BUSI 4601D: Business Ethics
Winter 2026

Instructor	Gloria Karina Sánchez-Cuevas, MA, MBA, Ph.D. (Candidate)
Email Address	gloriasanchez@cunet.carleton.ca
Class Times	Wednesday, 6:05 pm – 8:55 pm
Modality	In-person
Office Hours	By appointment only[1]
Office Location	N/ A
TA Name/Email	N/ A

Pre-Requisites & Preclusions:

Prerequisites: Fourth-year standing in B.Acc. or B.Com. Note that B.Com. concentration in

International Business students require BUSI 4705.

Preclusions: Precludes additional credit for BUSI 4705.

Course Description/Instructor's Statement

Carleton 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.

Instructor's Description:

What is ethical and unethical in business? This question is increasingly central to how organizations operate and how they are evaluated by society. Business decisions shape economic outcomes, social relationships, and environmental conditions, often with far-reaching consequences. Today, organizations are expected not only to create economic value, but also to act responsibly with respect to sustainability, equity, human rights, technological change, and social trust.

This course introduces students to the study and practice of business ethics by equipping them with the conceptual tools and analytical skills needed to identify, assess, and respond to ethical challenges in organizational contexts. Students will learn how to recognize ethical issues, ask clear and constructive ethical questions, evaluate competing values and interests, and develop well-reasoned and actionable responses to complex business dilemmas. Emphasis is placed

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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.

on ethical reasoning as a professional skill and on the understanding that ethical consequences arise from both action and inaction.

The course combines theoretical foundations with applied analysis. In the first part of the course, students engage with core ethical frameworks and concepts drawn from moral philosophy and business ethics, including approaches to responsibility, values, justice, and decision-making. These foundations provide a shared language and structure for ethical analysis.

In the second part of the course, students apply these frameworks to contemporary ethical challenges across industries and functional areas of business. Topics include labour and globalization, environmental sustainability, technological innovation and artificial intelligence, decolonization, equity, diversity, and inclusion (DEDI), and corporate power. Through case discussions, ethical decision-making labs, and a team-based project, students practice translating ethical analysis into practical strategies and recommendations.

Throughout the course, students are encouraged to reflect on their own ethical commitments while developing the ability to engage critically, collaboratively, and professionally with ethical issues in business. By the end of the course, students will be able to evaluate ethical dilemmas systematically, justify ethical judgments using established frameworks, and balance organizational objectives with broader societal responsibilities.

Course Learning Objectives:

1. Evaluate major ethical theories and business ethics frameworks and apply them to complex, real-world business challenges across industries and functional areas.
2. Critically assess ethical dilemmas in contemporary business contexts, including issues related to sustainability, technological innovation and AI, decolonization, equity, diversity, and inclusion (DEDI), labour practices, and global supply chains.
3. Evaluate the organizational, social, and structural factors that contribute to ethical and unethical decision-making, and construct well-reasoned ethical judgments using structured decision-making processes.
4. Develop and defend clear, coherent, and persuasive ethical arguments that balance organizational objectives with broader societal responsibilities and stakeholder interests.
5. Critically reflect on and evaluate personal values, assumptions, and potential biases in order to strengthen ethical awareness and generate thoughtful responses to complex social and economic tensions.
6. Propose actionable strategies for promoting responsible management, ethical leadership, and ethical decision-making within organizations.

Required/Optional Materials & Prices

Students are not required to purchase textbooks or other learning materials for this course.

Grading Scheme

Class Participation & Discussion (individual)	15%
Personal Ethics Reflection (individual)	5%
Mini Quizzes (x4) (individual)	20%
Ethical Decision-Making Lab (x4) (team + individual)	20%
Final Project (team)	40%
TOTAL	100%

Grading Components Description

1. Class Participation & Discussion: 15% (Individual, Ongoing)

Students will be evaluated on their active and consistent participation in class discussions throughout the term. The grade reflects both the quality and quantity of their contributions, with an emphasis on thoughtful engagement that advances collective learning. Each time a student makes a meaningful contribution, they will receive one or more participation tokens, which are awarded electronically. Tokens are tracked through a QR-code system assigned to each student, with full instructions provided during Week 1. At the end of the term, the threshold for earning the full 15% will be determined by the distribution of tokens earned across the class to ensure fairness and proportionality.

2. Personal Ethics Reflection: 5% (Individual)

This take-home reflection asks students to articulate their personal ethical leadership philosophy and begin developing a personal code of ethics to guide future professional decisions. The goal is self-reflection and ethical awareness, not presenting a "right" answer.

The assignment has two parts. In Part I (200–300 words), students will write an Ethical Leadership Vision Statement describing the kind of ethical leader they aspire to be, the values that matter most to them, and why these values are important in today's business environment. This section should be focused and forward-looking, rather than biographical.

In Part II (400–600 words), students will reflect on the experiences and influences that have shaped their ethical perspective. They should explicitly connect their personal reflections to concepts introduced in the course so far, such as values, stakeholder responsibility, or ethical leadership. Informal references to class material or external examples are sufficient.

Submissions will be evaluated based on clarity, depth of reflection, meaningful engagement with course concepts, and professional writing. This assignment is intentionally low-stakes and will support later ethical analysis activities in the course.

AI tools may be used only to organize ideas or improve clarity; AI-generated content is not permitted. Any use of AI must be disclosed.

3. Mini Quizzes: 20% (Individual, In-Class, 4x)

Students will complete four short quizzes during the term, each scheduled on the dates provided in the course outline and worth 5% of the final grade. These quizzes aim to evaluate reading comprehension, recall of essential concepts, and the capacity to apply ethical definitions and frameworks to practical scenarios. Each quiz includes a combination of multiple-choice or short-answer questions, along with one brief open-response item requiring critical interpretation or application. Quizzes are completed in class and are submitted electronically through Brightspace at the end of the quiz period. They serve as checkpoints to support consistent engagement with course material and cannot be made up without documented academic accommodation.

4. Ethical Decision-Making Lab (x4) (team + individual)

Students will participate in four structured debates during the term, each worth 5%, with grades split across a team component (3% total) and an individual contribution component (2% total).

On the day of each debate, teams will be assigned by the instructor and provided with instructions outlining the debate structure, expectations, and position assignments. During the debates, teams will argue normative positions and ethical trade-offs grounded in the week's readings and relevant ethical frameworks. These activities are designed to strengthen students' analytical reasoning, oral communication, and ability to defend positions under time constraints. Participation in the debates provides an opportunity for students to engage deeply with course material while practicing structured, respectful, and evidence-based argumentation.

5. Final Project (40% team)

The final project requires students to work in teams to analyze and propose solutions to a complex ethical challenge in business. Topics may relate to decolonization, equity, diversity, and inclusion (DEDI), labour and globalization, environmental sustainability, or technological innovation (including AI), across any industry or functional area of business. Teams may also propose alternative topics not explicitly covered in the course, provided they are discussed and approved by the instructor. The project emphasizes the application of ethical frameworks, theories, and decision-making tools introduced throughout the course to develop actionable and context-sensitive recommendations. Analysis will be primarily qualitative, though teams may incorporate quantitative considerations where relevant.

Teams must be formed by Week 2; the instructor will not assign teams. The project is completed in three stages:

In Week 7, teams will participate in a Project Workshop and Proposal Presentation (10%). During this in-class session, teams will present their proposed ethical challenge and receive feedback from peers and the instructor. The written proposal should clearly define the ethical issue and establish a feasible foundation for analysis. It must include a problem statement, identification of root causes, a brief business case, and a set of preliminary ethical questions that will guide the project.

In Weeks 11 and 12, teams will deliver a final presentation (10%) consisting of a 10–15 minute presentation followed by a 5-minute Q&A. Half of the grade (5%) will be based on the clarity, structure, and effectiveness of the presentation itself. The remaining 5% will be based on the team's ability to defend its analysis, respond thoughtfully to questions, and engage meaningfully with feedback.

The Final Report (20%), due April 6, builds on feedback from the proposal and presentation. Teams will submit an in-depth ethical analysis that clearly articulates the ethical problem, examines it using course frameworks and principles, and reaches well-reasoned ethical judgments. The report must also propose actionable recommendations, supported by a concrete implementation plan that includes steps, timelines, and Key Performance Indicators (KPIs) to assess impact and feasibility.

Peer evaluation will be conducted through ITP prior to submission of the final report. Completion of peer evaluation is mandatory; failure to submit peer evaluations will result in no grade for the team assignment. Individual grades may be adjusted based on peer evaluations to reflect relative contributions. Free-riding will be identified and penalized in this course.

COURSE SCHEDULE [1]

Week	Topic	Date	Agenda	Pre-class Prep	Deliverable/Deadline
ETHICS TOOLKIT					
1	**Introduction to Business Ethics**	Jan 7	• What is business ethics? Why it matters today • Ethics as personal, professional, and societal • Intro to value pluralism + stakeholder theory • Participation system explanation • Overview of assessments + AI-use policy	Dacin, M. T., Harrison, J. S., Hess, D., Killian, S., & Roloff, J. (2022). Business Versus Ethics? Thoughts on the Future of Business Ethics. Journal of Business Ethics, 180(3), 863–877.	
2	**Ethical Frameworks I: Consequentialism + Deontology**	Jan 14	▪ Utilitarianism (classical + modern business applications) ▪ Deontology: rights, duties, universalizability	▪ Gustafson, A., (2018). Consequentialism and non-consequentialism. In Heath, E. *The Routledge companion to business ethics* (E. Heath, B. Kaldis, & A. M. Marcoux, Eds.; 1st edition). Routledge. ▪ Berkey, B. (2025). Utilitarianism and Business Ethics. In R.Y. Chappell, D. Meissner, and W. MacAskill (eds.), *An Introduction to Utilitarianism* ▪ Bowie, N. E. (1999). A Kantian Approach to Business Ethics. In R. E. Frederick (Ed.), *A Companion to Business Ethics* (pp. 3–16). Blackwell Publishers Inc.	Quiz 1 (in-class) Personal Ethics Reflection
3	**Ethical Frameworks II: Virtue Ethics, Care Ethics, Contractualism**	Jan 21	▪ Virtue ethics & character in business ▪ Ethics of care ▪ Contractualism	▪ Wolcott, G. (2020). A bar too high? On the use of practical wisdom in business ethics. *Business Ethics: A European Review*, *29*, 17–32. ▪ Xu, J., & Smyth, H. (2023). The ethics of care and wellbeing in project business: from instrumentality to relationality. *International Journal of Project Management*, *41*(1), Article 102431. ▪ Kaptein, M. (2025). The Limits of the Ethical Responsibilities of Companies: Using Corporate Social Contract Theory to Identify Boundary Principles. *Journal of Business Ethics*.	Quiz 2 (in-class)
4	**Justice, Rights, and Social Responsibility Frameworks**	Jan 28	▪ Distributive justice (Rawls, equity vs equality, fairness) ▪ Capability Approach (Sen & Nussbaum)	▪ Byars & Stanberry. (2018, September 20). *A theory of justice*. In Byars & Stanberry. Business Ethics. Hillsborough College.	Quiz 3 (in-class)

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

			▪ Human rights in business ▪ Corporate obligations & moral minimums	▪ Taylor, D. (2025, October 15). Justice as fairness: Rawls in the boardroom: Good governance. Good Governance Improvement. ▪ Enderle, G. (2013). The Capability Approach as Guidance for Corporate Ethics. In: Luetge, C. (eds) Handbook of the Philosophical Foundations of Business Ethics. Springer, Dordrecht ▪ UN Guiding Principles 101. Shift Project (Web Guide). ▪ Lingwall, J. (2019). What is the Idea of a "Moral Minimum"?In Business Ethics: 100 Questions. Boise State University.	
APPLIED ETHICS & EMERGING ISSUES					
5	**Ethical Issues Across Functional Areas**	Feb 4	▪ Fast-paced case rotations across functions ▪ Identifying root causes vs symptoms ▪ Ethical issue spotting workshop	▪ Rogers, B., & Schill, A. L. (2021). Ethics and *Total Worker Health*®: Constructs for Ethical Decision-Making and Competencies for Professional Practice. *International Journal of Environmental Research and Public Health*, *18*(19), 10030. *(methodology)* ▪ Rode, J., Le Menestrel, M., Van Wassenhove, L., & Simon, A. (2015). Ethical Analysis for Evaluating Sustainable Business Decisions: The Case of Environmental Impact Evaluation in the Inambari Hydropower Project. *Sustainability*, 7(8), 10343-10364. *(methodology and application)* ▪ Khan, Y., Ahmed, I. and Munir, Z. (2023) Analyzing Business Ethics in International Markets: A Case Study of Coca-Cola. *Open Journal of Social Sciences*, 11, 530-560. *(entire case)*	Ethical Decision-Making Lab 1
6	**Labour, Globalization & Decolonization**	Feb 11	▪ Ethical labour practices: fair pay, gig work, supply chains ▪ Globalization & ethics: outsourcing, cultural relativism ▪ DEI + intersectionality as ethical imperatives ▪ Decolonization in business ethics (Indigenous perspectives)	▪ Starcevic, J. (n.d.) Boohoo scandal involving modern slavery in Leicester hits UK Governing Forced Labour in Chains. McMaster University ▪ Andoh, E. (2025, February). Sustaining EDI efforts in a challenging new normal. Monitor on psychology. ▪ Hirji, F. 2025. "I was Doing EDI Before EDI was an Acronym: EDI From Above and Below." Diversity & Inclusion Research 2: 1–3. ▪ Canadian Race Relations Foundation, Glossary of Terms ▪ Canadian Race Relations Foundation, Reconciliation Toolkit for Business Leaders **Additional Resources**	Ethical Decision-Making Lab 2

				▪ Canadian Centre for Diversity and Inclusion, Toolkits ▪ Jaggar, A.M. (2005). "Saving Amina": Global Justice for Women and Intercultural Dialogue. In: Follesdal, A., Pogge, T. (eds) Real World Justice. Studies in Global Justice, vol 1. Springer, Dordrecht. ▪ Velasquez, M., Andre, C., (et.al) (1992) Ethical relativism. Markkula Center for Applied Ethics. University, S. C.	
		Feb 18	**No class, Fall break**	
7	**Team Project Workshop**	Feb 25		
8	**Environmental & Sustainability Ethics**	Mar 4	▪ Climate ethics: justice, intergenerational obligations ▪ ESG & greenwashing ▪ Sustainable Development Goals (SDGs) ▪ Environmental responsibility vs profit constraints	▪ Reuters (April 2, 2025). Deutsche Bank-owned asset manager DWS fined $27 million for greenwashing ▪ Greenfield, P. (May 30, 2023). Delta Air Lines faces lawsuit over $1bn carbon neutrality claim. The Guardian. ▪ World Economic Forum, & Accenture. (2025). CEO study on sustainability: Turning the Key: Unlocking the next era of sustainability leadership. World Economic Forum. ▪ UN, Take Action for the Sustainable Development Goals (SDGs) **Additional Resources** ▪ The Climate Dictionary from the UNDP. Speak Climate Fluently. ▪ Brennan, Andrew and Norva Y. S. Lo, Environmental Ethics. In The Stanford Encyclopedia of Philosophy (Summer 2024 Edition), Edward N. Zalta & Uri Nodelman (eds.) ▪ Cochrane, A. (n.d.). Environmental Ethics. Internet Encyclopedia of Philosophy.	Ethical Decision-Making Lab 3
9	**Responsible AI, Tech Ethics & Algorithmic Accountability**	Mar 11	• Ethical issues in AI: bias, fairness, automation, surveillance • Regulatory approaches (EU AI Act) • Managerial responsibility in tech • Algorithmic auditing frameworks	• Burke, M. & J. Schuppe (Jan 23, 2025). AI weapon detection system at Antioch High School failed to detect gun in Nashville shooting. NBC News. • Adams, R. (Feb 12, 2025). UK universities automating interviews face 'deepfake' applicants. The Guardian.	Quiz 4 (in-class)

				• Navlakha, M. (Aug 5, 2025). Delta and other airlines are working with an AI startup that 'personalizes' prices. Mashable. • The EU Artificial Intelligence Act • Gertler, N. Get to Know Canada's Algorithmic Impact Assessment. • The Guardian (Oct 25, 2025). Amazon strategized about keeping water use secret. SourceMaterial. • Wiggers, K. (May 9, 2025). SoundCloud changes policies to allow AI training on user content. TechCrunch. • Jacob, M. (April 4, 2025). Experts warn 'AI-written' paper is latest spin on climate change denial. Techxplore. • Dodd, V. (April 5, 2025). UK creating 'murder prediction' tool to identify people most likely to kill. The Guardian. **Additional Resources** ▪ OECD.AI, Catalogue of Tools & Metrics for Trustworthy AI ▪ Z-Inspection Initiative ▪ Dohnány, S., (et.al.) (2025) Technological folie à deux :Feedback Loops Between AI Chatbots and Mental Illness	
10	**Responsible Innovation & Corporate Power**	Mar 18	• Business, society, & social license • Responsible innovation + emerging risks • Final Project Support Clinic (last 30 min)	• Li Y, Jiang L and Yang P (2023) How to drive corporate responsible innovation? A dual perspective from internal and external drivers of environmental protection enterprises. *Front. Environ. Sci.* 10:1091859 • Schönherr, Martinuzzi & Jarmai (2020). Towards a Business Case for Responsible Innovation. Ch. 7 in: Jarmai, Editor. (2020). Responsible Innovation. Business Opportunities and Strategies for Implementation, Springer, pp. 85-97.	Ethical Decision-Making Lab 4
11	**Final Project Presentations**	Mar 25			
12		Apr 1			Final Report due April 6

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!

Preparation and Participation:

Success in this course depends on consistent preparation and active participation. Students are expected to attend every class, complete the assigned readings beforehand, and come ready to engage in discussions, case analyses, and in-class activities. High-quality participation includes thoughtful comments, relevant questions, and clear connections to course concepts, and is tracked through electronic participation tokens awarded during class. Tokens may be lost for lateness, early departures, unpreparedness, disengagement, or disrespectful behaviour. Reading and attendance are essential: they directly affect your ability to participate meaningfully, succeed on quizzes and memos, and contribute effectively to teamwork.

Late Assignments:

To ensure fairness and consistency for all students, late penalties apply to any assignment submitted after the stated deadline unless supported by an approved academic accommodation. Late work will incur an immediate deduction of five (5) percentage points, followed by an additional five (5) percentage points per day thereafter. For example, a written assignment normally worth 20% would be reduced to 15% if submitted later on the same day, 10% if submitted the next day, and so on. Because several components of this course are completed in class (e.g., Ethical Case Memo 1, Mini Quizzes, Structured Debates, and the Data Governance Policy Brief), they cannot be made up without documented accommodation. Students are responsible for managing their time effectively, planning ahead, and ensuring that all take-home components, including Ethical Case Memo 2 and the Fairness Audit Report, are submitted on Brightspace before the deadline to avoid penalties.

Midterm and Final Exam

There will be no midterm or final examination in this course.

Deferred In-Class Quizzes/Tests or Midterms:

In the event that you are unable to write a midterm, test, or other scheduled assessments due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. 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 that test.

Use of Generative Artificial Intelligence
AI use in this course varies by assignment. Some activities will explicitly invite you to use AI

tools; others will require work completed independently. Please read each assignment's instructions carefully for permitted and prohibited uses. When AI is used, be transparent about how you used it and apply critical judgment to verify its accuracy and relevance.

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.*			X	
BC2 Collaboration *Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.*				X
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.*				X
BC4 Communication *Graduates will be effective and persuasive in their communications.*				X

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 anyone 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: **Pregnancy Academic Accommodation Information - Equity and Inclusive Communities**

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: Academic Regulations for Students with Religious Obligations < Carleton University

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: Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities

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/