



## **BUSINESS ETHICS (BUSI 4601 A/B)**

### **Fall, 2025**

<b>Instructor</b>	Dr. Sefa Hayibor
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<b>Class Times</b>	Sec. <b>A</b> , Tues., 11:35    Sec. <b>B</b> , Fri., 8:35
<b>Cell Phone</b>	(613)869-6848 (10am – 4pm only, please, and please <b>do not</b> text me)
<b>Modality</b>	In person
<b>Office Hours</b>	Online or in person, by appointment
<b>Office Location</b>	7034 Nicol Building
<b>TA Name/Email</b>	TBD

### **PRE-REQUISITES**

Fourth-year standing in any B.Acc. or B.Com. concentration except International Business, which requires BUSI 4705

### **COURSE DESCRIPTION**

**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. Precludes additional credit for BUSI 4705.

**Instructor's Description:** The overall performance of an organization depends to a significant extent on the behaviour of its management with respect to ethical issues: failure to attend to such issues can produce very undesirable – even disastrous – consequences. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all heard about many instances of unethical behaviour by businesspeople and the negative implications of such behaviours for the firms where they work: ethically questionable activities of managers at a wide variety of organizations have had profound effects on companies, employees, shareholders, the environment and a wide variety of other stakeholders. The vast majority of ethical issues in organizations, however, do not get discussed in the media. All of us, in our working lives, face ethical issues on a regular basis, whether or not we notice them. This course is designed to facilitate the recognition of ethical issues, decision-making about ethical issues, and promotion of ethical behaviour within organizations.

### **COURSE LEARNING OBJECTIVES**

*The main objectives of the course are to:*

- Enhance your understanding of the importance of ethics in business
- Enhance your understanding of the relationship between a firm's ethical performance and its financial performance
- Enhance your ability to recognize and identify ethical issues

- Enhance your ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
- Enhance your ability to “manage for ethics” in organizations

### REQUIRED MATERIALS

There is no textbook for this class. Required readings will be made available online and/or placed on reserve in the library. Please remember that all instructional materials represent someone’s intellectual property. Though I will post various instructional materials on Brightspace, keep in mind that such materials should never be re-posted on other websites. This has happened in the past, and it can be extremely difficult to get website operators to remove course materials they have no right to be hosting.

### GRADING SCHEME

Participation	10%
Group Incident Report Exercise	10%
Mid-term Exam	25%
Group “Case” Presentation and Summary	16%
Values Assignment	3%
Group Artistic Monsterpiece (optional)	5%*
Peer Evaluation	1%**
Final Exam	30%***
<b>Total</b>	<b>100%</b>

- **ALL** group members must contribute to **ALL** group assignments.
- The requirement for satisfactory in-term performance is 50%.
- The value of other course requirements cannot, under any circumstances, be shifted to the final exam.
- \* If your group chooses not to do the Group Artistic Monsterpiece, your final grade will be calculated out of 95 based on all other coursework, then converted to a grade out of 100.
- \*\* You must complete **ALL** course requirements in order to pass the course. Yes, that does mean that if you don’t do the Peer Evaluation, you won’t pass.
- \*\*\* **You MUST pass the final exam in order to pass the course.**

The university’s Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/>. Since unintentional violations of the policy nonetheless constitute violations of the policy, **please actually read it so that you know what’s in it.**

**\*\*\* In ALL cases of academic integrity violations, my recommendation to the Associate Dean is for the student to receive an ‘F’ grade FOR THE COURSE. So, just do the work. If you try to use someone else’s work, my software will figure it out in about 3 seconds, and you will probably fail the course and have to repeat it, possibly with me, which you would probably find both expensive and extremely awkward. \*\*\***

## COMMUNICATION

If you have questions or concerns related to the course that you think other students would like the answer to, please post the question in the discussion forum on Brightspace. I will try to respond within 48 hours. Otherwise, please feel free to contact me by email at **sefa.hayibor@carleton.ca**. If need be, we can set up an appointment to meet, either on campus or via Zoom. **DO NOT USE ANY OTHER EMAIL ADDRESS YOU MIGHT COME ACROSS**, as it may not work properly. Also, note that **Carleton requires that email to me should be sent from your Carleton account, not any other personal account**. If you write to me but do not get a response within a couple of days, you should feel free to send me an email reminding me of your message, as occasionally student emails get designated as “junk” and I forget to check my junk email folder. You may also call me on my cell phone if you require immediate communication (my number is at the top of this document); however, please do not call outside of the hours of 10am and 4pm. If I don’t pick up the phone, leave a message, and I will call you back. **Do not text me**, ever: I will probably not notice, and, besides, I hate texting. If you email me with a question that requires a lengthy or complicated answer, I may ask you to phone me, as that can sometimes save me writing a very time-consuming email reply. I am usually contactable on weekends as well as during the week, but keep in mind that I am not obligated to be available on weekends; so (rarely) it is possible that I may be unavailable on a particular weekend.

I will occasionally contact the entire class by email through Brightspace, and will also post slides, readings, questions for discussion, and assignment instructions on the Brightspace course page.

## EXAMS

**Mid-term Exam:** This exam is aimed at assessing your *understanding* of the material covered up to the date of the exam. Any requirement that you *apply* the ideas will be limited in scope. This exam will likely be multiple-choice in nature, though I reserve the right to include essay questions.

**Final Exam:** The Final Exam will require you to *apply* principles of prescriptive ethics to analyze a short “case”. It will likely also include short answer questions on other subjects, and multiple-choice questions. The exam will be scheduled by the university. **AS NOTED EARLIER, IF YOU DO NOT PASS THE FINAL EXAM, YOU CANNOT PASS THE COURSE.**

**Deferred Examinations:** In the event that you are unable to write an exam due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide me with appropriate supporting documentation. Upon review of such documentation, a deferred test *may* be offered. Unless you are completely incapacitated (e.g., unconscious, or hospitalized, or broken into pieces somehow), you **MUST** inform me that you will miss an exam **BEFORE** the scheduled exam time. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for the exam.

**Any deferred exam may be in a completely different format from the regularly scheduled exam.** For example, a make-up mid-term exam might be all essays, or a one-on-one oral exam, rather than multiple-choice. **Any deferred exam will be scheduled for ONE date and time**, by either me or by Exam Services, and you will be expected to attend. **If you miss both the regularly scheduled exam and the deferred exam, you will not be permitted to take the exam.**

The final exam is scheduled by the university. If you must defer the final exam, you must reach out to the registrar’s office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, I will be notified and must approve the request.

## ASSIGNMENTS

**Assignment Completion and Submission:** All assignments, exercises, and exams except those clearly designated as group work are individual assignments, meaning ***you are NOT allowed to consult or work with other students*** on them, and doing so represents a violation of the university's Academic Integrity Policy. ***Each group assignment must be worked on as a group. You are not permitted to divide up various assignments among group members for individual completion. Collaboration with members of other groups on group assignments (beyond discussion of course concepts) will be regarded as a violation of the Academic Integrity Policy.***

All assignments, exercises, and exams are due at the date/time specified on Brightspace and ***must be uploaded to Brightspace in order to be considered submitted. DO NOT under any circumstances email me your assignment unless I specifically request it.*** Carleton also requires you to keep a hard copy of all deliverables until you have received your final grade. ***For group assignments, only one group member needs to upload.*** Files uploaded to Brightspace should be in Microsoft Word format – ***please do not upload pdfs.***

**Assignment Assessment:** I recently received a group assignment that included 80 grammar and spelling errors in the first four pages. The next one I marked had 60. ***Such a lack of effort and/or attention to detail is completely unacceptable.*** Accordingly, please note that all written assignments will be graded based on your appropriate application of course content and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, formatting, etc. Every five spelling, grammar, or formatting errors may, at my discretion, result in a penalty of 0.25 to 1 point (of the assignment grade), depending on the assignment. ***Proofreading is essential. For group assignments, I expect EVERY member of your group to have read your ENTIRE assignment, and corrections to be made where required, before the assignment is submitted; so be sure to give yourselves sufficient time for this process.*** You may consult with colleagues (who are ***NOT*** in the course) or university writing advisors if necessary. You can find more information about help with your writing at the Student Academic Success Centre: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Merely fulfilling the requirements of an assignment does not mean you will get 100% unless you do so ***perfectly***, which is, frankly, very unlikely for most assignments and almost impossible for the final exam. Do not expect doing the bare minimum to fulfill course requirements to lead to good grades in the course. Rather, if you want to do well, be sure to put your ***best*** effort into all your work.

***If your work is of very poor quality and very obviously does not represent your (or your group's) best effort, I reserve the right to "desk-reject" it (meaning I will stop reading it), penalize you, and then make you re-do it.*** Grading a terrible assignment takes me about three to four times as much time as grading an excellent one. So, ***please do not waste your time or mine by turning in low quality work.***

**Late Assignments:** ***Late assignments and exercises are immediately penalized 50%, and will not be graded until the end of the course.*** In addition to the above penalty, late assignments will be penalized 10% per day based on the date they are uploaded to Brightspace. All exercises, assignments, and exams in the course are required, even if you have missed the deadline. If you do not turn in an exercise or assignment at all, your final grade may be delayed until you do.

Alternatively, at the instructor's discretion, your course grade may be **reduced** by the value of the missing exercise or assignment. (Yes, that means you don't just get zero, you get a **negative** grade.)

## PREPARATION and PARTICIPATION

**Participation and Attendance:** Given that classes will involve considerable discussion of concepts, cases, and personal experiences or observations, participation is an extremely important component of your grade. Your input is important to the learning environment, as other students can learn from your knowledge, opinions, insights, and experience. Your participation grade will be based primarily on the quality of your overall contribution to class discussions. It is therefore important that you **read any assigned material before class**, be prepared to relate it to course concepts, and be prepared to share your opinions and listen (and perhaps respond) to the views of others in the class. **If I seldom hear your voice during the term, you should expect a VERY low participation grade (e.g., zero to one percent), even if you have attended regularly.** Though your participation grade is not primarily related to your attendance, I **will** also take attendance during some sessions (e.g., during presentation weeks, and random other weeks) and include this in my assessment of your participation. **Absences during presentation weeks will definitely be penalized.** And, of course, you cannot participate if you do not attend. So, come to class, as there is generally a strong negative correlation between absences and grades. **There is no alternative way of fulfilling the participation requirement, so please don't ask.**

As professionalism is one of the fundamental learning goals of the Sprott School of Business, your participation grade may also be influenced by other factors. Unprofessional behaviour (e.g., chronic lateness; in-class Instagramming, Tweeting, derivatives trading, and the like; unauthorized computer or phone use, disrespectful or aggressive behaviour toward the instructor or other students in person or by email, text, phone, or other mode of communication; etc. will all have a negative impact on your participation grade. Treatment of members of your group outside of class time will also be considered if I become aware of a problem in that regard. **Keep in mind that it is entirely possible for you to receive a negative participation grade if your overall contribution to the class environment is negative.**

**Classroom Discussions:** **I consider our classroom to be a private space**, and one where students should be free to express their true opinions about ethical issues without fear of censure. Accordingly, **no recording of any kind is permitted in the classroom** (whether in-person or virtual). If any class sessions take place online, they will not be recorded.

If you are looking for a "psychological safe space" where nobody will ever disagree with you or say something that might bother you, in short, an intellectually honest Business Ethics class is probably not the right place for you. So, while I, and everyone else, in the classroom will be expected to discuss issues respectfully and avoid *intentionally* offending anyone, I absolutely cannot guarantee that you will never be caused any psychological discomfort by things said by me or by a fellow student. That's university (and life). **Ethical issues are very often not black and white in nature, disagreement about them is the norm, not the exception, and willingness to question popular and/or taken-for-granted points of view is essential to good ethical reasoning.**

In addition, I expect us to be charitable with others, and therefore not to assume that any individual

is trying to upset anyone unless there is good evidence that that's not the case. Furthermore, despite what some people try to assert these days, one's intentions matter immensely; and if someone offends you unintentionally it is absolutely essential that that lack of intent be taken into consideration. If something bothers you, that doesn't necessarily mean that anyone else is to blame. So, to quote eminent theoretical physicist Lawrence Krauss, **"Others are not obliged to cater to your sensibilities in advance, nor need they be censured after the fact."** In my day, recognizing this reality was called 'growing up.'" Indeed, to quote black activist Maurice Mitchell, "discomfort is a prerequisite for learning..." and, "the ability to discern the difference between discomfort and violence or oppression is a form of emotional maturity we should encourage". In the end, there is simply no point in holding a class in Business Ethics if disagreement is routinely interpreted as offense. ***If you disagree with someone's position, of course you are encouraged to use rational arguments to counter it.***

None of this means that we shouldn't try to choose our words carefully. But articulating oneself perfectly in a classroom discussion is almost impossible for most people, including you and me, and people differ greatly in their sensitivities. Accordingly, each of us must give others the benefit of the doubt if they don't express themselves exactly as we might like them to – they almost certainly aren't trying to be being unkind or offensive, and assuming they are may ultimately say more about your character than it does about theirs.

### **BASIC DESCRIPTIONS of ASSIGNMENTS**

***\*\*\* Further instructions concerning all assignments and exams will be provided during class or through Brightspace, so DO NOT use the following as your only guide when working on assignments.\*\*\****

***Group Incident Report Exercise:*** For this assignment, your group of four to five students is required to identify ethically questionable behaviours or decisions that group member(s) have encountered in their work or school lives, and to identify and describe, briefly, the ethical issues and basic ethical principles associated with that behaviour or decision.

***Group "Case" Presentation and Summary:*** Your group will use the theories of prescriptive ethics described and discussed in class to analyze a real-life "case" and come to a conclusion about what should be (or should have been) done by the individuals or organization making the decision in that situation. The analysis will be presented to the class and summarized in a written report. In order to do well on this assignment, it is highly advisable that you: 1) ***start early***; 2) ***consult with each other*** and, if necessary, with me when you have questions about the application of course concepts; and 3) ***take the time to read closely and assess one another's work in order to ensure that it is of very high quality***. If you have questions about how to apply course concepts when working on this assignment, ***be sure to consult with the rest of your group about them before contacting me, as*** you are expected to be collaborating closely with the rest of your group.

***Values Assignment:*** For this assignment, you are required to rate and rank various values in accordance with their importance to you in your life. You will also complete other short survey instruments associated with personal characteristics, create an "inventory of possibilities" outlining your life goals, and write a very brief personal mission statement. The goal of this assignment is to get you to reflect on what is truly important to you, and the degree to which you are

living in accordance with your values. If you take the assignment seriously and follow the instructions precisely, you will receive full marks. Needless to say, I will not be grading you based on the nature of your espoused values, though it would be **SO** fun to do so. :P

**Group Artistic Monsterpiece:** Your group will, if it chooses, create and present an Artistic Monsterpiece that will help you (and perhaps other present and/or future students) understand and retain information about a key course concept. The “default” deliverable for this project is an old-school rap/hip-hop song. However, other types of art may be created **subject to my approval**. So, feel free to get creative. Design a video game. Write a song or a short story. Videotape a skit. Build a 37-metre-tall statue. Paint a live monkey green and teach it to play the xylophone or marimba. (Actually, don’t do that.) **Please, no emulations of existing board games, game shows, etc.** I’ve seen way too many of those.

**Peer Evaluation Form:** In an effort to promote fairness and discourage free-riders, when your group work is concluded, you are **required** to submit a peer evaluation form on which you will evaluate the contributions to group work made by each of the other members of your group. As noted elsewhere, **all group members are expected to contribute to all group assignments and exercises**. Group members who receive unsatisfactory peer evaluations from others in their group will have their grades on the group work lowered accordingly. (Yes, **it is completely possible for you to get zero on your group work** if you don’t participate in it.) If you are having problems of any kind in your group, please get in touch with me sooner rather than later, as I am often able to bring about changes in the behaviour of underperforming group members by discussing the situation with them. **Group members who consistently underperform may be “fired” if they have had the deficiencies in their effort or work brought to their attention by the group and have been given an opportunity to improve; but all firings require my approval.** Fired group members will be penalized and then required to complete all group assignments on their own.

### GRADING CONCERNS

If you have concerns about a grade on an assignment or exam, feel free to ask me about them. In most circumstances, the assignment or exam will be reviewed by me personally, though in some cases it may be reviewed by a course TA. Please note that **any request to re-grade an assignment or exam will result in the entire assignment or exam being re-graded**. That is, you cannot request a review of a specific question or part of an assignment. **Any re-grade request at the end of the term will automatically result in all your work in the course being re-graded. Keep in mind that any request to have work re-graded can, of course, result in a LOWER grade, if appropriate.**

If the concern is more general (e.g., How can I improve my grade on the next exam or assignment?), you should arrange to meet with me, and I will try to give you some direction. If you have any questions about course content, assignments, or material taught in the class, please post them in the discussion forum or get in touch with me, subject to the guidelines mentioned above.

**Please do not tell me at the end of the term (or any other time) that you “need” a specific grade in my course to graduate, stay in your concentration, maintain your scholarship, etc.** In such cases, what you probably *really* need is a sufficiently high GPA, which is typically based on your performance in a large number of courses, usually over a long period of time. In short, then, usually nothing much depends only on your performance in this course, specifically, as long as you pass.

In any case, ***if for whatever reason you think you “need” a certain grade in the course, MAKE ABSOLUTELY SURE THAT YOU EARN IT.*** Everyone can do well in the course if they work hard enough, and I will not under any circumstances raise your grade merely to help you out.

### CONTRIBUTION TO PROGRAM LEARNING GOALS

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				★
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>		★		
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				★
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>		★		

### ADDITIONAL INFORMATION

The University Academic Calendar is available at: <https://calendar.carleton.ca/academicyear/>

#### Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



**Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!**

### 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

You don't really need a calculator for this course, but if you are purchasing a calculator, Sprott recommends 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.

### 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/>

### Grading Scale

Letter Grade	Percent	Letter Grade	Percent
A+	90-100	C	63-66
A	85-89	C-	60-62
A-	80-84	D+	57-59
B+	77-79	D	53-56
B	73-76	D-	50-52
B-	70-72	F	< 50
C+	67-69		

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

- Any deviation from this grading scale will **NOT** lower your final letter grade.
- All final grades are subject to approval by the Dean.

### 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](https://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](https://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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**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](mailto: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](https://carleton.ca/pmc)

**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](https://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](https://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](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto: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](http://carleton.ca/csas).

### **Further 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/>
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