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| Practicum in Business Creation |
| BUSI4810B |
| Winter 2026 |

Instructors: Dr. Rowland Few, DBA
Class Time/Place: Tuesday, 6:05 pm to 8:55 pm, where the last hour is asynchronous
Office Hours: Async hours on Monday, 8:05 pm to 8:55 pm; please confirm by email
Email (preferred): rowlandfew@cunet.carleton.ca

Modality: Flipped Classroom (2 hours synchronous in-person lecture with the Instructor and 1 hour asynchronous for office hours)

1. COURSE DESCRIPTION

The calendar description of this course is Practicum in Business Creation. Students apply concepts and engage in groups to implement the design of an entrepreneurship project per their business plan developed in BUSI 3820. The projects provide opportunities for experiential learning.

This course targets students who aspire to:

- Own a start-up that generates \$1 million annual revenue within three years after completing Spirett's B.Com. Entrepreneurship Concentration or Spirett's Minor in Entrepreneurship
- Work for a start-up or an organization that fosters entrepreneurship
- Champion a non-profit organization or social enterprise

2. COURSE PREREQUISITES

Prerequisite(s): BUSI 3820.

3. COURSE OBJECTIVES

The objectives of the course are to:

- Expand domain knowledge and innovatively apply this knowledge to answer critical business questions related to entrepreneurship
- Apply the principles to grow early, rapidly and securely to a venture
- Create a strong value proposition for multiple stakeholders to secure resources for scale.
- Produce assets that a venture can use to rapidly grow revenue, value and importance.
- Convince stakeholders that the venture's customer acquisition model, use of the Internet, Digital technologies and cybersecurity posture will result in a business model that is stronger than competitors'

- Develop a business plan to implement an entrepreneurial project, supported by a theoretical perspective of entrepreneurship.
- Develop networking skills to access expertise and resources for entrepreneurial purposes
- Analyze and evaluate an entrepreneurial business project to form an opinion on the potential for success.
- Develop AI literacy skills and competencies to be applied to new ventures to improve time to market.

This course will incorporate the use of generative AI tools with the aim for students as entrepreneurs to utilize AI tools effectively. Gain hands-on experience with a variety of AI tools to produce accurate, actionable research results tailored to industry needs. While developing critical thinking and analytical skills, fostering an expanded intellectual capacity and a strategic mindset towards AI implementation.

To master AI tools such as ChatGPT-4 OMNI (ChatGPT-4o), MISTRAL LeChat, Consensus AI and Perplexity.ai and stores such as Futurepedia.io, we recommend that:

You use the AI tools for research when developing your ventures and strategies.
 You should not plagiarize and break ethical rules
 You are always the human in the AI-Human loop
 Consider that the AI you are using now to be the worse AI you will ever use

The recommendations above were adapted from the principles provide by Mollick, 2024, pp. 48-62. See – Mollick, E., 2024. Co-intelligence: Living and working with AI.

(This approach benefits from the practises of Professor T. Bailetti PhD, Technology Innovation Management Masters program, Sprott School of Business, Carleton University.)

4. METHOD OF INSTRUCTION

This course will encapsulate a blended and peer-to-peer learning approach. Classes will focus on a combination of brief lectures, case study analysis from real world companies and from various industries, videos, problem analysis, simulation, practical application of key concepts, guest speakers, and a term-long assignment involving the development of a value proposition and business plan. The format of the course consists generally of a three-hour class meeting per week (1hr asynchronous and 2hrs synchronous). There will be required readings and/or tasks for each weekly class session. Since the course is highly experiential in nature, you will be expected to actively engage with potential customers between classes, present and discuss your own findings and provide feedback to fellow students in class, as well as engage with guest speakers.

PLEASE NOTE: This course uses Brightspace, Carleton's learning management system. To access your courses on Brightspace go to <http://carleton.ca/Brightspace>. Any questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or email at ccs_service_desk@carleton.ca. As online resources will be used extensively in this course, you will need to bring an up-to-date laptop to class. Inappropriate use of your wireless/laptop in class will be noted and will affect your grade.

Students will be responsible for reading and responding appropriately to all information distributed through the Brightspace Course Page. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on Brightspace as soon as possible.

Note that the School requires that correspondence with professors be carried out through your Carleton email account only.

5. COURSE MATERIAL

Required Text:

Aulet, B. (2024). *Disciplined Entrepreneurship Expanded and Updated : 24 Steps to a Successful Startup* (Expanded and updated edition.). John Wiley & Sons, Inc.
([Available online via Carleton library](#)).

<https://learning.oreilly.com/library/view/disciplined-entrepreneurship-2nd/9781394222513/?ar=>
([Available online via Carleton library](#))

Supplement - Highly Recommended:

Osterwalder, A. and Y. Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1). ([Available online via Carleton library](#))

Additional reading material and weblinks will be posted on Brightspace.

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

Supplemental References and books from previous entrepreneurship classes:

The books that the Entrepreneurship Area recommends students who are serious about launching and growing ventures include:

- **Thiel, P. (2014) Zero to One: Notes on Startups, or How to Build the Future. Crown Business. (ISBN: 978-0804139298)**
- Chesbrough (a) H. 2003. *Open Innovation: The New Imperative for Creating and Profiting from Technology*. Harvard Business School Press: Boston, MA
- Christensen, C. M. (2016). *The Innovator's Dilemma : When New Technologies Cause Great Firms to Fail: Vol. [Third edition?]*. Harvard Business Review Press.
- Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business (ISBN: 978-0307887894).
- Mullins, J. (2006). *The New Business Road Test: What entrepreneurs and executives should do before writing a business plan*. London: FT Press (ISBN-10: 0273663569).
- Weinberg, G. and J. Mares (2014) *Traction: A Startup Guide to Getting Customers*. S-curves Publishing (ISBN: 978-0976339601).
- Kawasaki, G. (2004). *The Art of the Start*. London: Penguin Group. (ISBN-10: 1591840562).
- Rackham, N (1988) *SPIN Selling*, McGraw-Hill, Inc (ISBN: 0-07-051113-6)
- Good, W. and Mayhem, W. (2014) *Building your Dream. A Canadian Guide to Starting your*

Own Business. McGraw-Hill Ryerson. (ISBN-13: 978-0-07-133888-2).

- Osterwalder, A. and Y. Pigneur, Y. (2010). Business Model Generation. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1).
- Osterwalder et al., (2014). Value Proposition Design. John Wiley & Sons Inc. (ISBN 978-1-118-96805-5)
- Horowitz, B. (2014) The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers. Harper Business (ISBN: 978-0062273208).
- Thiel, P. (2014) Zero to One: Notes on Startups, or How to Build the Future. Crown Business. (ISBN: 978-0804139298).
- Maurya, A. (2012) Running Lean: Iterate from Plan A to a Plan That Works. O'Reilly Media (ISBN: 978-1449305178).

Carleton Library

- Access to the BUSI2800 course guide to aid secondary research can be found at <https://library.carleton.ca/guides/course/busi-2800>

6. EVALUATION

Reflecting the real world of entrepreneurship, your grade performance will depend upon both individual and group contributions as outlined below:

| | Max marks |
|--|-----------|
| Individual Assignments | |
| Scale-ups – review a \$1B Unicorn | 30 |
| Scale up analysis – business feedback for first time founders and teams. Video and report <ul style="list-style-type: none">• Deconstruct the winning formula. Video (15%)• Deconstruct the winning formula. Report (15%) | 30 |
| Sub-total assignments | 60 |
| Team Assignments | |
| Draft Business model & Scale presentation | 10 |
| Final Business Plan for rapid scale <ul style="list-style-type: none">• Report• Presentation | 15 15 |
| Sub-total assignments | 40 |
| Total marks | 100* |

*Satisfactory In-term Performance

To pass this course, individual capability must be demonstrated. Students must achieve a minimum grade of 50% of the total of individual assignments, in addition to other requirements. As plenty of time is provided for assignments, **no credit is given for posting a late assignment**. A missed assignment supported by medical documentation will result in those marks shifted to the remaining assignments. Further instructions will be posted on the course Brightspace site

Given the experiential nature of the course, missing 3 classes or more without a valid reason (e.g. medical note) will lead to failure in this course regardless of the performance on assignments, presentations and reports.

Team assignments are completed by groups of 4 or 5 students. The group work is an important component of this course and conflicts are to be dealt with by the group in a way that is fair, respectful and fast. The professor does not settle group disputes. A group is NOT two or more students getting together to reduce workload on an assignment or business model. Students in a group have to be actively working together towards a common business goal. All groups have to be initiated by week 3 of the course.

Although I do not anticipate such situations, a word of caution about free loaders. The best way to deal with free loaders is to not include their names on the first page of the group assignments. If a student's name does not appear in an assignment submitted by his or her group, the student must submit his or her own assignment. Failure to do so will result in the student receiving zero for the assignment. At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback.

Further instructions regarding evaluation elements will be posted on the course site.

All written assignments will be submitted on Brightspace. Late assignments are not accepted.

Individual Assignments

As plenty of time is provided for assignments, no credit is given for posting a late assignment. A missed assignment supported by medical documentation may result in those marks shifted to the remaining individual assignments upon discussion with the Professor. Further instructions will be posted on the course Brightspace site.

Scale-ups – review \$1B organisation (30%)

This is an individual assignment. Each student will select one scale-up organization to research over a 10 year period. This project is a descriptive type of case study, which documents the start-up conditions, market, industry and team. While also reviewing use of technology, funding, customer acquisition strategies and best practices. Your report should clearly answer the questions of steps 14 to 24 of the course text – Disciplined Entrepreneurship (Aulet, 2024)

Scale-up analysis – business feedback for first time founders and teams. (30%)

This is an individual assignment. Each student will analyse and provide business feedback on a scale-ups winning formula in 2026. The report and video will advise on positioning for “Winning more than your fair share” as a scale up creates, delivers and captures value (Teece, 2010).

Covering the required dynamic capabilities:

- Deconstruct the winning formula and provide guidance. Video (15%)
- Deconstruct the winning formula detailing best practises, tools and results. Report (15%)

Group assignments

As plenty of time is provided for assignments, no credit is given for posting a late assignment.

Draft Business model for scale presentation (10%)

Each group is to apply the Business Model Canvas to a business opportunity and cover:

- Define multiple stakeholder Value Propositions, Customer Segments, Customer Relationships, Channels and Key activities to scale rapidly.
- Provide evidence of MVP and Sales playbook
- Validation of rapid test and feedback
- Clearly showing how you will create, deliver and capture value (Teece, 2010).

This presentation and research will become the foundation for your final business plan.

Final Business plan for rapid scale - report (15%) and presentation (15%)

Each group is to develop a business plan for their business opportunity. This will build upon the business model and business model canvas created. Your report and presentation should clearly answer the questions of steps 14 to 24 of the course text – Disciplined Entrepreneurship (Aulet, 2024)

Each group is to report and present its final business plan. The objective of the presentations is to convince a group of external professionals of the value of your business and ability to scale rapidly.

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.

7. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- *Attending the class.* Each class benefits from the attendance and participation of all students. Your understanding of the class content and ability to contribute will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. If circumstances prevent attendance at a class meeting, please remember that you are responsible for all materials discussed, handouts distributed, assignments covered, and announcements made.
- *Arriving on time.* Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- *Assignments.* All assignments must include student name, number and signed declaration of academic integrity. The Instructor also requests complete transparency on usage of AI

and tools. All reports and presentations must include your first draft, prompts and responses and detailed AI usage log to receive a grade. Submitted reports and presentations should not be AI generated. The instructor reserves the right to request draft reports, all research and to meet with the student to assess understanding and authenticity of submissions. A grade of zero will be assigned until the instructors questions have been resolved. The instructor does not appreciate AI tuned reports where final versions are too perfect and blatantly not the final work of a student. The Instructor reserves the right to request the original report. Assignments should be submitted as Word .docx files.

- *Assignment research.* This is a fourth year business course, and it is reasonable to expect students to fully comprehend and be proficient with the process of conducting primary and secondary research and the use of APA citations. In addition, the use of AI is for research only and the instructor reserves the right to request a presentation with a question and answer period to confirm student knowledge and the research methodology and results.
- *Team based projects.* Teams for the project are created in class during week one and two of the course. Students arriving after should notify the course instructor and find a team. Teams are student selected and will follow their own norms of conduct.
- *Attending team meetings.* Missing more than 2 team meetings without a certified reason may result in team members being requested to leave a team. Assessment of the team assignment will then be reviewed and agreed with the Professor.
- *Course feedback:* Assignment feedback is available via Brightspace and during office hours. Rewrites of assignments will not be provided.
- *Minimizing disruptions.* You should not leave and re-enter the class. Please minimise background noise during class.
- *Focusing on the class.* You should avoid engaging in side conversations during class.
- *Being prepared for class.* You should be ready to discuss any assigned readings and course content. Also be prepared to answer any assigned questions for each day's class, including being ready to open a case assigned for that day.
- *Cellular phones.* The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If an emergency situation requires you to keep your cell phone turned on you may wish to keep the silent mode on, please discuss this with the instructor prior to the class starting.
- *Deferred term work.* Will be replaced with term work and the weight not shifted to the exam. Formative work will be replaced with formative work and is to be completed prior to the end of the semester.

8. CLASS SCHEDULE

The course will be taught from the Innovation Hub in the Nicol building. Providing an opportunity for students to participate in the Innovation Hub programs and mentors.

| Week | Date | Date and Topics | Assignments Due Date |
|------|--------|---|---|
| 1 | Jan 6 | <ul style="list-style-type: none"> • Introduction and course overview • Growth vs Scale (Glocal) • Ch 15 Design business model • Ch 16 Set pricing framework • Ch 17 Calculate LTV on acquired customers | Create teams research scale-ups |
| | | Office hours 8pm to 8:55pm | |
| | | <ul style="list-style-type: none"> • Individual and team questions | |
| 2 | Jan 13 | <ul style="list-style-type: none"> • Entrepreneurship theoretical perspective • Scale rapidly / Innovators Dilemma • Ch 18 Design scalable revenue model • Ch 19 Calculate Cost of Customer Acquisition | |
| | | Office hours 8pm to 8:55pm | |
| | | <ul style="list-style-type: none"> • Individual and team questions | |
| 3 | Jan 20 | <ul style="list-style-type: none"> • Value Proposition (VPC) • Multiple stakeholders • Ch 20 Identify key assumptions • Ch 21 Test key assumptions | Guest speaker / online. Positioning “winning more than your fair share” |
| | | Office hours 8pm to 8:55pm | |
| | | <ul style="list-style-type: none"> • Individual and team questions | |
| 4 | Jan 27 | <ul style="list-style-type: none"> • Customer discovery • Innovation: Digital strategies and Cyber • Ch 22 Define minimum viable business product • Ch 23 Evidence customer will buy and use – metrics | |
| | | Office hours 8pm to 8:55pm | |
| | | <ul style="list-style-type: none"> • Individual and team questions | |
| 5 | Feb 3 | <ul style="list-style-type: none"> • Glocal: Industry and market • Are you on trend for scale? • Innovation: Sales learning curve | Scale-up – research and review \$B organisation |
| | | Office hours 8pm to 8:55pm | |
| | | <ul style="list-style-type: none"> • Individual and team questions | |

| Week | Date | Date and Topics | Assignments Due Date |
|------|--------------|--|---|
| 6 | Feb 10 | <ul style="list-style-type: none"> Business Model: Product/Service design & development, operations plan Infrastructure: Automation Ch 24 Develop a product roadmap | Draft Business model for scale presentation |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| | Feb 16 to 20 | <ul style="list-style-type: none"> Break – No class | |
| | | | |
| 7 | Feb 24 | <ul style="list-style-type: none"> Business Plan: Funding scale-ups Make vs buy Discuss Business Model feedback | |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| 8 | Mar 3 | <ul style="list-style-type: none"> Business Plan: Financial outlook and plan | Scale-up – Business feedback video and report |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| 9 | Mar 10 | <ul style="list-style-type: none"> Business Plan: Execution, Metrics and Critical success factors Scale rapidly / Open Innovation | |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| 10 | Mar 17 | <ul style="list-style-type: none"> Business Plan: Management team and talent acquisition | Final business plan presentation dry run |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| 11 | Mar 24 | <ul style="list-style-type: none"> Business Plan: Critical Risks Final Business Model feedback | Final business plan presentation dry run |
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |
| 12 | Mar 31 | <ul style="list-style-type: none"> Business Plan report – Q&A | Final business plan report and presentations |

| Week | Date | Date and Topics | Assignments Due Date |
|------|------|--|----------------------|
| | | Office hours 8pm to 8:55pm <ul style="list-style-type: none"> Individual and team questions | |
| | | | |

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances and availability of guest speakers may necessitate modifications throughout the semester (including assignments, readings and topics). Changes will be posted on Brightspace.

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 |
|---|--------------------------|--------------------------------|--------------------------------------|----------------------------------|
| CHECK (X) ONE PER ROW | | | | |
| BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i> | | | | X |
| BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i> | | | | X |
| BC3 Critical Thinking <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> | | | | X |
| BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i> | | | | X |

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|---|--|---|--|--|
| BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i> | | X | | |
|---|--|---|--|--|

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!

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/>
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