet via Zoom. If you would like to communicate via email, please be sure to use your Carleton email account.

Email policy: I check my email regularly from 8am to 4pm (Monday to Friday) and aim to reply the same day. I do not check my e-mail regularly after these hours during the week or on the weekend/holidays; if you send your email during these times, I will aim to reply by the next business day.

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.** Standing in courses will be shown by alphabetical grades following [the University grading scale](#).

NOTE: All components must be successfully completed in order to get a passing grade – this includes the attendance and participation components. If you do not receive a passing grade (50%) on *each* component, you will not receive a passing grade for this course.

1. Attendance and Contribution to Discussion (20%)

- This class will focus strongly on discussion. You are expected to come to class prepared to discuss the readings and the course material.
- Class attendance will only account for 10% of your grade. You will need to actively and consistently contribute to the class discussions to earn the additional 10%.
 - Note that attendance and participation are dependent on each other. This means that if you miss 20% of the scheduled classes, then you should expect that you can will earn a maximum of 80% for the participation component.
- Attendance will be taken at the beginning of each class. Attendance grades will not be given retroactively.
- In accordance with the [Student Rights and Responsibilities Policy](#), discrimination and harassment will not be tolerated.

2. Jury Decision Review (10%)

- Due by **6pm on October 5** (week 4)
- Choose a case (historical or recent) that was decided by a jury.
- In 5-7 pages (double spaced) you are asked to:
 - Provide a **brief** synopsis of the case and the jury's decision.
 - Explain whether you agree or disagree with the jury and why.
- To explain your stance, you may wish to discuss topics such as
 - What you think may have influenced the jury in their decision.
 - What could have been done differently to change the jury's decision.
 - What you would have decided if you were part of that jury.
 - What tactics you think were important in helping the jury reach the verdict.
- An information sheet and grading rubric are available on Brightspace.

3. Student-led Presentation (30%)

- Presentations begin the fifth week of class (**October 19**) and will continue throughout the term.
- Groups of 2 or 3 students will be required to present their chosen topic to the class.
 - Although the presentation will be prepared and presented in groups, you will be marked individually. This means that you may receive a different grade than your partner(s).
- You can sign up for your week/topic/partners in class or by emailing me. Topics will be assigned on a first come-first served basis. The list of presentations will be posted on Brightspace (a list will be posted to Brightspace).
 - It is your responsibility to attend the class that you have signed up for; there will not be a chance to reschedule.

- If you haven't signed up by the third week of class (Sept 28), I will assign your topic (and partners).
- Presentations are expected to last approximately 45 minutes (including discussion) and should provide an overview of the topic and a critical reflection of these points.
 - The entire presentation and discussion should not extend beyond 60 mins. Presenters will be asked to end their presentation/discussion after 60 minutes, and you will be graded on what has been presented up to this point. Therefore, it is important for you to be mindful of the time limit to ensure you have sufficient time to cover the important points of your presentation.
- Your presentation will consist of preparing lecture slides for your given topic and leading the class discussion. Presentations/slide material should provide an overview of the topic and a critical reflection of these points.
 - The slides should be submitted to me via email the week prior to your presentation, and I will post them to Brightspace. **You will lose marks** if they are not submitted at least one week in advance of your presentation date.
 - ex: if you are responsible for a presentation on week 7, you would have to submit your slides to me no later than week 6.
- You are required to conduct research beyond the assigned readings, and you will be required to circulate at least one reading to the class **the week prior** to your presentation. **You will lose** marks if it is not circulated at least one week in advance of your presentation.
- You are also required to develop at least 3 questions to guide class discussions. The questions should draw upon the main points of your presentation and foster lively academic debate. The discussion period should be the focus of the presentation and should last approximately 20-25 minutes.
- A grading rubric and information sheet is available on Brightspace.

4. Peer Evaluation of Presentation (5%)

- Each group of presenters will be assigned a corresponding group of peer evaluators.
- You will sign up in class for an evaluation spot once all of the presentation spots have been filled
 - The list (order) of evaluators will be posted on cuLearn.
 - It is your responsibility to attend the class that you are assigned to be an evaluator. There will not be an opportunity to be reassigned to another group.
- Evaluators will provide the student presenters with feedback on 3 main areas (a "peer evaluator form is posted to Brightspace):
 - Quality of information imparted
 - Delivery of the presentation
 - Research conducted
- Evaluators will not assign a grade to the presenters, only comments. The comments will be circulated to the presenters.

- The peer evaluators will be graded on the submission of the feedback provided to their peers.
- Submissions are to be done individually and are **due within 24 hours** of the presentation.

5. Take-Home Exam (35%)

- Instructions and information will be provided during our last scheduled class.
 - This information & a grading rubric will be posted on Brightspace the next day.
- Responses are due by **4pm on December 23**. Anything received after this time will require a [deferral arrangement](#) through the Registrar's Office.
- Responses are to be submitted via the drop box available in Brightspace. Emailed submissions will **not** be accepted.
- A grading rubric will be available on Brightspace.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

All assignments are due by via the appropriate dropbox on Brightspace. The submission deadline (date and time) is stipulated via the dropbox and on the class schedule below. **Do not** submit your assignment via email. **Unless you have been granted an extension, one letter grade** will be deducted for each calendar day (including weekends and holidays) that your submission is late. Assignments will not be accepted any later than seven days past their due date without prior instructor approval for an official extension.

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, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy>.

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

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

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Historically, academic integrity was concerned with plagiarism (passing off someone else's words/ideas as your own). Today, the main concern is not just about who wrote the words, but about who did the learning.

In short, learning happens by writing papers, struggling through arguments, organizing ideas, and making mistakes. When students submit work that has been generated by AI, they are essentially delegating the learning process to a tool, and arguably, true learning never takes place. This matters because a university degree is more than a credential. It signals that you have developed certain skills, knowledge, and ways of thinking. If AI is used to replace the intellectual work required, then by the time you graduate, your transcript may say you have mastered this material, but you will know that you have not. That is a disservice not only to the University, but ultimately to yourself.

For these reasons, AI-generated course work will not be tolerated in this course. This is not about punishment or surveillance; it is about protecting the integrity of your education. Your academic journey is designed to teach you how to think critically, analyze information, and communicate ideas independently. This course is designed to help you build those skills, and this will only be realized if you do the work. As such, the use of AI tools is not permitted in this course.

POLICY ON CLASSROOM RECORDING

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

SCHEDULE

Week	Date	Material
1	Sept 14	Introduction to the Course • Review Syllabus • Brief Introduction & History
2	Sept 21	Right to a Fair Jury Trial • Terry Skolnik, "The Jury System in Canada" (2013) 17 <i>Sistemas Judiciales</i> 16. • Regina Schuller & Neil Vidmar, "The Canadian criminal jury" (2011) 86 Chi.-Kent L. Rev. 497-524 (excerpt only). • Diane Francis, "What Juries Get Wrong and Why They'll Never Deliver True Justice" <i>Huffington Post</i> October 2013 (https://www.huffpost.com/archive/ca/entry/george-zimmerman-trial-jury-justice_b_3701305).
3	Sept 28	Pre-trial Publicity, Prejudices and Remedies (ex: change of venue, continuance, etc.) • Lourdes Rodriguez et. al., "Making a Biased Jury Decision: Using the Steven Avery Murder Case to Investigate Potential Influences in Jury Decision-Making" (2019) 8 <i>Psychology of Popular Media Culture</i> 429. • Jessica Clarke, 'The Demise of the Traditional Jury and Jury Impartiality with Particular Focus on Media Intrusion' (2018) 0 <i>The Plymouth Law & Criminal Justice Review</i> 67.
4	Oct 5	In-Court Jury Selection Processes Jury Decision Review Due at 6pm • V. Gordon Rose & James R. P. Ogloff, "Challenge for cause in Canadian criminal jury trials: Legal and psychological perspectives" (2002) 46 <i>Crim. LQ</i> 210-221 + 229-234 (excerpts only). • Taurus Myhand, "You Get the Jury You Get and You Don't Throw a Fit" (2025) 53 <i>Fordham Urb. L.J.</i> 605. • Available at: https://ir.lawnet.fordham.edu/ulj/vol53/iss2/4 Julia Schabas, "The Abolition of Peremptory Challenges" <online: http://www.thecourt.ca/the-abolition-of-peremptory-challenges-in-r-v-chouhan-a-license-for-discrimination-or-safeguard-for-representative-juries>
	Oct 12	THANKSGIVING – NO CLASS
5	Oct 19	Role and Expectations of the Expert Witness Limits on the Expert Witness, Problems with Expert Witnesses Student Presentations Begin • Brad Booth et. al., "Lessons from Canadian Courts for all Expert Witnesses" (2019) 47 <i>The Journal of the American Academy of Psychiatry and the Law</i> 1. • Wrongfully Yours Podcast Episode 24 (Ron Dalton, Part 1) available on all major platforms https://pod.link/1826106591
	Oct 26	FALL BREAK – NO CLASS
6	Nov 2	Influencing the Jury (ex: Race, Graphic Evidence, Sensational Cases, Mr. Big, Eyewitness Testimony)

		• Laura McManus, Evelyn Maeder & Susan Yamamoto, "The Role of Defendant Race and Racially Charged Media in Canadian Mock Juror Decision Making" (2018) 60 <i>Canadian Journal of Criminology and Criminal Justice</i> 266. • K. D. Ford, I. S. Penton-Voak & N. Pound, "Justice is (not so) blind: Effects of facial masculinity and agreeableness on perceptions of criminal guilt" (2022) 16.1 <i>Evolutionary Behavioral Sciences</i> 67.
7	Nov 9	Judge's Charge to the Jury Addresses, Deliberations and Verdicts • Mandeep K. Dhami & Samantha Lundrigan. "Beyond a reasonable doubt: Ordinary people's views of an extraordinary concept" (2026) 32.3 <i>Psychology, Public Policy, and Law</i> 262. • Mark A. Oakes et. al., "Judge, jurors, and gendered instructions to disregard evidence: stereotype-congruent judicial instructions increase compliance" (2021) 27 <i>Psychology, Crime & Law</i> 933.
8	Nov 16	Jury Decision Making & Jury Nullification • Anna Offit, "The Specter of Jury Nullification," <i>UCLA Law Review</i> (2026) 73 https://advance-lexis-com.proxy.library.carleton.ca/api/document?collection=analytical-materials&id=urn%3acontentItem%3a6K41-YN83-S12K-G2YG-00000-00&context=1519360&identityprofileid=RZDGDG56894. • Brian R. Hedden, "Should juries deliberate?" (2017) 31 <i>Social Epistemology</i> 368.
9	Nov 23	When the Jury Gets it Wrong – Wrongful Conviction • Lauren Chancellor, "Public Contempt and Compassion: Media Biases and Their Effect on Juror Impartiality and Wrongful Convictions" (2019) <i>Man. L.J.</i> 427. • Wrongfully Yours Podcast Episodes 6 & 7 (Eric Anderson, Part 1 & 2) available on all major platforms https://pod.link/1826106591
10	Nov 30	When the Jury Gets it Wrong – Wrongful Convictions (con't) & Forensic Science (CSI Effect) • Kimberlianne Podlas, "The CSI effect and other forensic fictions" (2006) 27 <i>Loy. LA Ent. L. Rev.</i> 87-106 (excerpt only). • Wrongfully Yours Podcast Episodes 13 (Jeff Deskovic, Part 1) available on all major platforms https://pod.link/1826106591
11	Dec 7	Representation of Jury Trials in Film/Media • Nerit Grossman, "Just Looking: Justice as Seen in Hollywood Courtroom Films" (2019) 15 <i>Law, Culture and the Humanities</i> 62. • Thane Rosenbaum, "Why the Movies Love Lawyers" (2015) 101:8 <i>ABA J</i> 37.
12	Dec 11	Take Home Exam Assigned Influence of Social Media on the Jury • Jacqui Taylor & Gemma Tarrant, "Trial by Social Media: How Do You Find the Jury, Guilty or Not Guilty?" (2019) 1.2 <i>International Journal of Cyber Research and Education (IJCRE)</i> 50. • Kristin R. Brown, "Somebody Poisoned the Jury Pool: Social Media's Effect on Jury Impartiality" (2013) 19 <i>Tex. Wesleyan L. Rev.</i> 809.
	Dec 23	TAKE HOME EXAM DUE BY 4PM TO BRIGHTSPACE DROPBOX

Fall 2026 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) for Fall courses.
September 30, 2026	Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.
October 12, 2026	Statutory holiday. University closed.
October 26-30, 2026	Fall break. No classes.
November 15, 2026	Last day for academic withdrawal from full and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.
December 11, 2026	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 9-10, 2026	No classes or examinations take place.
December 12-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 23, 2026	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.

UNIVERSITY AND DEPARTMENTAL POLICIES**STATEMENT ON ACADEMIC INTEGRITY**

Carleton University's Academic Integrity Policy (available at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>) governs student academic integrity. The integrity of a student's academic work is critical to enabling student success and ensuring fairness and reliability in the awarding of grades and degrees. Students who violate the principles of academic integrity undermine the quality of their education and the value of a Carleton University degree.

The policy includes such areas as plagiarism, misrepresentation, and improper access to information. Please consider the following as additional considerations for this course.

Permissibility of submitting substantially the same piece of work more than once for academic credit.

It is possible that you have previously completed work that is similar to what is required in this course. Although it is not a violation of the Academic Integrity Policy to reuse your previous work, you are strongly discouraged from re-submitting substantially similar work for this class.

Substantially similar work would include any previous work that would eliminate the need for further research to complete the assignment for this course.

In the spirit of continued learning, you are encouraged to explore new areas or inquiry and investigate new questions. If you have completed similar work in another course, consult with me before submitting this work again so that we can address the best possible way to proceed with this work.

Permissibility of group work

This course includes one collaborative assignment: a student-led presentation completed in groups of two or three students. While students will work together to research the topic, prepare presentation materials, and facilitate the class discussion, each student will be assessed individually based on the quality of their contribution to the presentation, their understanding of the material, and their ability to engage with the class during the presentation and discussion. As a result, members of the same group may receive different grades.

Students are expected to contribute equitably to the planning and delivery of the presentation and to communicate effectively with their group members. Groups are responsible for coordinating their work, meeting all assignment deadlines (including the submission of presentation slides and discussion readings one week in advance), and ensuring that all members are prepared to participate fully in the presentation.

STATEMENT ON 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a 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](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

REQUESTS FOR 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 [at the Registrar's Office website](#).