

Teaching Sociology (SOCI 5008)

Course Outline – Fall 2026

Department of Sociology and Anthropology, Carleton University

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Cell: 613-799-1954 – the cell is a good way to get in touch with me. Call or text any time.

E-mail: aaron.doyle@carleton.ca or adoyle2525@rogers.com. E-mail sent to my any of my Carleton or Rogers addresses goes immediately to the same in-box so you can use either e-mail address.

Brightspace course page: <https://brightspace.carleton.ca/d2l/home/452132>

Method of delivery: Class is Friday 11:35 to 2:25 in person. You are generally expected to attend in person, please, and you will get the most out of the class if you attend in person (and it is a lively and fun class to join in person). However, it is possible to attend on Zoom occasionally if needed – please discuss with Aaron if you plan to join on Zoom any week, as I need to set that up for you. If you are sick, please don't come to class – just let me know, and you are welcome to join on Zoom.

No prerequisites or precluded courses.

Calendar Description:

A theory and hands-on course on university teaching for those who are starting to teach or will soon teach their first courses. Explores links between critical pedagogy and university teaching practices.

Detailed Course Description:

I am very excited to be teaching this course, which is the tenth edition of our departmental teaching course for graduate students. Teaching can be a tremendously rewarding experience, and will be a central way you find meaning in your work as an academic. This course addresses teaching techniques in higher education, the theory and research underlying them, and the sociology of the university context.

I owe a great deal of thanks to the 101 graduate students, who have completed the nine previous sections of this course, for all their enthusiasm and ideas, and for being a tremendous source of inspiration.

This course was originally built in 2008 as an adaptation of the Seminar in University Teaching developed here at Carleton by professors Tim Pynchyl from Psychology, and Janna Fox and Devon Woods from Linguistics and Language Studies. I owe a ton of thanks in particular to Tim Pynchyl (now retired) for mentoring me through the first version of this course and for his support since then. The course also draws somewhat from the UBC Faculty Certificate Program on Teaching and Learning in Higher Education, which I completed as a post-doc. That said, this course has taken on a life of its own over the last 18 years, and compared to those other courses, we put more emphasis on hands-on

practical teaching skills. Unlike those other courses, this course features a small teaching practicum component. We also look more at the sociology of the university setting and at the idea of critical pedagogy. This class is also more student-driven in terms of deciding the content.

You will learn many practical tips and approaches to teaching your first few post-secondary classes, but this course is about more than that. We will discuss how the practice of teaching is often undervalued and neglected in universities. This is not simply due to laziness, or because some individuals are just “bad” teachers; instead there are systemic barriers in universities to good teaching. Unlike most other teaching courses, this course will incorporate some critical sociological analysis of the university and of those barriers, while acknowledging that university teachers can exercise a great deal of agency in overcoming them. We will begin to explore the notion of “critical pedagogy” and what that might mean in practice. If you are a critical sociologist, concerned with social justice, how do you put that into practice in what you do in the classroom? Do you simply teach critical content in a traditional fashion, or do you change the ways you teach? If so, how?

The course has also evolved to become more student-driven, and so now incorporates more content chosen by you, the students: for example, a week where you each find a reading of particular interest to you and present on it, and an element where you each attend a teaching workshop or presentation you find on a topic of your choice, and report back to your classmates on it. We are also going to organize together a small departmental teaching discussion later in the term, which we all will take part in as one week of class. I am also keen to hear any suggestions you have for topics to cover and for you to help shape the course in general.

Who would take this course and why?

The course has been designed specifically for doctoral students who are at the beginning of their careers as university teachers. It works well for students in Sociology and Anthropology, but also students from other disciplines – people from quite a few disciplines have taken it. The course will be appropriate for some M.A. students as well, depending on their aspirations, and quite a few M.A. students have completed it over the years (normally, about 20 to 30 per cent of the students are M.A. students). The course will suit both graduate teaching assistants with varying degrees of experience in leading tutorials and guest lecturing, including those TAing for the first time, and new sessional lecturers who are teaching or have recently taught their first courses, although more experienced teachers have also taken the course. Usually the students in this class also have diverse other kinds of teaching experience in assorted settings, including outside the university, and this experience is also very useful and helpful for you to draw on.

Some of you may possibly be formally auditing the class rather than taking it for credit. This does not mean those auditing will only be casual observers, dropping in intermittently and listening! Instead, if auditing, you will still be expected to be a full participant in the course. Even while auditing you will be expected to complete the key items: a course outline, the beginnings of a teaching dossier (including a statement of teaching philosophy) and a guest lecture of approximately 60 minutes for an undergraduate course. You will do two versions of the guest lecture, a practice run to get feedback from me and the group, and

then the real thing in front of an actual undergraduate class this term, with me observing.

It is worth noting that, while all this is a fair bit of work, these are all items you will likely need to complete before long anyway, if you plan to teach in university, and this course allows you to do them with guidance and support rather than working them out on your own.

Aims of the course:

Broadly the course has three aims.

1. To help make sure that you have a rewarding experience in your early days as a university teacher, including helping you:

a) teach in an effective and engaging way so that your students get a lot out of your courses and you enjoy them also.

b) get strong teaching evaluations.

c) manage your time to minimize being overloaded as a junior teacher/faculty member. A key aspect of this is being well prepared to start teaching before you begin your first full-time teaching job.

2. To help prepare you for job applications and interviews when you will be asked about teaching, and when you will want to produce evidence of your teaching ability and potential. In the job application and interview process, normally you would produce a teaching dossier, including a statement of teaching philosophy and other items. Ideally, in an interview for a tenure track job, you would also want to produce several course outlines/syllabi. Often as part of an interview process for a tenure track job, you will also be asked to give a guest lecture to undergraduates or to give a mock class. The teaching course aims to help you have all of these items prepared in advance, before you get your first job interview. The course will also give me material to write a letter of reference for you speaking to your teaching ability.

3. To help you situate your teaching in research and theory, not only in important psychological and educational research, but also somewhat in a sociological analysis of post-secondary education and some of its systemic challenges. Thus, the course aims to move beyond a simple “how to” class on techniques.

Learning Outcomes:

By the end of this course, you will:

demonstrate knowledge and comprehension of principles of learning, principles of teaching, and their application, as well as developing a critical sociological understanding of the university, and barriers in the university to good teaching, and how these can be overcome

develop an appreciation for the diversity of students and of how they learn and show the ability to design curricula and learning activities that accommodate a range of students. (A key theme of the course will be that excellent university teaching moves beyond simply lecturing in order to incorporate a variety of other instructional methods).

be able to design a course syllabus and curriculum that takes into account research on teaching and learning and be able to justify your pedagogical choices

be able to create the early foundation of a teaching dossier that reflects your professional development as teachers

articulate a teaching philosophy, including an understanding of key aspects of the professional responsibilities of the university teacher as well as ethical issues related to university teaching

experience giving an effective and engaging guest class to actual students using a variety of tools and techniques learned in the course, after having had the opportunity to rehearse and refine your guest class with feedback from Aaron and your peers

SEMINAR INFORMATION

Readings:

I will provide electronic readings. These will all be available on Brightspace. Students will have the opportunity to choose some readings for the course and introduce them to your classmates. Students are not required to purchase textbooks or other learning materials for this course.

SEMINAR EVALUATION

Grading:

Note: students auditing the class will be expected to attend fully and to complete the guest lecture, syllabus, and teaching dossier and philosophy statement components. Note that these are all tasks you will need to complete before long anyway if you plan to start post-secondary teaching soon!

All students who complete the course (including those auditing) can ask me for letters of reference for any teaching job application (including an application to teach as a sessional instructor). On request, I will provide potential employers with a detailed individual letter outlining your training and strengths as a teacher. Also on request, I can give you a copy you can submit with your applications for tenure track jobs, and/or I can send it directly to potential employers. For students for whom I am writing letters of reference anyway, such as those I am supervising, this course enables me to speak at length in your letters about your teaching skills as well as your scholarly ability.

Grading scheme for students taking the course for credit:

Written reflection on teaching theory and practice: 15 per cent. Approximately 1000 words. Due Friday November 6.

Practice lecture/guest lecture: 30 per cent. Must be completed before the end of classes Friday December 11.

Course syllabus: 25 per cent. Final version due Tuesday December 22.

Teaching dossier and philosophy statement: 10 per cent. Final version due Tuesday

December 22.

Class participation: 20 per cent. This involves attending weekly, completing the readings, and actively contributing to discussion. You will choose at least one reading for the class and briefly introduce the reading to your classmates. You will also be asked to find one teaching workshop, panel, or other event on a teaching-related topic to attend and report back on to the class.

For students who are auditing, the same due dates apply.

Here is a little more detail on the assignments:

Find your own reading on teaching and share it with the class: This is a little, low stakes assignment designed to encourage you to seek out a brief opportunity to find a reading on teaching that is of particular personal interest to you, beyond what is offered in this course. You need to locate a particular article-length reading. The journal *Teaching Sociology* is one place to look but lots of students find readings elsewhere. You want to give a very brief, informal, chatty presentation of several minutes on your reading, why it had meaning for you and key takeaways from it for your classmates. You should also do a very brief, informal write-up on the reading (one page max) which can be shared with your classmates and posted on Brightspace, along with the article.

Due Date: Complete this for the Week Five class, Friday October 9.

Written reflection:

This will be a brief (approximately 1000 words, a little longer if you want), informally-written reflection on the ideas discussed in the first part of the course, the extent to which they lead us to a rethinking of traditional university practices, and how you in particular might put these ideas into practice as a university teacher. This is designed to help you reflect on the reading and discussion about teaching in the first half of the course, and as a building block towards completing your teaching philosophy statement by the end of the course.

Due Date: Friday, November 6. You will receive written feedback on this to help build your ph

Find your own teaching workshop/presentation/event on a topic of your choice: This is a small, low stakes assignment designed to encourage you to seek out a brief opportunity to participate in some teacher training/discussion that is of particular personal interest to you, beyond what is offered in this course. You need to locate a particular brief teacher training opportunity – in person or on-line – participate in it, and then briefly report back to the class about how it went and what you got out of it. Teaching and Learning Services at Carleton offers many such opportunities but you can also find something else at or beyond Carleton. You want to give a brief presentation of several minutes on what you participated in, key takeaways for your classmates, and any resources they could access. You should also do a very brief informal write-up (one page max) which can be shared with your classmates and posted on Brightspace. These short presentations will be given throughout the term, whenever you are ready. Please keep me posted on when you would like to present.

Due Date: Complete this throughout the term, but definitely by the end of fall term classes,

Friday December 11.

Course syllabus:

Development of a course syllabus/outline (which involves much of the early stages of planning and development of a course itself) is one of your major projects in this seminar. The course for which you will develop the syllabus/outline can be at any undergraduate level (introductory through fourth year). My experience is that a number of you will likely go on to actually teach the course that you develop the outline for, perhaps teaching it here at Carleton later in your PhD. In a university job interview, it is good to be able to point to at least one course that you are ready to teach, and to produce a syllabus for that course as evidence.

Due Date: The course syllabus is due Tuesday, December 22.

Guest lecture

This is the centerpiece assignment for the course and likely the one you will spend the most time on. You will get your feet wet teaching in this course! You will give a guest lecture to an undergraduate class later in the term. I will help you find a class to lecture to. We will need to work to set this up as soon as possible, with the instructor of the course you will lecture to. I will give you detailed instructions soon. It's definitely not just a lecture, as I will be asking you to put certain elements we talk about in class into your guest lecture – for example, lots of discussion, a video segment, and an in-class activity for students. Before giving your guest lecture, you will give a practice version or dry run for me and your classmates to get feedback and refine the final version. You will be expected to provide supportive feedback on classmates' practice lectures. My experience is that you will learn a lot by workshopping classmate's guest lectures!

Due Date: You will complete the practice version and then the actual guest lecture at times to be scheduled, but definitely before classes end on Friday December 11. You should meet with me soon after your guest lecture (not immediately afterwards - usually the next day) and I will give you oral and written feedback. You will also collect written feedback from the students in the class you lecture to. My written feedback will include a component that will go into your letter of reference.

Teaching dossier and teaching philosophy statement

This should be a relatively small and simple project. As described by the Canadian Association of University Teachers, "a teaching dossier is a summary of a professor's major teaching accomplishments and strengths. It is to a professor's teaching what lists of publications, grants, and academic honors are to research." The teaching dossier is a key factor in hiring, tenure and promotion decisions. You will send a version of your teaching dossier as part of your application when you apply for teaching jobs. At this early stage, however, you will have relatively little to put into a teaching dossier, but you should start to build one. One goal in this course is to get you into the habit of collecting material for your teaching dossier as you move through your degree and afterwards. A personal teaching dossier is something you will add to throughout your career. Details of how to create a teaching philosophy statement and teaching dossier will be presented in a special session of the class through Teaching and Learning

Services. Though most of you have not taught before, you can build your teaching dossiers with material from your teaching assistant and guest lecturing experiences and with materials developed in this course, so that you have one ready to go when you begin to apply for jobs.

A key part of your teaching dossier is a brief teaching philosophy statement (say two pages). In fact, this statement is usually one of the first elements of a dossier and can be used as a device to situate the various material in the dossier. Many job applications require a statement of teaching philosophy and my experience is that people are often rushing to complete one at the last minute when they start applying for jobs. This will give you a head start. More broadly, a careful articulation about our philosophy of teaching is central to our continued development professionally. Who are we as teachers? What do we believe makes for “good” and effective teaching?

Due Date: The teaching dossier and teaching philosophy statement are due Tuesday December 22.

Seminar Schedule

The following table provides a (very) tentative outline of the seminar topics for each week. **The schedule below is provided as an initial guide only.** I will be responsive to your specific interests and needs. The schedule may vary depending on other factors such as the availability of guest lecturers I will be assigning specific readings most weeks. Our choice of readings will also depend to some extent on your feedback and suggestions and on how the class evolves over time.

Tentative schedule of class meetings and topics (this is an initial guide only and will be subject to probably a lot of change! I encourage suggestions about other topics we might cover)

Week	Date	Topic
1	Sept. 11	Introduction to the course.
2	Sept.18	Student engagement and systemic barriers to it.
3	Sept. 25	Introduction to critical pedagogy.
4	Tuesday Sept. 29	Workshop on alternative marking and assessment 11:30 to 3 pm with Alexis Shotwell and Rebecca Schein, Dunton Tower 2017 (to be confirmed) Note there will be no class on Friday October 2.
5	Oct. 9	Discussion of readings selected by you on teaching. You will each choose a reading for this week and briefly introduce it to the class.
6	Oct. 16	Adult education, critical pedagogy, and practical teaching experience: some challenges and key take-aways. Indigeneity and university teaching. Indigenous learning bundles at Carleton.
7	Oct. 23	Session on your guest lectures. Practice lecture by one or two

		class members.
X	Oct. 30	READING WEEK – NO CLASS
8	November 6	Your critical reflection is due today. More on preparing lectures and courses. More practice lectures by class members.
9	Nov. 13	University teaching and disability. More practice lectures.
10	Nov. 20	Visit to Experiential Learning Hub, Teaching and Learning Services
11	Nov. 27	Topic TBA
12	December 4	Teaching dossiers and teaching philosophy statements – Workshop with Teaching and Learning Services (date and location to be confirmed) Note there is no class December 11 (that Friday follows a Monday schedule).

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F= Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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 (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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. If you are already registered with the PMC, contact your PMC coordinator to send 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2026** and **November 15, 2026** for December examinations.

For Religious Obligations:

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. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

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. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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: www.carleton.ca/sexual-violence-support

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

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

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to

activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

Date	Activity
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).
	Orientation for new Teaching Assistants.
	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,	Full summer and late summer term deferred final examinations will be

Date	Activity
2026	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.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2026 and must register for the fall 2026 term.
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

Date	Activity
	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.

Date	Activity
	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.
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 (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
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

Date	Activity
	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.
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.
December 24, 2026 at noon through January 1, 2027 inclusive	University closed.