BUSINESS ETHICS
BUSI 4601 F
WINTER 2025

Instructor:	Gloria Karina Sánchez-Cuevas
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Phone Number:	N/A
Office:	N/A
Office Hours:	By appointment only[1]
Modality:	In-person
Class Times:	Monday 14:35-17:25

In order to stay updated with important notifications and announcements from Carleton University, please download the Carleton University App. This will ensure you receive timely information regarding your courses and other university-related updates throughout the term.

Pre-requisites: Fourth-year standing B.Com. Note that B.Com. concentration in International Business students require BUSI 4705.

Precludes: Precludes additional credit for BUSI 4705.

Course Calendar Description

Use of ethical reasoning to analyze business decisions. The ethical content of these decisions. The role of ethics in business situations. Practice in ethical reasoning. Major ethical systems.

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[1] I am available to meet with you in person or online for office hours. However, I do not have a fixed schedule for these meetings. If you need to ask me anything or want to book a consultation, please send me an email. I will try to get back to you within 24-48 hours on weekdays and within 48 hours on weekends. Please be aware that I usually use Brightspace to make class announcements, so make sure that you regularly check your Carleton email or the Brightspace portal to keep up with any updates. The office hours are intended to help you understand concepts and answer any questions that cannot be answered easily by consulting the course outline or by sending an email. Please do not use your personal email and only use your Carleton email account.

Course Description:

What is ethical and unethical in business? This question is relevant to everyone, as almost all of us "do business" or engage in daily market transactions. Business activities shape our world—sometimes slightly, sometimes significantly, sometimes for better, and sometimes for worse. Today's society expects businesses not only to create value through products and services but also to uphold values like sustainability, equality, and fairness. Organizations are no longer merely profit-generating systems; they are also vehicles of societal impact.

This course equips students with the tools to systematically and professionally address ethical concerns. It raises awareness of the ethical dilemmas businesses face today and encourages students to develop a structured reasoning process to navigate these challenges. Students will learn to formulate clear, precise, and constructive questions about business decisions, critically analyze their implications, and independently determine ethical responses. They will recognize that ethical consequences arise from all choices—whether acknowledged or ignored—and that even the decision to overlook them is itself an ethical choice.

While primarily focused on business ethics, the course also emphasizes personal moral awareness, providing practical tools to navigate ethical dilemmas in professional roles. Students will learn to apply ethical principles to the complexities of today's business environment, making decisions that align with both their values and societal expectations.

The course consists of two parts. The first part introduces the foundations of ethical reasoning, the language of ethics, and tools for addressing ethical issues. Students will explore the distinction between ethics as a theory and ethics as a way of life, engaging critically with classical and modern ethical frameworks.

The second part examines key ethical challenges in today's business environment and strategies to address them, including environmental sustainability, technological advancements, decolonization, equity, diversity, and inclusion (DEDI), and corporate responsibility. Through analysis and discussion, students will develop actionable recommendations for ethical behaviour and decision-making.

By the end of the course, students will be able to evaluate ethical dilemmas critically, create compelling business cases for ethical actions, and balance organizational goals with societal values.

Drop Course Policy:

The deadline for academic withdrawal follows the dates prescribed by Carleton University: https://calendar.carleton.ca/academicyear/

The deadline to drop this course with full fee adjustment is January 31st, 2025. The last day to withdraw from full Winter courses is March 15th, 2025.

Learning Outcomes:

1. Develop a thorough understanding of the main ethical theories and frameworks, enabling their application to complex business scenarios and professional responsibilities.

2. Identify and critically analyze common ethical dilemmas in business, particularly those related to sustainability, technological advancements, DEDI, public health, and labour.
3. Evaluate the factors influencing ethical and unethical decision-making and apply structured reasoning processes to make sound ethical choices.
4. Build clear, rational, and persuasive arguments to justify ethical decisions while balancing organizational goals with societal values.
5. Explore personal values, identify biases, and enhance self-awareness to improve ethical decision-making and foster critical and creative solutions that address social and economic tensions.
6. Create a personal code of ethics to guide professional conduct and develop strategies for promoting responsible management and ethical decision-making within organizations.

Reading(s)/Textbook(s)/Required Materials

- Readings: All required and supplemental readings will be posted on Brightspace
- The coursepack from Harvard Business Publishing includes the cases required for the course. The link to purchase the coursepack will be posted on Brightspace. You need your own coursepack material, and you cannot borrow/share access to the cases with other students. Additional case studies and other materials will be added to Brightspace.

Grading Scheme:

Contribution to Class Discussion	15%
Personal Ethics Reflection	10%
Test 1 (in-class): Ethics Toolkit	15%
Test 2 Ethics Resolution Case (team)	15%
In-Class Exercises	10%
Final Group Project	35%
Proposal 5%, Presentation 10%, Report: 20%	
TOTAL	100%

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components. Once a grade has been assigned, you can review the rubric and/or personalized feedback.

The following are high-level explanations for each graded activity. Detailed descriptions will be provided to students during the first session and will also be accessible on Brightspace.

- Contribution to Class Discussion (individual, 20%): Students will be graded on their participation in class discussions. The grade will be based on both the quantity and quality of their contributions. Every time a student makes a quality contribution, they will earn one or more *participation tokens*. In week 14, students will exchange these tokens for their final participation grade. Please note that you will be fully responsible for your tokens once you receive them. If any tokens are lost, they will not be replaced. The class participation threshold for the maximum grade (20%) will be determined by the mean and standard deviation of tokens earned by the class.

- Personal Ethics Reflection (individual, 10%): Students will articulate their own ethical leadership philosophy and personal code of ethics. They will define their aspirations as ethical leaders, explore the experiences and influences that have shaped their ethical perspective, and create a personal framework to guide their future decisions. This assignment has three parts:
    - Part I Ethical Leadership Vision Statement (200-300 words): Based on their aspirations, principles, and ethical priorities, students will write a clear and well-formed statement that defines "what kind of ethical leader you aspire to be" and why.
    - Part II Personal Ethics Reflection (400–600 words): Students will discuss the influences, experiences, and insights that shaped their beliefs. They will draw connections between what they learned in the course so far, personal experiences, external research, and class material.
    - Part III Personal Code of Ethics (200–500 words): Students will create their own Code of Ethics using insights from provided readings and class materials. This code should reflect the principles and guidelines they will use to navigate ethical dilemmas in their personal and professional lives.
- Ethics Resolution Case (Test 2, team, 15%): This team-based activity challenges students to collaboratively analyze and address a complex ethical dilemma with no clear "right" answer. Teams will apply ethical frameworks, theories, and techniques from the course to develop and present their recommendations.
    - Part I Team Analysis and Presentation (12%): Students will be *randomly* assigned to teams of 5–6 members. Teams will receive an ethical case that presents a challenging, ambiguous scenario requiring thoughtful analysis and a collective decision. Teams will have approximately 80 minutes to collaborate, evaluate the situation using ethical theories and frameworks, develop a reasoned course of action, and put together a 6 to 8 minutes presentation for the rest of the class. All team members must contribute equally to the presentation, speaking for roughly equal time without relying on notes. Teams must create a presentation deck to support their arguments and upload it to Brightspace before the presentation.
    - Part II Personal Reflection (3%): A week after completing the team challenge, each student will submit a personal reflection on the team's collaboration during the Ethical Dilemma Case. This reflection is an opportunity to critically analyze the decision-making process and connect the experience to course concepts. This reflection is due a week after the challenge.
- In-Class Exercises (individual/team, 10%): Students will complete ten (10) in-class exercises, each valued at 1%. Each exercise must be completed and submitted via Brightspace during class time.
- Final Group Project (team, 35%): This assignment challenges students to collaboratively analyze and propose solutions for an ethical challenge related to Decolonization, Equity, Diversity, and Inclusion (DEDI), environmental sustainability, or technological advancements, such as the use of AI, within any industry and across or in relation to any

functional area of business. Students may also choose topics not explicitly covered in the course, provided they are formulated and refined in consultation with the instructor. The project emphasizes the application of ethical frameworks, theories, and decision-making tools learned throughout the course to create actionable strategies based on qualitative analysis, with the option to incorporate quantitative considerations. Teams should be formed by **Week 2**, as the instructor will not assign teams.

This project is structured into five stages:

- Part I Project Proposal and Ethical Challenge Description (5%, due on Week 10): Teams will submit a Project Proposal outlining their chosen ethical challenge and providing a detailed description. The proposal will ensure that teams establish a clear and feasible foundation for their analysis. It must include the business case, problem statement, preliminary ethical questions, and constraints.
- Part II Ethical Analysis and Assessment (10%, due on Week 12): Building on the proposal, teams will submit an in-depth Ethical Analysis and Assessment. This stage involves critically examining the ethical issue using course frameworks and ethical principles. While Part I poses ethical questions and clarifies ethical concerns, Part II answers those questions and reaches informed judgments about the challenge.
- Part III Proposed Strategy (10%, due on Week 14): Teams will propose actionable solutions to address the ethical challenge, integrating insights from their analysis. This section emphasizes practical solutions and includes a detailed implementation plan with steps, timelines, and Key Performance Indicators (KPIs) to measure success.
- Part IV Team Presentation and Discussion (10%, due Week 13 and 14): Teams will deliver a 10-minute presentation summarizing their findings and recommendations, followed by a 5-minute Q&A. The presentation itself determines a portion of the grade (5%), while the remaining points (5%) will be allocated by how well the team is able to defend its strategy and engage meaningfully with questions and feedback from other teams.
- Part V Peer Evaluation: To be submitted via ITP after class on Week 14 (no submitting team evaluation = no grade for the team). Each individual's contribution to their group will be assessed by peer evaluation. A deduction in the points earned for the group assignment will be made based on group peer evaluations. Low team evaluations may lead to a reduction of an individual's overall grade. Free riding will be identified and penalized in this course.

More details on each stage of the project will be provided in Week 1.

Midterm and Final Exam

<u>Midterm</u>

Test 1 Ethics Toolkit: This test will consist of two short essay questions where students apply ethical concepts and frameworks to case studies. At the start of the exam, students will be presented with four questions and may choose any two to answer. Each response should be 500-600 words, single-spaced, and formatted in APA style. Responses must demonstrate a thoughtful

combination of personal judgment and the ethical theories and principles covered in class. Students will have 120 minutes to complete the exam, which must be finished during the second part of the class and submitted via Brightspace at the end of this period.

Final Exam

There will be no final examination in this course.

Late Assignments:

To ensure fairness for all students, penalties will be applied to late assignments without medical certificates: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 20% would receive a grade of 15% if submitted after the deadline on the due date, 10% if submitted the following day, and so on.

Deferred Examinations/Assignments:

Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances. No extensions will be granted for group assignments, as group members are expected to work together to cover for individual students unable to contribute to any team project components.

Assignment extensions or new deadlines will only be granted at my discretion and on a case-by-case basis. The only exceptions are verifiable illnesses and emergencies. These must be communicated to me directly within three (3) business days following the due date.

If your personal circumstances are negatively impacting your performance in the course, it is essential that you notify me immediately. I am here to support you in meeting the course requirements, but I can only do so effectively if you reach out sooner rather than later. Contacting me after missing multiple classes or assignments will severely limit my ability to assist you.

Deferred Midterm Date:

The ONLY date for a deferred midterm (Test 1) will be held on Monday, Feb 3rd at 7:15 am in NI 4030. No other deferral options will be considered.

Preparation and Participation:

- **Participation and Preparation**: You will be expected to participate actively in class. In addition to voluntary class participation, I might randomly call on students to answer questions or share their insights. High-quality contributions include insightful questions, thoughtful critiques, relevant examples, and connections to course theories. To get more value from this course, I expect everyone to do the readings and be prepared to engage in class, complete all of the assignments and projects and treat classes as a networking opportunity.
- Expect to work with **case studies**. This course emphasizes the practical application of ethical frameworks to real-world business problems through case studies. Be prepared to read, analyze, and discuss case studies in class. Active participation in case discussions will contribute to your participation grade.
- **Reading**: Students are expected to devote time to reading the material and staying on top of business and economic news for their class participation and reading responses. The course readings offer an excellent opportunity to learn to read efficiently and take away the most important information in less time.

- **Written Assignments**: Good writing is fundamentally good thinking that builds on a logical path. Writing forces you to organize your thoughts. While AI tools can assist, they cannot replace the critical thinking needed to stand out in today's job market. Strong, original writing shows your skills as a leader, whether it's crafting emails, reports, or social media posts. Use writing to sharpen your ideas and make your voice count—clear, precise, critical, and error-free.
- **Final Group Project**: Teamwork is the foundation of this course. Your contribution to the group project will be assessed through peer evaluations, emphasizing the importance of collaboration and accountability. Be strategic in selecting a team for your Final Group Project. Teamwork is a networking opportunity and a chance to learn to work and adapt to a diverse workforce while working on an assignment. Most managerial and negotiation skills are developed in team assignments.
- **Assignment submission:** Unless otherwise specified, all assignments—individual and team-based—must be submitted via Brightspace by the specified deadlines.
- **Time Management:** Late submissions will incur penalties, so plan your time effectively. Adherence to deadlines reflects professionalism and discipline, qualities expected in the business world.
- **Participation tokens:** Your participation tokens reflect your engagement and contribution to the class. You lose tokens for:
  - Arriving late or leaving early: You'll lose tokens if you're more than 10 minutes late or leave early.
  - Missing key classes: Skipping the last two weeks of class in a row or being absent during your team's presentation will cost you tokens.
  - Non-collegial behaviour: Behaviours like aggressively dominating discussions, interrupting others, displaying hostility, overt rudeness, or showing bored body language (e.g., scrolling aimlessly on your phone) will lead to token loss.
  - Lack of preparation: Presenting ideas clearly showing you have not done the assigned readings or prepared for class will cost you tokens.
  - Disrespecting class time: Using class time to work on other coursework or engage in unrelated activities—including texting or scrolling on your phone—will result in lost tokens.

  Being present, prepared, and respectful helps you keep your tokens and get the most out of this course!

Course Schedule[2]

WEEK	DATE	THEME	AGENDA	PRE-CLASS PREP	DELIVERABLE
1	Jan 6	Course intro Ethics Toolkit I: Basic concepts of individual ethical decision-making	▪ Introduction to course ▪ Mainstream stakeholder theory ▪ In-Class Exercise #1	N/A	
2	Jan 13	Ethics Toolkit I: Basic concepts of individual ethical decision-making	▪ Main ethical theories: deontology, consequentialism, virtue ethics ▪ Codes of ethics ▪ Value pluralism &	**Reading** Lütge, C., and Matthias U. (2021). Foundations and tools of business ethics. In Lütge, C.,	--

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[2] Please note that the schedule may change during the term, and students will receive advanced notice in such cases.

			contractualism ■ In-Class Exercise #2	and Matthias U., *Business Ethics: An Economically Informed Perspective. Oxford* **Read Case Study**	
3	Jan 20	Ethics Toolkit II: Tools for collective decision-making	■ Distributive justice and social justice ■ Human Rights ■ Capability Approach ■ Care Ethics ■ Relational theory ■ Corporate discourse and epistemic justice ■ In-Class Exercise #3	**Reading** Taylor & Francis (n.d.) What is social justice? Origins and definitions, plus social injustice examples **Read Case Study**	Personal Ethics Reflection (**Friday, Jan 24**)
4	Jan 27	Distinctive Ethical Dilemmas in Functional Areas (first part of class)	■ Marketing ■ Finance ■ Accounting ■ Strategy ■ Operations Management and Information Systems ■ International Business ■ Exercise (Take home) #4	Test 1 (in-class): Ethics Toolkit (second part of the class)	
5	Feb 3	Decolonization, Equity, Diversity and Inclusion	■ Understanding intersectionality: indigeneity, gender, race, and disability ■ Equity seeking groups in Canada ■ Corporate DEDI Strategies ■ Affirmative Action ■ Crisis and Reputation Management ■ In-Class Exercise #5	**Readings** Zheng, Lily (2020). We're Entering the Age of Corporate Social Justice Vacaflores, Isabella (2022). The business who cried 'woke': The ethics of corporate moral grandstanding **Read Case Study**	---
6	Feb 10	**Ethics Resolution Case (Test 2)**			
7	Feb 17	**FALL BREAK (no class)**			
8	Feb 24	Ethics and Technology	■ Ethics of technology ■ AI and business practices ■ Privacy and	**Readings** 'Preface', in Patrick Lin, Keith Abney, and Ryan Jenkins	Ethics Resolution Case: Personal Reflection

			surveillance ▪ Moral and Legal Responsibility: Robotics ▪ Automation and the future of work ▪ In-Class Exercise #6	(eds) (2017). *Robot Ethics 2.0: From Autonomous Cars to Artificial Intelligence.* Vallor, Shannon, and George A. Bekey, (2017). Artificial Intelligence and the Ethics of Self-Learning Robots. In Patrick Lin, Keith Abney, and Ryan Jenkins (eds) *Robot Ethics 2.0: From Autonomous Cars to Artificial Intelligence* **Read Case Study**	
9	Mar 3	Sustainability in Business	▪ Environmental ethics and intergenerational justice ▪ Sustainable Development Goals (SDGs) ▪ Corporate Social Responsibility ▪ Management of environmental change processes ▪ Sustainability Strategies ▪ In-Class Exercise #7	**Reading** Hoffman, W. M. 'Business and Environmental Ethics', in Hoffman, W. M. (2014). *Business ethics: Readings and cases in corporate morality.* **Read Case Study**	---
10	Mar 10	Labour and Ethics	▪ Hiring and Firing ▪ Compensation ▪ Meaningful Work ▪ Unionized labour ▪ Mental health ▪ Global supply chains, labour practices and fair trade ▪ In-Class Exercise #8	**Reading** Friedman, M. (n.d.). The Social Responsibility of Business Is to Increase Its Profits. In *Corporate Ethics and Corporate Governance* (pp. 173–178). **Read Case Study**	Final Group Project: Part I Project Proposal and Ethical Challenge Description (**Friday March 14**)
11	Mar 17	Bioethics Issues in Business	▪ Public health and workplace safety ▪ Ethical accountability and healthcare management	**Reading** Eiser, A. R., Dorr Goold, S., & Suchman, A. L. (1999). The role of	---

			Innovation and regulation Biotechnology In-Class Exercise #9	bioethics and business ethics. **Read Case Study**	
12	Mar 24	Beyond "Good" Corporate Citizenship	Revisiting responsible leadership Business with Purpose Profit and Public Good Social license Entrepreneurship and empowerment Intro to critical management In-Class Exercise #10	**Reading** Marens, R. Let them Eat Ethics: Hiding behind Corporate Social Responsibility in the Age of Financialization **Read Case Study**	Final Group Project: Part II Ethical Analysis and Assessment **(Friday March 28)** Upload Slide Deck for Team Presentations **(Friday March 28)**
13	Mar 31	Team Presentations		Review other teams' projects (Brightspace)	
14	Apr 7	Team Presentations		Review other teams' projects (Brightspace)	Final Group Project: Part III Proposed Strategy **(Friday April 11)** Team evaluation due **(Friday April 11)**

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge *Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.*			✓	
BC2 Collaboration *Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.*				✓
BC3 Critical Thinking				✓

Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.				
BC4 Communication *Graduates will be effective and persuasive in their communications.*				✓
BI5 Global Awareness (BIB ONLY) *Graduates will be globally-minded.*			✓	

ADDITIONAL INFORMATION

Course Sharing Websites

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).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

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, followership, 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.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), 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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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/

Requests for Academic Accommodation

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 Accommodation

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: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Religious obligation

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: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. **carleton.ca/pmc**

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 its 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: **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**

For more information on academic accommodation, please contact the departmental administrator or visit: **students.carleton.ca/course-outline**

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 co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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: https://carleton.ca/registrar/academic-integrity/.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.

- All final grades are subject to the Dean's approval.

- 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 CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting **https://carleton.ca/its/get-started/new-students-2/**