Course Description & Objectives

This course is an introduction to the development and use of accounting information within a business organization for effective management including: planning, directing, motivating, and controlling activities and behaviours. Managers in all functional areas, whether they like it or not, will have to deal with the management accounting system of the organization they work for. Better the devil you know than the devil you don’t know. The purpose of this course is therefore to ensure you have a basic understanding of how such systems operate, the language it uses, and application for internal financial decisions and reporting.

A listing the major topics and chapters covered follows at end of this syllabus.
**Prerequisite**
BUSI 1004. Restricted to students registered in the Bachelor of Commerce or BIB programs. The School of Business enforces all prerequisites.

*This course is a prerequisite to:*
1. BUSI 2001 (with a grade of C or higher)
2. BUSI 2504 (with a grade of D- or higher)
3. BUSI 2505 (with a grade of C or higher)
4. BUSI 3008 (with a grade of C- or higher)

**Required Course Materials**

**Textbook:**  *Principles of Management Accounting, 1st Edition*, Maurice, 2013
*Available at Haven Books – 43 Seneca St (corner of Sunnyside and Seneca)*

**Response Card:** Turning Point Response Card (RCRF-03) - Clicker
*Available at Haven Books*
(if you have one from last semester, you can still use it here!)

**Course Pack:** PowerPoint Slides, In-class Problems and Tutorial Problems
*Available at Black Squirrel Bookstore (1073 Bank Street, near Sunnyside)*

**Financial Calculator:**
Only the calculators listed below are permitted in *all* Business course tests. You will need to bring it to every class. Computations are a large part of this course.
- Texas Instruments BAII-Plus (or Pro model)
- Hewlett-Packard 10BII Business Calculator or HP 12
- Staples Financial Calculator
- Sharp EL-738

**CLASS WEBSITE on cuLearn**
This course uses CULearn extensively (theory videos, additional problem sets, self-assessment quizzes, announcements, etc). You should be on CULearn OFTEN. To access your courses on CULearn go to http://carleton.ca/culearn.

For help and support, go to http://carleton.ca/culearn/students. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca
The Flipped Classroom
We will be using a flipped classroom format. This entails the following:

1) Before coming to class, you are required to have watched the assigned video lectures on CULearn. The PowerPoint slides you have in your course pack accompany the video lectures. Please take notes for yourself as you watch. If ever you don’t understand something in a video, please ask your instructor or teaching assistant during class time, send your instructor an e-mail, visit your instructor during his/her office hours or visit the super TA office hours. Don’t delay! The material builds from week to week, so any confusion should be addressed in a timely manner.

2) During class, you will work on the in-class problems from your course pack on your own or with your peers. When you get stuck, want to check your answer or have a question, you will put up your hand and the instructor or teaching assistant will come over to help. We will then take them up as a group. It is important to give the problems we are working on your best attempt, asking questions when you need to from your peers or instructor/TA. You will learn very little from simply copying the solution when we take it up. If you understand the material well, please check-in with the students around you in class to see if you can help them.

Evaluation Methods (see details below)*

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (Turning Point)</td>
<td>15%</td>
</tr>
<tr>
<td>Test 1</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>45%</td>
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<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Final grades are subject to the Dean’s approval
Tests
There will be two tests tentatively scheduled as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Friday, Feb 5</td>
<td>6pm-7:30pm</td>
</tr>
<tr>
<td>Test 2</td>
<td>Friday, Mar 18</td>
<td>6pm-7:30pm</td>
</tr>
</tbody>
</table>

Students who know in advance of a conflict with a test and provide appropriate documentation will have one opportunity to write an alternate test. The date and time for an alternate test will be determined in accordance with the School's accommodation arrangements. Students in this situation will be informed by the professor of the alternate date and time.

With the exception of advanced accommodation, the only valid excuse for missing a test is for medical reasons or death in the family and must be documented with a medical certificate/obituary. In such circumstances, there will be no make-up test; the grade weighting corresponding to assessment will be added to the grade weighting of the final exam (e.g. if you were to miss a test and provided a valid medical certificate, the weight of your final exam would be 65%). Students without a valid excuse for missing a test will receive a grade of 0 for the test.

The tests will be marked by the teaching assistants and the instructors together and follow a rigorous quality control process that reasonably assures that the grade awarded on exams is fair. However, no system is 100% error-free, so it is possible that you may wish to call into question a grade that has been awarded on a test. In this circumstance, please write a brief note describing the difficulty with the awarded grade and provide this note, together with the graded test, to your instructor no later than seven calendar days following the date the test was handed back in class. Please be sure to include your name and student number on the note to enable us to properly identify it. Tests will be returned to you within a week of receipt.

Participation
The participation grade will be calculated based on your answers to multiple choice questions asked during class using your TurningPoint device (or “clicker”). In each class (starting the week of January 18th), there will be multiple choice questions which you will answer using your Response Card. Correct responses will receive 1 full mark. Incorrect responses will receive 1/2 (one half) of a mark.

You can expect clicker questions to be asked at any point during class (beginning, middle, or end). Clicker questions may be on a theoretical aspect of the class (from the videos), or may relate to a problem we are working on.

You must bring your clicker to class to obtain marks (no marks will be awarded for a student who forgot his/her clicker or who are absent). Grades will also be normalized at the end of term between sections to account for the range of difficulty asked by different instructors.
Clicker questions are an individual assessment, which means you are not permitted to converse with other students while the question is still “open”, even if you have finished answering the question yourself. If the instructor believes the integrity of the clicker questions has been jeopardized for whatever reason, s/he may decide to not count the questions that class for anyone, or if it becomes a pervasive problem, s/he may choose to add the weight of participation (15%) to the final exam (the final exam would then be worth 60%).

Students that regularly participate actively in class (contribute orally often) will have their participation grade increased by a maximum 3% (cannot exceed the 15% total for this grade element).

Final Examination
This examination will be held in the regular examination period. The duration of the exam will be 3 hours. The final examination will cover the whole course. You need to obtain a minimum of 45% on the final exam to pass this course. All tests and exams will test both the technical and conceptual aspects of the course.

Applications for a deferred final examination must be made with the University's Registrar's office.
Conduct
Professional conduct is built upon the idea of mutual respect. Such conduct includes (but is not limited to):

1) **Attendance & Punctuality**
   Doing well in the course is highly correlated to your attendance (notwithstanding earning participation points for being here). We will do our best to make the class of value to you, and in turn, we expect you to bring your energy and good attitude with you to each and every class. If circumstances prevent attendance, please remember that you are responsible for all materials discussed, handouts distributed, problems covered, and announcements made. Late arrivals are disruptive to instructors and the other students in the class, and so should be avoided. On a similar note, early departures should also be an exception.

2) **Other Disruptions**
   This is a very broad category, and includes leaving and re-entering class (although we understand that there are times that this is a necessity). Side conversations are discouraged, however, talking to the class as a whole is encouraged. Texting, other cell phone use, internet surfing or completing other classwork while in class is a poor use of your time and will not be tolerated. Unfortunately, humans are not as good at multitasking as we would like to believe. Please turn your phone on silent (or off).

3) **Being Prepared**
   You should be ready to discuss any assigned readings and to answer any assigned questions for each day’s class. Please refer to the course schedule, and any prior in-class announcements to know what is expected from you at each class.
How to do Well

WATCH THE VIDEOS, TAKE NOTES, COME TO CLASS, TRY YOUR BEST AT THE PROBLEMS DONE IN CLASS, ASK QUESTIONS, AND PRACTICE, PRACTICE, PRACTICE...

To maximize your learning, you should also read the textbook chapter and do several (if not all) of the textbook problems from each chapter on your own. You should make an honest attempt at the question before peeking at the solution. Simply reading a question and then turning to the solution right away is next to useless. You will likely find a high association between the number of problems you prepare, your attendance in class and your course grade.

For many students, this course is a difficult one. Part of this difficulty stems from a challenging subject matter, but the biggest difficulty comes from failing to devote enough effort to working with the material. Like calculus and other courses where no two problems look alike, management accounting requires that you practice working with it—over and over and over. It’s like learning to drive a car, or to swim. You can’t simply listen or watch; you have to do it yourself.

These observations have a number of implications for you and us. First, you will have to spend many hours before, during, and after class working on this course. During class, you should ask questions whenever they arise and don't stop asking until you are satisfied that you understand our explanations. This class contains lots of new vocabulary and concepts, so don't be afraid to ask us for clarification or examples. After class, you should review both your class notes and the suggested solutions to the assigned problems to improve your understanding. It is absolutely essential that you keep up with the assigned reading and end-of-chapter problems.

In exchange for your hard work, you can expect the same from us. Expect us to come to class with an organized outline of the day's topics. Expect us to enthusiastically answer any and all of your questions, either in-person during class and office hours, or email. Expect us to provide timely feedback on how well you are understanding the material.

Additional Problems with Solutions and Podcast Debrief

For every chapter in the textbook, you will have access to problems with detailed solutions. In addition, a video debrief of certain problems will be available for you in cuLearn.
<table>
<thead>
<tr>
<th>MONTH</th>
<th>Week</th>
<th>EXPECTED CLASS COVERAGE</th>
<th>REQUIRED (BEFORE CLASS)</th>
<th>IN CLASS</th>
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<tbody>
<tr>
<td>January</td>
<td>6 - 8</td>
<td>Introduction to Course</td>
<td>Read:</td>
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<td>Chapter 1 – Introduction</td>
<td>-Course Outline</td>
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<td>Chapter 2 – Cost Concepts</td>
<td>-Chapter 1</td>
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<td>11 - 15</td>
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<td>Read:</td>
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<td>Chapter 2 – Cost Concepts</td>
<td>-Chapter 2</td>
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<td><strong>Watch:</strong></td>
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<td>-ICP 2-1 Marshall Inc.</td>
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<td>-Cost Classification 2</td>
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<td>-Cost Estimation</td>
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<td>-Optional: cost estimation using excel</td>
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<td>18 - 22</td>
<td>Chapter 3 - Job Order Costing</td>
<td>Read:</td>
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<td>-Chapter 3</td>
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<td><strong>Watch:</strong></td>
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<td>-Job Order Costing</td>
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<td>-ICP 3-1</td>
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<td>25 - 29</td>
<td>Chapter 4 - Activity Based Costing</td>
<td>Read:</td>
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<td>Chapter 5 – Cost/Volume/Profit</td>
<td>-Chapter 4</td>
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<td>-Chapter 5</td>
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<td><strong>Watch – Class 1:</strong></td>
<td><strong>Watch – Class 1:</strong></td>
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<td>-Activity Based Costing</td>
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<td>Example</td>
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<td><strong>Watch – Class 2:</strong></td>
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<td>-CVP Analysis 1</td>
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<td>-CVP Analysis 2</td>
<td></td>
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<tr>
<td>February</td>
<td>1 - 5</td>
<td>Chapter 5 – Cost/Volume/Profit</td>
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<td>8 - 12</td>
<td>Chapter 6 - Absorption Costing</td>
<td>Read:</td>
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<td></td>
<td></td>
<td>-Chapter 6</td>
<td></td>
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<td><strong>Watch – Class 1:</strong></td>
<td><strong>Watch – Class 1:</strong></td>
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<td>-Direct vs. Absorption Costing Example</td>
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<td></td>
<td>-Direct vs. Absorption Costing Example</td>
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<td></td>
<td><strong>Watch – Class 2:</strong></td>
<td><strong>Watch – Class 2:</strong></td>
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<td></td>
<td></td>
<td>-The Special Order Decision</td>
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<td>-ICP 7-1</td>
<td></td>
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<tr>
<td></td>
<td>15 - 19</td>
<td>Reading Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Section</td>
<td>Read/Watch</td>
<td>ICP 7-6</td>
<td>ICP 8-3</td>
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<td>------------</td>
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<td>----------------------------------------------------------------------------</td>
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</tbody>
</table>
| 22 - 26    | Chapter 7 – Relevant Costing             | **Read:** Chapter 7  
**Watch:**  
- The Make or Buy Decision  
- ICP 7-3  
- Add/Drop a Product, Service or Department  
- ICP 7-5 |         |         |         |          |          |          |
| March      | Chapter 7 - Relevant Costing             | **Watch:**  
- Allocating Scarce Resources  
- ICP 7-7  
- The Sell of Process Further Decision  
- ICP 7-9 |         |         |         |          |          |          |
| 29 - 4     | Chapter 7 - Relevant Costing             | **Watch:**  
- Chapter 8  
**Watch:**  
- Budgeting  
- ICP 8-1 |         |         |         |          |          |          |
| 7 - 11     | Chapter 8 - Budgeting                    | **Read:**  
- Chapter 8  
**Watch:**  
- Budgeting  
- ICP 8-1 |         |         |         |          |          |          |
| 14 - 18    | Chapter 9 - Standard Costing             | **Read:**  
- Chapter 9  
**Watch:**  
- Introduction to Standard Costing Systems  
- ICP 9-1 Parts 1 & 2  
- Standard Cost Systems |         |         |         |          |          |          |
| 21 - 24    | Chapter 10 - Responsibility Accounting   | **Read:**  
- Chapter 10  
**Watch:**  
- Responsibility Accounting  
- The Balanced Scorecard |         |         |         |          |          |          |
| March/April| Chapter 11 - Transfer Pricing            | **Read:**  
- Chapter 11  
**Watch:**  
- Transfer Pricing |         |         |         |          |          |          |
| April      | Chapter 12 - Capital Budgeting           | **Read:**  
- Chapter 12  
**Watch:**  
- Capital Budgeting – Net Present Value  
- Capital Budgeting – Payback  
- ICP 12-1 |         |         |         |          |          |          |
## Stay on Top of the Course

<table>
<thead>
<tr>
<th>Work Expected Each Week</th>
<th>Estimated Time (Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Watch videos for next class (see calendar)</td>
<td>60-90</td>
</tr>
<tr>
<td>Read textbook chapter (see calendar)</td>
<td>40</td>
</tr>
<tr>
<td>Note down any questions you have for class</td>
<td>10</td>
</tr>
<tr>
<td><strong>IN CLASS - attend class as active participant/learner</strong></td>
<td>160</td>
</tr>
<tr>
<td><strong>AFTER CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Review your class notes</td>
<td>30</td>
</tr>
<tr>
<td>Work through recommended textbook problems</td>
<td>150</td>
</tr>
<tr>
<td>Try self-assessment quiz for Chapter</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>540</td>
</tr>
</tbody>
</table>

~9 hours/week

minutes/week
Course Sharing Websites
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).

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>ABS</td>
<td>Student absent from final exam</td>
</tr>
<tr>
<td>DEF</td>
<td>Deferred (See above)</td>
</tr>
<tr>
<td>FND</td>
<td>(Failed, no Deferred) = Student could not pass the course even with 100% on final exam</td>
</tr>
</tbody>
</table>

Academic Regulations, Accommodations, 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: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

Requests for Academic Accommodations

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](mailto:pmc@carleton.ca) for a formal evaluation. 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 \(\textit{if applicable}\).

- - The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2015 exam period is March 6, 2016.

\textit{For Religious Obligations:}

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

\textit{For Pregnancy:}

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

\textbf{Academic Integrity}

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized cooperation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at \url{http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/}.

\textbf{Sprott Student Services}

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in on any weekday between 8:30am and 4:30pm. Our advisors are happy to
discuss grades, course selection, tutoring, concentrations, and will ensure that you get
connected with the resources you need to
succeed! http://sprott.carleton.ca/students/undergraduate/support-services/
Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

Assistance for Students:
Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: http://www1.carleton.ca/sasc/writing-tutorial-service/
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-
  CONNECT 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
  CONNECT 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://portal.carleton.ca/
**Important Dates**

**December 25 to January 3**  
University closed

**January 4**  
University reopens

**January 6**  
Winter-term classes begin.

**January 19**  
Last day for registration for winter term courses.  
Last day to change courses or sections (including auditing) for winter term courses.  
Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

**January 31**  
Last day for a fee adjustment when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

**February 12**  
April examination schedule available online.

**February 12-20**  
Fall-term deferred examinations will be held.

**February 15**  
Statutory holiday, University closed.

**February 15-19**  
Winter Break. Classes are suspended.

**March 1**  
Last day for UHIP refund applications for International Students who will be graduating this academic year.  
Last day for receipt of applications from potential spring (June) graduates.

**March 6**  
Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities for April examinations.
March 24
Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2016 course selection.

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

March 25
Statutory holiday, University closed.

April 1, 2016
Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.

April 8
Winter term ends.

Last day of fall/winter and winter-term classes.
Last day for academic withdrawal from fall/winter and winter term courses.
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 9-10
No classes or examinations take place

April 11-23
Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

April 15, 2016
Winter Co-op Work Term Reports are due.

April 23, 2016
All take home examinations are due on this day.

June 6-16
Fall/winter and winter term deferred final examinations will be held.