

Course Outline

COURSE:	LAWS 3401A – Employment Law
TERM:	Fall 2026
PREREQUISITES:	LAWS 0.5 credit from LAWS 2201, LAWS 2202, LAWS 2501, LAWS 2502, BUSI 2601 and 0.5 credit in LAWS at the 2000 level.
CLASS:	Day & Time: Wednesdays 11:35-14:25 Room: Please check Carleton Central for current Class Schedule In-person interactive lecture
INSTRUCTOR:	Dr Ania Zbyszewska
CONTACT:	Office Hrs: Wednesdays 15:00-16:00; or by appointment (office/zoom) / Location: Loeb C475 Telephone: Email: Ania.zbyszewska@carleton.ca (response within 48hrs)
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450769

CALENDAR COURSE DESCRIPTION

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

COURSE DESCRIPTION

This course explores the legal regulation of the employment relationship in Canada at common law and through statutes. Topics will include defining work and employment; rights and duties of employees and employers; termination of employment; statutory regulation through employment standards legislation, human rights codes, workers compensation acts, occupational health and safety and related statutes. This course does not focus on collective bargaining regimes (see LAWS 3405).

The approach in this course is socio-legal and contextual. In addition to looking at the

law itself, that is, the common law and statutory norms that regulate employment and other personal work relations, we will also look at their historical development and consider a range of contemporary critical policy issues related to ever-changing world of work. This will help us assess the fit between legal norms and the lived experiences and realities of work for a diverse Canadian population. Assessment in the course ranges from critical reflections on law and policy to legal problem-solving, involving application of law to factual situations. The capstone assessment – the Work History Interview: Narrative and Analysis – together with the associated preparatory exercises, will also give students the unique opportunity to engage in qualitative empirical research and develop a range of skills, including qualitative interviewing and socio-legal analysis.

LEARNING OUTCOMES

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

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

REQUIRED TEXTS

David J. Doorey, *The Law of Work*. Complete (3rd) Edition (Toronto: Emond, 2024)

Print or digital; available for purchase at the bookstore or from publisher's website for \$117 and \$103 (one year)/\$117 (lifetime) respectively; Used copies of this edition may be available for purchase at a lower rate.

Two copies on reserve at the library (ARES).

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

SUPPLEMENTARY TEXTS

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

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

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

EVALUATION

Standing in a course is determined by the course instructor, subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

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

35%	Mid-term Examination (Oct 21, in-class)
50%	Work History Interview: Capstone (various due dates)
a.	Preparatory Exercises – 10% (2x5%)
i.	Peer Interview + Interview Brief (Sep 16 and Sep 23, 11:59pm)
ii.	Ethics Workshop + Draft Interview Guide (Sept 30 and Nov 4, 11:59pm)
b.	Final Narrative and Analysis Submission
i.	Analytic Memo – 5% (Nov 25, 11:59pm)
ii.	Final Submission and Research Log - 35% (due December 9, 11:59pm)
15%	Class Participation (assessed throughout term)
a.	In-class Group Work – 10% (various days)
b.	Attendance – 5%

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

Detailed Description of Assessment Structure

1. Mid-Term Exam (35%)

This in-class open-book exam (2hrs) will be composed of a mix extended response (essay) and fact-pattern based legal problems. Students will be provided with the exam paper, and lined exam books in which to write their answers. Students may bring printed class notes, print copies of the textbook or other print materials. The use of personal computers or other electronic devices, including phones, will not be permitted.

In class: 21 October 2026

2. Work History Interview: Narrative and Analysis (various components: 10% + 5% + 35%)

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

PLEASE NOTE:

*To successfully complete this final assignment, you will be required to complete two preliminary exercise pairs (each involving an activity **and** a written submission); each exercise pair is worth 5% each, for a total of 10% of your final grade in the course. Additionally, two weeks before the final deadline, you will have to submit a mandatory analytic memo, worth 5%.*

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

a) Preparatory Exercises and Outputs (Mandatory) (10%)

- i) EXERCISE in **Week 2 (16 September, in class)**. During this exercise, you will informally interview one of your peers about their work experience and encounters with, or knowledge of employment law. You will be assigned your interview partner and time for the interviews will be allocated during class time.

OUTPUT: You will write a **narrative brief summarizing your interview (2-3pp, double spaced)**, which will be **due on 23 September, 11:59pm**. (5%)

- ii) EXERCISE in **Week 4 (30 September, in-class)** There will be a 1-hr in-class tutorial on ethical considerations related to interviewing and on the theory and practice of interview as a legal and social research technique.

OUTPUT: You will **submit a draft interview guide for comments by 4 November, 11:59pm.** (5%)

NOTE: *Failure to participate in and complete these preparatory exercises means that you will not only lose a part of your grade, but also that you will not be allowed to submit the final assignment.*

b) Final Work History Interview Narrative and Analysis Submission (40% total)

To complete your final assignment, you will have to carry out a **formal interview with a chosen participant**, utilizing your revised interview guide/set of questions (from Exercise 2, above). See instructions posted on Brightspace on how to go about this choice, when the interview should be scheduled and how it should be carried out, and other details.

i) Analytic Memo (5%)

Once you have completed your formal interview, and **before** you begin drafting your final narrative and analysis, you will submit a short **analytic memo** (1–2pp, double spaced) due, **25 November, 11:59pm**, via Brightspace.

This memo is an informal, low-stakes checkpoint - it will not be graded on polish, only on genuine engagement with the interview data - and should include:

- The themes or moments in your interview that stood out to you as significant;
- Tentative connections between what your interviewee described and specific employment law concepts or course readings;
- Any open questions you're still working through about how to interpret the interview.

Your final analysis is expected to visibly build on this memo, developing, revising, or complicating the ideas you raise in it. You do not need to resolve everything here; this is a working document, not a draft of your final submission.

ii) Final Narrative and Analysis; and Research Log (35%)

Based on this interview and your memo, you will then prepare a written submission composed of a narrative or employment history portion (1), and a socio-legal analysis of that narrative (2). Your analysis will draw on knowledge of employment law and critical issues related to work regulation that you acquire during the term.

The length of your final written submission will be approximately 11-14 pages, double-spaced (12pt Times New Roman or similar font, normal margins) consisting of a maximum 4 pages of

narrative and minimum 7 pages of analysis.

As an **Appendix** to this assignment, you will be asked to submit a **'Research Log'** composed of:

- Your final interview guide;
- A signed consent form;
- Your interview transcript, **annotated** to flag the specific moments you draw on in your analysis (e.g., marginal notes linking a passage to a concept, case, or statutory regime discussed in the paper). These annotations should correspond directly to the claims made in your written analysis.

Further details are set out in the guidance document available on Brightspace.

The assignment is due on 9 December 2026, 11:59pm.

3. Participation (15%)

Participation in the course is assessed based on your weekly attendance (5%) and participation in four (4) in-class group work sessions on identified dates, spread across the term (10% in total). Each group-work session will require submission of a work sheet (one per group) at the end of the exercise, to be graded by the course instructor. Failure to attend these sessions will be reflected in your participation grade and absence cannot be made up.

POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS

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

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For 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/>.

****NEW** POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

Minimal Use – Basic Assistance Only

AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes

listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why I have adopted this policy: This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

Limitations: Students may not use AI for the following tasks:

- Analysis of their interview notes or transcripts to identify themes or draft the narrative.
- Analysis of their narrative for legal issues or to perform the socio-legal analysis.
- Drafting (writing and structuring) any component of the final assignment.

In cases of suspected AI use that contravenes this policy, the instructor may require the student to undertake a follow-up oral exam on the substance of the assignment in question.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

****NEW** 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

DATE	TOPIC	SPECIAL SESSIONS & DUE DATES
Sep 9	1. Introduction to Employment Law Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 1, 2, 3, pp.3-50 See other audio materials on Brightspace.	
Sep 16	2. Workers, Work, Labour Markets Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 4 (pp. 51-63) 5 (pp. 69-80), 17 (pp. 277-290) J. Fudge, "Beyond Vulnerable Workers: Towards a New Standard Employment Relationship", <i>Can Labour and Employment Law Journal</i> 12 (2005): 151-176. Changing Workplaces Review, s. 5.2.1. Definition of Employee See other materials on Brightspace	Preparatory Exercise 1: Peer Interview (in class)
Sep 23	3. Recruitment, Hiring, Employment Contracts Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 6, 7, 8, 9 (pp. 81-150) See other materials on Brightspace	DUE: Interview Memo (5%) In-class Group Work (2.5%)
Sep 30	4. Key Terms and Conditions: Money Reading: D. Doorey, <i>Law of Work</i> (3rd ed) 18 (pp.291-310) M. Cornish, <i>A Growing Concern: Ontario's Gender Pay Gap</i> . CCPA, 2014 (pp. 1-36). See other materials on Brightspace. Also (not required for the class, but useful for the follow-up assignment): Ch 11, Research Ethics, 192-206. Ch 10, Interviewing in Qual. Research, 164-191.	Preparatory Exercise 2: Research Ethics and Interview Methods (last hour of class)
Oct 7	5. Key Terms and Conditions: Time Reading:	

	D. Doorey, <i>Law of Work</i> (3rd ed): 19 (pp. 311-326) J. Cantor, "Working Anything but 9 to 5: Scheduling Technology Leaves Low-Income Parents with Hours of Chaos, The New York Times, August 2014. <i>In-class Group Work (2.5%)</i> See other materials on Brightspace.	
Oct 14	6. Human Rights at Work (Discrimination at Work) Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 21, 22 (pp. 343-380). OHRC, Who is Protected at Work? OHRC, Grounds of Discrimination See other materials posted on Brightspace.	
Oct 21	Mid-Term Examination (in-class)	Mid-term Exam 35%
Oct 26-30	No Classes/Fall Break	
Nov 4	7. Human Rights at Work (Duty to Accommodate) Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 23 (pp.381-400). <i>BC (Public Service Employee Relations Commission) v. BCGSEU (Meiorin)</i> [1999] 3 SCR 3. See other materials posted on Brightspace. <i>In-class Group Work (2.5%)</i>	DUE: Draft Interview Guide (5%)
Nov 11	8. Occupational Health and Safety (Regulation Built on Disasters) Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 24 (pp. 401-	

	416)	
	See other materials posted on Brightspace	
Nov 18	9. Occupational Health and Safety (Safety at Work under OHSA)	
	Reading: D. Doorey, <i>Law of Work</i> (3rd ed): 24	
	See other materials posted on Brightspace	
Nov 25	10. Termination of Employment (When Things don't Work Out)	DUE: Analytic Memo (5%)
	Reading: Doorey, <i>Law of Work</i> (3rd ed): 10,11,12, 15 (pp. 151-202; 241-250). Ontario Employment Standards Act, Termination of Employment	In-class Group Work (2.5%)
	See other materials on Brightspace	
Dec 2	11. Termination of Employment (When Things go Wrong)	
	Reading: Doorey, <i>Law of Work</i> (3rd ed): 13, 14, 20 (pp. 203-240; 327-342)	
	See other materials on Brightspace	
Dec 9	12: Key Policy Issues: Enforcement	DUE: Work History Interview Narrative and Analysis
	Reading: Vosko, Leah F.; Noack, Andrea M.; and Tucker, Eric, "Employment Standards Enforcement: A Scan of Employment Standards Complaints and Workplace Inspections and Their Resolution Under the Employment Standards Act, 2000" (2016). <i>All Papers</i> . 265. Vosko, Leah F.; Tucker, Eric; Gellatly, Mary; and Thomas, Mark P., "New Approaches to Enforcement and Compliance with Labour Regulatory Standards: The Case of Ontario, Canada" (2011). <i>Comparative Research in Law & Political Economy. Research Paper No. 31/2011</i> .	

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.

STATEMENTS ON ACADEMIC INTEGRITY

Submitting Substantially the Same Piece of Work

Given that the course capstone assignment incorporates several scaffolded pieces of assessment (e.g., analytic memo, annotated interview transcript, final interview narrative and analysis), students are expected to build their final assignment from previous course submissions that cover substantially similar subject matter. However, students are not permitted from reusing their own work from other courses that is identical to what was submitted elsewhere, or based on the same case studies, the same arguments, and the same source material.

Group or Collaborative Work

Students are encouraged to discuss their work on the final assignments, to brainstorm ideas, and to share and comment on each other's drafts, so long as they do not copy each other's work.

In-class group work constitutes part of course assessment, and students are expected to actively engage in discussion during these scheduled activities and to contribute to producing the outputs that will be collected by the instructor at the end of the activity. Depending on the nature of the activity, groups may be asked to submit a brief note on how each member contributed.

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 [here](#).