

Department of Law and Legal Studies
Carleton University

Course: LAWS 4801A Risk and the Legal System

Semester: Fall 2026

Prerequisites: 4th Year Honours Standing and LAWS 2908 or PAPM 3000

Date and Time: Thursday 6:05pm to 8:55pm

Online Scheduled Course (no on campus component): This is an online seminar course. Students are expected to regularly attend and actively participate in class with their cameras on and access to a working microphone.

Brightspace link: <https://brightspace.carleton.ca/d21/home/450800>

Zoom link: Please see link on Brightspace page

Instructor: Meg D. Lonergan[she/they]

Contact: Meglounergan@Cunet.Carleton.ca

Teaching Assistant: None

Office Hours: I hold drop-in office hours on campus Wednesdays from 11:45am to 12:45pm (office location on Brightspace) or please email me for an appointment.

Office hours are a time to drop in and talk with me one-on-one about the course material, assignments, any questions you may have, or to check your understanding. These are an often-underutilized opportunity for students; there's no need to be afraid of your instructor. Feel free to grab a coffee or a snack after class and drop by the office to talk to me during this time—no appointment or notice to come for my office hour is necessary.

If this timeslot doesn't work with your schedule or you have questions at another time, please send me an email and we can set up a time to chat over Zoom.

Calendar Description

Application of risk assessment and management in various legal arenas including insurance, liability and tort, litigation management, environmental protection, and sentencing and parole.

Course Description

In this fourth-year course, we will focus on critical discussion regarding risk and the legal system. Such questions of discussion will include: *How does risk factor into issues relating to the criminal justice system? Is risk socially constructed or is it objective and quantifiable? Can laws be used to minimize risk? Who is legally responsible for risky situations and how are they held responsible? Does everyone experience or perceive risk in the same ways?*

Learning Outcomes

Upon successful completion of this course, students will have a good understanding of the different ways of understanding risk in relation to law and the legal system, as well as a critical understanding of key socio-legal concepts such as risk, vulnerability, security, and harm. Students will be familiar with current legal cases and issues of relevance to the course themes of risk and the legal process and develop their research, writing, and critical thinking skills related to this course topic.

Required Texts and Course Costs

All course readings are available on the Brightspace page under the week for which they are assigned. There are no additional costs associated with this course.

Course Expectations and Policies

Online Seminar Course

Unlike a lecture course, where the instructor spends most of the class time transmitting information *at* you, a seminar course is **discussion based** and runs on the *exchange* of ideas, information, questions, and discussion amongst students and the instructor.

Students are expected to regularly attend class, have their cameras on, and have a working microphone to be able to participate in class. The chat function on Zoom will be disabled during class, and students should be prepared to communicate in this online class verbally, as they would in a physical classroom setting. Students are encouraged to use the background blur or other background options on Zoom, if they have privacy concerns regarding having their camera on. Please visit the link [here](#) for more information on how to do this in Zoom settings.

Like with any course, *you will get out of this course what you put into it*. The listed readings should be completed ahead of class (the weekly reading reflection assignments will help encourage this) and students should be prepared to offer their thoughts, ask questions, and discuss the content in relation to the week's topic and broader course themes.

Use of Generative Artificial Intelligence (A.I.)

My policy regarding the use of generative A.I. for course assignments is simple and straightforward: **All use of generative A.I. is strictly prohibited in this class.** Students who submit assignments suspected of having been written in whole or in part using generative A.I. (such as Claude, ChatGPT, Grok, etc.) **will be submitted to the Dean's office for investigation for violating academic integrity rules.** This is a fourth-year course and there will be no warnings from me before the report is submitted to the Dean's office, which is the university policy for suspected academic integrity violations. Students should review the policies outlined in the course outline, on Brightspace, and the university policies regarding academic integrity and contact the instructor or other relevant university staff with questions.

While generative A.I. has some legitimate uses in academic work, it is a tool that requires the user to already understand both the topic in which they are exploring and how generative A.I. works. Generative A.I. often produces incorrect information, hallucinations, and poor writing, because it is attempting *not* to find the correct answer to your prompt, but to generate the answer it understands you to be looking for—which are not necessarily the same thing—and does so according to its training on **data sets which have been built to a considerable degree on stolen intellectual property** (which in turn means it is at very high risk of generating plagiarised content). Further, **if you are having an application write your assignment than you are not writing your own assignment**; this is *fundamentally no different* than having your roommate, cousin, or paying an online stranger to write your assignment for you and thus is clear-cut **academic fraud**.

The purpose of all the course assignments is to give you the opportunity to demonstrate engagement and understanding of the course materials (assigned readings, seminar content, etc.) by applying your thinking. ***To demonstrate your thinking, you need to think.*** The assignments vary in terms of length, tone, and topic, and all the assignments and how to approach them will be regularly discussed in class (another important reason to regularly attend and be engaged). Seminar participation helps both you and I check your understanding of the material and find potential questions or topics of interest for you to pursue in your assignments. **I encourage students to ask me questions at any time in class, via email, or in my office hours.**

Statement on Academic Integrity and Plagiarism

Students are prohibited from submitting substantially the same piece of work from another course again for an assignment in another course. Students in this course are allowed to continue with the same topic they selected for their op-ed assignment in this course for their final paper proposal and final paper assignments, as these assignments are significantly longer and allow students to build on their previous knowledge and work on the same topic.

Plagiarism can occur whether it is intentional or not and refers to the use of another person's ideas or research without giving proper credit. It is important to cite your sources and references properly not only to avoid committing plagiarism but also to ensure that you are constructing quality arguments (i.e., ask yourself: *How do you know what you know? What is your evidence?*). Per Carleton's Academic Integrity Policy:

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***
- ***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.

Unauthorized Audio and/or Video Recording

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited.

Unauthorized recording is unethical and 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 investigation.

Email Policy

Please be sure to include the course code and title in the subject of your email. I endeavor to respond to emails within 48 hours (except over weekends). Please ensure that you are emailing meglonergan@cunet.carleton.ca or meg.lonergan@carleton.ca. I cannot know whether you are emailing an incorrect email address— because if you are— then I am not receiving your emails. If you do not receive a reply within two working days, **please do send a follow-up email and mention it to me the next time you see me in class**; I am not ignoring you (I promise), but I do get a high volume of emails and sometimes Carleton’s server seems to like to snack on the odd email to me.

I except students' emails to reflect the normal tone and relative formality that would be utilized in email correspondence in any other professional setting.

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).

Please contact me as soon as possible to discuss any concerns or accommodations and I will do my best to help facilitate however I am able.

Extensions and Grade Appeals

As the adage goes: *lack of planning on your part does not constitute an emergency on mine*. Please be mindful of upcoming due dates and begin drafting assignments ahead of time to **ensure you have time to edit and revise multiple drafts of assignments before submitting for grading**. That being said: life happens. Please reach out to me as soon as possible to request an extension on your assignment(s)—especially in the event of unforeseeable circumstances or where you have multiple things due in multiple classes. Because this course does not have a teaching assistant (and thus I do all the marking) I can be more flexible with extensions than some other courses may be able to be, so please also do not hesitate to ask me for multiple extensions for various assignments in the course. **I want to grade your best efforts more than I need you to meet a particular deadline, so please reach out to me as soon as possible regarding extensions.**

A detailed grade appeal policy can be found on the Brightspace page, but in sum, students are required to sit with their grade on all assignments for 72 hours to reflect on the feedback given. After this time, students may submit a written appeal to me with specific comments and/or questions referencing both the assignment

instructions, rubric, and their assignment. Upon reviewing a written appeal, I will schedule a meeting with the student to discuss next steps.

Whether or not a student is appealing a grade, I strongly encourage students to ask me questions about feedback or strategies to improve on future assignments. I want all my students to understand the feedback and to continue to improve their work as we move through the course.

Students must successfully complete all course components to earn a passing grade in the course. Missing four or more classes may result in failing the participation element of the course. Please contact the instructor with any issues or concerns ASAP.

Late Penalties and Extensions

Please email the instructor as soon as possible to request an extension on an assignment. ***A late penalty of 5% per day will be applied to all late assignments without an extension. Assignments more than 7 days late may not be accepted.*** 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 and complete the relevant forms as required. 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/>

A lack of planning on your part, does not constitute an emergency on mine.

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.

Assignments

This is a brief overview of the assignments in this course. Please be sure to read the detailed assignment instructions and review the associated grading rubrics on Brightspace for full details.

The final project proposal and final project *may* be completed in pairs of two. Students wishing to work as a pair are required to pitch doing so in their proposal assignment and should include a section detailing why they want to work as a pair and how they plan to divide the workload; each student should still submit a proposal even if they are collaborative proposals to do a paired final project. Please see Brightspace for further details.

Further, in addition to the two listed options for the final project, there is a third “wild card” option, where students can—in their proposal assignment—pitch an alternative final project not listed with an explanation as to its relevance to the course and your ability to demonstrate engagement and understanding of course themes and materials in this proposed project. Please feel free to discuss ideas regarding the wild card option at any time ahead of the proposal assignment with the instructor (such as in office hours or by appointment).

Carleton’s grading system can be found [here](#).

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>	<u>Notes</u>	<u>Learning Outcome</u>
<u>Reading reflections</u>	Thursday at noon (same day as class)	10 submissions x 5% each (50%)	You may either choose to complete 10 reflections, or you may complete as many as you wish and the best 10 grades will be included in the calculation.	These assignments will help ensure students complete the readings ahead of seminar discussion. Detailed feedback will be given on writing and citation to help students improve these critical skills. Students may also use these as an opportunity to ask me questions one-on-one, to check their understanding of the material, and brainstorm ideas for the larger course assignments.
<u>Active Participation and Discussion in Seminar</u>	Cumulative	15%	Attendance is simply being present (i.e., logged in and with your camera on), whereas <i>participation is active engagement</i> (commenting, asking	Students will demonstrate engagement and deepen their understanding of course content. Students will work on oral communication skills in addition to the writing

			questions, participating in small group activities, etc.).	skills in other assignments.
<u>Final Project Proposal</u>	November 6 th by 5pm	10%	This assignment helps ensure students are planning their final project well in advance of the due date and can receive feedback at an early stage in the process. Students may switch topics from the one in the proposal but should discuss this with the instructor.	This assignment helps students continue to practice and develop their writing and citing skills, as well as developing proposal writing skills.
<u>Final project</u>	Due on the same day as take-home exams: Wednesday, December 23 rd at noon	25%	Option 1: Research Paper Option 2: Script and Recorded Presentation Option 3: Wild Card	Students will demonstrate competency in their course learning outcomes, demonstrating both understanding of and satisfactory application of course concepts and materials, as well as research, writing, and citation skills.

Course Schedule

Week 1: September 10th

Introduction to Risk and the Legal Process

- Course outline and policies in “Key Course Materials” folder on Brightspace
- Leiss, William, and Hrudey, Steve E. (2005). “On proof and probability: Introduction to ‘law and risk,’” in Law Commission of Canada (eds.)’s *Law and Risk*. UBC Press, pp.1 -19.
- Rigakos., George., and Law, Alexandra. (2009). Risk, realism and the politics of resistance. *Critical Sociology*, 35(1), 79-103.

Week 2: September 17th

Policing Risk

- Jochelson, R., Doerksen, M. (2016). The Supreme Court of Canada Presents: The Surveillant Charter and the Judicial Creation of Police Powers in Canada. In: Lippert, R., Walby, K., Warren, I., Palmer, D. (eds) *National Security, Surveillance and Terror. Crime Prevention and Security Management*. Palgrave Macmillan, pp.
- Lippert, Randy K., Walby, Kevin., and Zaia, Mathew. (2019). Managing risk and pre-empting immorality in private employment of public police. *Social & Legal Studies*, 28(6), 794-816.
- Sidhu, Tandeep. (2025). High-risk operation: Investigating racial disproportionality in Canadian SWAT team use of force incidences and challenging police militarization’s colourblind construction. *Journal of Ethnicity in Criminal Justice*, 24(1), 75-113.

Week 3: September 24th

Criminal System and Risk Assessment

Barmaki, Reza. (2023). Risky justice of the law: The impact of risk-assessment tools on Aboriginal offenders' overrepresentation in Canada's federal prisons. *The Prison Journal*, 103(1), 68-90.

MacDiarmid, Laura., and Yule, Carolyn. (2026). Equitable pretrial justice for Indigenous accused? Exploring the role of *Gladue* at bail. *Canadian Journal of Law and Society*, 41(1), 86-108.

Leclerc, Chloé., Boucher-Réhel, Maude., Perrin-Plouffe, Roxanne., Vacheret, Marion., & Quirouette, Marianne. (2026). Risk of what? Risk to whom? The realities of parole practices. *Current Issues in Criminal Justice*, 38(1), 75-94.

Suggested:

Lecoq, Garrett., Ballucci, Dale, and Spencer, Dale. (2021). 'Keep them on the straight and narrow': Understanding, selecting and governing subjects through intensive supervision units. *British Journal of Criminology*, 61, 538-557.

Week 4: October 1st

Risk, Privacy and Surveillance

Ajibola, Adedamola. (2025). Cybersecurity risks in remote work: A Canadian labour law perspective. *International Cybersecurity Law Review*, 6, 527-545.

Lippert, Randy K., and Walby, Kevin. (2016). Governing through privacy: Authoritarian liberalism, law, and privacy knowledge. *Law, Culture and the Humanities*, 12(2), 329-352.

Pauls, Haley., and Walby, Kevin. (2023). Imagining the urban other: Place, abjection, and public views of risk. *Canadian Journal of Urban Research*, 32(1), 32-46.

Week 5: October 8th

Risk and Vulnerability

- Garcia-Del Moral, Paulina. (2018). The murders of Indigenous women in Canada as femicides: Toward a decolonial intersectional reconceptualization of femicide. *Signs: Journal of Women in Culture and Society*, 43(4), 929-954.
- Ghebrai, Sam. (2026). 'Overriding health and/or safety concerns': Vague correctional policies and targeted trans feminine governance. *Social & Legal Studies*, 35(4), 573-598.
- Sibley, Marcus. (2018). Owning risk: Sex worker subjectivities and the reimagining of vulnerability and victimhood. *British Journal of Criminology*, 58(6), 1462-1479.

October 12th is a statutory holiday

Week 6: October 15th

Risk and Drugs

- Johnstone, Genevieve. (2020). The kids are all white: Examining race and representation in news media coverage of opioid overdose deaths in Canada. *Sociological Inquiry*, 90(1), 123-146.
- Linnemann, Travis., and Medley, Corina D. (2026). Pharmaceutical pacification: Racialized superhumanization and low-intensity social war. *Theoretical Criminology*, 30(3), 336-356.
- Michaud, Liam., van der Meulen, Emily., and Guta, Adrian. (2022). Between care and control: Examining surveillance practices in harm reduction. *Contemporary Drug Problems*, 50(1), 3-24.

Week 7: October 22nd

Risk, Sex, and Public Health

Khan, Ummni. (2015). Sadomasochism in sickness and in health: Competing claims from science, social science, and culture. *Current Sexual Health Reports*, 7(1), 49-58.

McClelland, Alexander. (2019). 'Lock this whore up': Legal violence and flows of information precipitating personal violence against people criminalised for HIV-related crimes in Canada. *European Journal of Risk Regulation*, 10(1), 132-147.

Namaste, Viviane K. (2012). "The epistemology of epidemiology: Understanding the knowledge and limits of public health research and education," in HIV Prevention and Bisexual Realities. Toronto: University of Toronto Press, pp. 21-54

Suggested:

Karaian, Lara. (2019). Relative lust: Accidental incest's affective and legal resonances. *Law, Culture and the Humanities*, 15(3), 806-825.

Fall Break: October 26th to 30th

Week 8: November 5th

Risk, Sex Offences and Offenders

Dodge, Alexa. (2024). Misunderstandings and intentional misrepresentations:

Challenging the continued framing of consensual and nonconsensual intimate image distribution as child pornography. *Canadian Journal of Law and Society*, 39(1), 23-43.

Lacombe, D. (2007). Consumed With Sex: The Treatment of Sex Offenders in Risk Society. *British Journal of Criminology*, 48(1), 55–74.

Walker, Allyn., Butters, Robert P., and Nicholes, Erin. (2022). ‘I would report it even if they had not committed anything’: Social service students’ attitudes toward minor-attracted people. *Sexual Abuse*, 34(1), 52-77.

Recommended:

Leake, Eric. (2024). “Difficult empathy,” in *Difficult Empathy and Rhetorical Encounters*. Routledge, pp. 41-64.

Week 9: November 12th

Economics and Risk

Moorhouse, Michael., and Cotte, June. (2026). The governance paradox: How sharing economy platforms redistribute risks for providers and consumers. *Journal of Business research*, 216, 116391.

Sá Valente, Manuel. (2025). Get old or die trying: Longevity justice in social insurance. *Politics, Philosophy & Economics*, 24(2), 124-145.

van Eijk, Gwen. (2017). Socioeconomic marginality in sentencing: the built-in bias in risk assessment tools and the reproduction of social inequality. *Punishment and Society*, 19(4), 463-481.

Week 10: November 19th

Risk, Tort and Civil Law

Grad, Kenneth. (2026). Beyond public law: Recognizing a tort remedy for hate speech in Canada. *Constitutional Forum*, 34(4), 43-64.

Hardie, Arasa. (2026). Interim injunctions in privacy and defamation. *Media and Arts Law*, 36(4), 253-291.

Merryfield, Michaela. (2019). (You're) having my baby: Surrogacy fees as a cost of future care aware in Canadian tort law. *Appeal: Review of Current Law and Law Reform*, 24, 135-156.

Week 11: November 26th

The Risks of Artificial Intelligence

Chakraborty, Swati. (2025). "AI, privacy, and power: Shaping surveillance policies in Canada," in *Exploring AI Implications on Law, Governance, and Industry*. IGI Global Scientific Publishing, pp. 359-376.

Christian, Gideon. (2026). Ethical framework for the use of generative artificial intelligence (AI) in the legal profession. *Canadian Bar Review*, 104(1) 81-123.

Schulz, Maria., and Loewen- Colón. (2026). Preventing AI extractivism: The case for braiding indigenous data justice with ABS for stronger AI data governance. *AI & Society*, 41, 6405-6419.

Suggested:

Hepfner, Lisa. (2026). Impacts of artificial intelligence on the creative industries. *Report of the Standing Committee on Canadian Heritage*, 45th Parliament, 1st session. Retrieved from:

<https://www.ourcommons.ca/Content/Committee/451/CHPC/Reports/RP13983768/chpcrp04/chpcrp04-e.pdf>

Week 12: December 3rd

Rights, Risks, and Emergency Regulations: The 'Freedom Convoy' as Case Study

Friedman, Mark., and Sangiuliano, Anthony. (2026). Proportionality and precaution. *Global Constitutionalism*, 15(1), 11-32.

Piekarska, Anna. (2026). At the forefront of power: Interpellation and state of emergency. *Law, Culture and the Humanities*, 1-24.

and choose one of the following:

Kohm, Steven. (2025). Outlaw heroes or extremists: Canada's 'Freedom Convoy' and the social construction of a national emergency. *Critical Criminology*, 33, 549-565.

Loevy, Karin. The problem of threshold in the Emergencies Act—A triple incapacity model. *Manitoba Law Journal*, 46(1), 155-168.

Gilbert, Emily. (2025). Policing protest through financial sanctions: Canada and the 'Freedom Convoy.' *Antipode*, 58(1), 1-13.

Week 13: December 10th

Final Project Workshop

University Calendar

Fall Term 2026

August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	Academic orientation (undergraduate and graduate students). All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses. Last day to withdraw from early fall courses with a full fee adjustment.
September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2026	Last day for academic withdrawal from early fall courses. Last day to request Formal Examination Accommodations for Oct/Nov final 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.
October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2026	Statutory holiday. University closed.
October 15, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official

	Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 23, 2026	Last day of early fall classes. Last day for final take-home examinations to be assigned in early fall courses, 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. Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 26, 2026	Deadline for course outlines to be made available to students registered in late fall courses.
October 26-30, 2026	Fall break, no classes.
October 31-November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
November 2, 2026	Late fall classes begin.
November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
November 15, 2026	Last day for academic withdrawal from full fall and late fall courses. Last day to request Formal Examination Accommodations for December full fall and late fall examinations 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. Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 20-22, 2026	Early fall undergraduate deferred final examinations will be held. 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 (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 27, 2026	

November 30, 2026	Last day for receipt of applications from potential winter (February) graduates.
December 4, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department. Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 11, 2026	Fall term ends. Last day of full fall and late fall classes. Classes follow a Monday schedule. Last day for final take-home examinations to be assigned, 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. Last day that can be specified by an instructor as a due date for term work for full and late fall courses. Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 12-23, 2026	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week. 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 23, 2026	
December 24, 2026 at noon through January 1, 2027	University closed.

Statement on Mental Health & Resources

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>