

Carleton University
BUSI 4414A Capstone in Business Analytics
Winter 2026

Professor: Dr. Robert Helal
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Schedule: Wednesdays 11:35am – 2:25pm
Office Hours: By appointment
Modality: In Person

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BUSI 4414A Capstone in Business Analytics [0.5 credit]

This is a capstone course for the Business Analytics concentration. The objective of this course is to be the concentration's culminating course allowing students to undertake a major BA project, while refining their knowledge by examining a set of advanced/specialized topics.

Pre-requisites

Fourth year standing in BA concentration/stream, and successful completion of all 3000-level courses in the BA concentration/stream requirement.

Drop Course Policy

The deadline for academic withdrawal follows the dates prescribed by Carleton University:

<https://calendar.carleton.ca/academicyear/>

The deadline to drop this course with full fee adjustment is January 31st, 2026. The last day to withdraw from full fall courses is March 15th, 2026.

Course Description

This is a capstone course for the Business Analytics concentration. The objective of this course is to be the concentration's culminating course allowing students to undertake a major BA project, while refining their knowledge by examining a set of advanced/specialized topics beyond what has been introduced in the concentration.

Course Learning Objectives

The objective of this course is to provide students with the opportunity to apply their knowledge from previous Business Analytics (BA) courses to complete a comprehensive project focused on the business analytics lifecycle. This course is designed to guide students through each stage of the lifecycle, from data collection and preprocessing to analysis, modeling, and the presentation of insights.

Throughout the course, students will explore how each phase of the analytics lifecycle contributes to making informed business decisions. The course also emphasizes the integration of data science with business strategy, highlighting the importance of transforming data into actionable insights.

Required Text

Nelson, G. S. (2018). *The Analytics Lifecycle Toolkit: A practical guide for an effective analytics capability*. John Wiley & Sons.

Publisher: Wiley; 1st edition (April 3, 2018)

Hardcover: 464 pages

ISBN-10: 1119425069 / ISBN-13: 978-1119425069

\$62.00 on Amazon / \$40.99 to \$59.95 at Carleton Bookstore

No Charge on ProQuest eBook Central follow link: <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=5317892>

Other Readings (Suggested Texts/Readings)

Kimball, R., & Ross, M. (2015). *The Kimball Group Reader: Relentlessly practical tools for data warehousing and business intelligence*. John Wiley & Sons.

Publisher: Wiley; 2 edition (Dec 30 2015)

Paperback: 912 pages

ISBN-10: 1119216311 / ISBN-13: 978-1119216315

\$60.00 on Amazon / No Charge on Wiley Online Library follow link: <https://onlinelibrary-wiley-com.proxy.library.carleton.ca/doi/book/10.1002/9781119228912>

Other source:

<https://ieee-dataport.org/datasets>

Grading Scheme

Individual Assessment

Individual Research Paper/Presentation	20%
Course Participation	10%

Group Assessments

Project Proposal and Presentation	10%
Project Progress Report and Presentation	10%
Final Prototype Demo and Presentation	30%
Final project report and Demo Video	20%
Peer Evaluations (see below)	

TOTAL	100%
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Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Semester Deliverables

Note: Requirements and a guide for each deliverable will be posted on Brightspace and discussed in class.

1) Individual Assignment and Presentation

Research Paper on the Development of Successful Business Analytics Solutions

Assignment Type: Individual

Each student will write a research paper on a specific topic related to the development of successful business analytics (BA) solutions. The paper must focus on one stage of the business analytics lifecycle and analyze the key factors that influence success at that stage.

Topics require instructor approval and must be supported by current academic and industry research.

Topic Selection

Term paper topics will be limited to one student per class section. Topic approval will be granted on a first-come, first-served basis. A list of sample topics will be posted on Brightspace for reference.

Research Expectations

The paper must use a **minimum of 8–10 credible scholarly and industry sources**.

In addition to summarizing the literature, students must:

- Provide **critical analysis** of challenges and success factors
- Illustrate the topic by linking the theory to practice using a **current or emerging industry application in the news**.

Presentation Requirement

Each student will deliver a **seminar-style in-class presentation** based on their paper.

Assignment Details

- Length: 2,000–2,500 words (excluding title page, references and appendices)
- Format: APA style
- Submission: PDF via Brightspace

Evaluation

Grading will be based on the rubric to be provided:

- Topic relevance and development
- Research depth and quality
- Critical analysis
- Organization and clarity
- Writing quality and APA formatting

2) Capstone Group Project Overview

The capstone group project is designed to simulate a real-world business analytics engagement, requiring students to move beyond the technical application of analytics tools and focus on how analytics solutions create business value... the business side of Business Analytics.

The emphasis of this project is on identifying and understanding key stakeholders, articulating a clear value proposition, and explicitly linking business needs to proposed analytics solutions. Success in this project depends not only on your analytical rigor, but on the team's ability to translate analytics into actionable, stakeholder-relevant outcomes.

Student teams will work collaboratively to address a complex business problem using data-driven decision-making, following the full business analytics lifecycle. Teams are expected to demonstrate how analytics supports decision-making, informs strategy, and delivers value to a defined client persona. This linkage must be demonstrated through both analysis and the delivery of a working prototype, which illustrates how the proposed solution would be used in practice.

The group project is structured into **four sequential phases**, each contributing to a coherent and integrated final solution:

1. Project Proposal
2. Progress Report and Update
3. Final Prototype Demonstration and Presentation
4. Comprehensive Final Project Report
5. **Bonus:** Acceptance and participation in CityStudios Hubhub – Experiential Learning Expo

Each phase builds on the previous one, reinforcing the iterative nature of real analytics projects and emphasizing continuous refinement of the problem definition, analytical approach, and solution design.

Objective

The objective of the capstone group project is to demonstrate how analytics creates meaningful business value for a defined client persona. Student teams will apply the full analytics lifecycle to refine a business problem, collect and analyze data, and translate findings into stakeholder-relevant insights. The project requires teams to design and justify a proposed analytics solution, and to illustrate its practical feasibility through a working prototype. Ultimately, teams must

show a clear and defensible linkage between business needs, analytical methods, and the value delivered by the solution.

Client Persona Project Assignment – CityStudio Ottawa and the City of Ottawa

All group projects in this course will be conducted as part of the CityStudio Ottawa program and will focus on real-world challenges and opportunities facing the City of Ottawa. We will work through the semester with City of Ottawa sponsors throughout the semester. Projects must be grounded in City of Ottawa organizational context and/or publicly available open data.

Project Topic Selection

Project topics may be selected from:

- a list of approved project themes provided by the instructor, or
- student-proposed topics, subject to instructor approval and alignment with project guidelines.

Only one team may pursue each project theme during the semester. Topic approval will be granted on a first-approved basis.

Client Persona Requirement

Each team must define a City of Ottawa client persona

- The client persona will guide stakeholder identification, value proposition development, analytics solution design across all project phases
- Once approved, the project topic and client persona must remain consistent throughout the semester

Public-Sector Constraints

Projects must reflect the realities of a municipal public-sector environment, including:

- Data privacy and ethical use of data
- Governance and transparency requirements
- Feasibility and implementation constraints
- Responsible use of publicly available data

Proposed solutions should be realistic, appropriate, and implementable within a City of Ottawa context.

Experiential Learning through CityStudio Ottawa

Participation in CityStudio Ottawa provides a hands-on experiential learning opportunity that allows students to apply business analytics concepts in a live community context, practice problem framing and stakeholder-focused analysis, and translate analytics into actionable, value-driven solutions. Through this experience, students will also develop essential professional skills in communication, collaboration, and applied decision-making.

Note: Expectations, deliverables, and evaluation criteria for each phase will be reviewed at the start of the semester and provided on Brightspace.

Project Groups Formation and Evaluation

Students will be organized into teams of 3-4 members. When forming teams, it is essential to seek members with complementary business analytics skills to ensure a well-rounded and effective project team. Teams should consist of members who bring diverse strengths in areas such as data analysis, programming, visualization, project management, and presentation skills. This diversity will enable the team to address the various aspects of the business analytics lifecycle, from data collection and preprocessing to model development and solution delivery.

Note: The instructor will determine the final team sizes based on the total class enrollment to ensure balance across all groups.

Each team is responsible for collaborating on all phases of the group project, with equal contribution expected from every member. Regular team meetings and active engagement are essential to ensuring consistent progress and shared responsibility.

Project Phases (Semester Deliverables)

Phase 1: Project Proposal – Opportunity/Problem Framing & Solution Direction

In Phase 1, your team will identify a meaningful business opportunity or problem faced by your defined client persona. The proposal will articulate why the issue matters, what value the persona seeks, and how analytics can support a solution. You will outline the proposed analytics approach and describe how it will inform the development of a prototype later in the project. The proposal must include initial data sources, analytical methods, and key milestones. A written submission and an in-class presentation will communicate how the proposed solution direction addresses the persona's needs and leads toward a viable prototype.

Phase 2: Progress Update – Advancing the Solution Toward a Prototype

Phase 2 provides an update on progress toward designing the analytics solution that will ultimately be implemented through a prototype. The report will summarize data work completed, exploratory analysis findings, and early modeling steps. Your team will describe how these activities refine understanding of the persona's opportunity/problem and strengthen the solution concept. Challenges and adjustments to methodology or timeline should be documented, along with next steps that move the solution closer to a functioning prototype that delivers business value to the persona.

Phase 3: Final Prototype Demonstration & Presentation – Solution in Action and Path Forward

In Phase 3, your team will present the working prototype that operationalizes your proposed analytics solution. The demonstration should show how the prototype addresses the client persona's opportunity/problem, produces insights, and supports improved decision-making. During the presentation, your team will:

- explain how persona needs and feedback informed final design decisions
- summarize results from data analysis and model development
- highlight prototype features and practical workflow usage

This phase also requires outlining *proposed next steps beyond the prototype*. Teams should describe:

- how the solution could be expanded from prototype to full implementation
- technology and data infrastructure requirements
- people and process changes needed for adoption
- a high-level rollout timeline with phases, milestones, and risks
- plans for ongoing maintenance, refinement, or future enhancements

The presentation will conclude with a timeline review, completion status, and Q&A with peers and the instructor.

Phase 4: Final Project Report – Comprehensive Documentation and Roadmap to Rollout

The final report consolidates the entire project, from persona-based opportunity/problem definition through prototype delivery and proposed next steps. It must clearly document analytical methods, data preparation, model development, insights generated, and how the solution fulfills the persona's objectives.

In addition to summarizing solution performance and value, the report must also provide a forward-looking implementation roadmap addressing:

- recommended steps to transition from prototype to full solution development
- required technology components, system integration, and data governance
- roles and responsibilities for stakeholders, including end-users and support teams
- phased rollout strategy, including testing, training, and change management
- monitoring and maintenance requirements to ensure long-term value creation

Appendices may include visualizations, model documentation, evidence supporting solution feasibility, code snippets, or supplemental analyses. This phase emphasizes professional communication and demonstrates a complete understanding of how analytics solutions move from concept to sustainable deployment in practice.

Capstone Project Grading Criteria

The group project is designed to evaluate your ability to apply business analytics concepts in a real-world context. Throughout the project, your team will be assessed not only on the quality of the final deliverables but also on your progress, collaboration, and ability to deliver a practical solution to the project business problem. The grading will reflect both individual and team contributions across the project.

- **Clarity and Professionalism:** The clarity and structure of written and verbal communication.
- **Depth of Analysis:** The thoroughness of the data exploration, model development, and insights derived.
- **Practicality of Solution:** The relevance and applicability of the solution to the client persona's business needs.
- **Teamwork and Participation:** Collaboration within the team and active engagement during presentations.

Details for each phase's deliverables, including expectations and rubrics, will be provided on Brightspace at the beginning of the semester. The rubrics will outline specific evaluation criteria for each phase and provide guidance.

Group Peer Evaluations

Each phase of the project requires team members to contribute equally. Teams will meet regularly and ensure that progress is made consistently in line with the project timeline. Attendance at team meetings and active participation during presentations are mandatory.

At the end of the project, a team evaluation will be conducted. Each team member will evaluate the contribution and collaboration of their peers. These evaluations will be incorporated into the final project assessment for each student, ensuring that individual contributions are recognized. This evaluation will account for a portion of the final course grade.

3. Class Participation

Class participation is an essential component of this course and will contribute to your overall grade. Active participation involves not only attending lectures but also engaging in meaningful discussions, contributing ideas, and demonstrating preparedness for each class session. Participation helps create a collaborative learning environment and is a key factor in developing a deeper understanding of business analytics concepts.

Participation will be evaluated based on the following criteria:

- **Engagement:** Students are expected to contribute thoughtfully to class discussions and group activities. This includes asking relevant questions, responding to peers' ideas, and sharing your insights or experiences related to course materials.
- **Preparedness:** Come to class prepared, having completed the assigned readings, case studies, or exercises. Demonstrating a clear understanding of the material and contributing informed comments will positively affect your participation grade.
- **Collaboration and Respect:** A key element of participation is the ability to work well with others, both in group settings and during class discussions. This includes listening to peers, respecting diverse perspectives, and contributing in a constructive manner.
- **Attendance and Punctuality:** Regular attendance is expected. Repeated absences or tardiness will impact your participation grade.

Please note that class participation extends to your involvement in team projects, presentations, and collaborative activities.

Guest Speakers

Throughout the semester, we will have several **guest speakers** who are industry practitioners offering various current perspectives on business analytics. These sessions will provide valuable insights into real-world applications of business analytics, including emerging trends, challenges, and innovations from professionals working in the field.

Guest speakers will join us either **in-person or virtually**, as they are based locally and internationally. These sessions will provide students with the opportunity to engage with experts who are actively working in business analytics across different industries and regions.

Attendance at all guest speaker sessions is mandatory. These sessions are important to your learning in the capstone course and provide unique opportunities to learn from and interact with professionals. It is important that we demonstrate the value of guest speaker time and show our appreciation for their contributions. Participation in these sessions will contribute to your class participation grade.

Note: *The final schedule for guest speakers will be confirmed as the speakers' availability is finalized. Any changes to the schedule will be communicated promptly via Brightspace and during class.*

Criteria for Evaluation and Grading

Submissions: For this course, all submissions are electronic, in PDF form, submitted on Brightspace by stated deadlines. In cases where other formats are required, I will request that specifically for the deliverables (e.g. videos, PowerPoint)

Grading: Each component of a student's grade will be calculated as described for each assessment method on the course Brightspace page. Where applicable an assignment rubric will be provided. A student's final course grade will be a weighted average of each of these components.

If you are unable to attend class on the day an assignment is due, it is your responsibility to ensure that you have submitted your assignment on Brightspace prior to the deadline. Submissions sent via e-mail will not be accepted.

Missed Course Deliverables

Late Assignments:

All assignments are due by the deadline provided. Late assignments will be penalized at **10% per day**, based on the Brightspace due date and time.

Missed Assignments and Deferred Examination:

In cases where students are not able to meet a course requirement (i.e., contribute to a group project, submit an individual assignment) due to a certified illness, these situations will be addressed following university guidelines. In all such cases, students will be required to provide an official medical certificate/documentation at least two weeks before the end of the semester.

Deferred Final Assignment:

Students unable to complete the final project due to illness or other circumstances beyond their control must contact the professor in writing to request a deferral. Permission may be granted if the absence is supported by a medical certificate and or appropriate document(s) to support the reason for the deferral.

Contribution to Program Learning Goals:

See Appendix B for details the learning objectives that will be the focus on learnings in this course.

Example of Declaration of Academic Integrity

**BUSI4414 Business Analytics Capstone Project:
Declaration of Academic Integrity (Group)**

___ Draft/ ___ Final Report on Company: _____

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

Student Number	Student Name	Signature of Student (Everyone must sign to receive a grade)

Date Submitted: _____

Instructional offence cases must be communicated to the Associate Dean, Undergraduate programs; individual solutions are not permitted.

Appendix A – Detailed Course Schedule
BUSI4414 (Winter 2026) – Business Analytics Capstone Project
CLASS SCHEDULE

2025/26 dates and deadlines: <https://calendar.carleton.ca/academicyear/>

Week	Date	Topics	Class Preparation	Activity and Due This Week
1	Jan 7	Course Introduction Course Objectives Capstone Project Topics Overview		Form Groups
2	Jan 14	Analytics Overview Analytics – Organization and Roles <i>City of Ottawa – Business Analytics Presentation</i>	<i>Chapters 1, 2</i> <i>Guest</i>	<i>City of Ottawa (in class)</i>
3	Jan 21	Analytics and the Enterprise Analytics Data Strategy <i>Project proposal draft reviews</i>	<i>Chapter 3, 4</i> <i>Updates</i>	Select Individual Project Topics
4	Jan 28	Analytics Lifecycle (AL) Stages <i>Project proposal presentations</i>	Chapters 5 <i>Guest</i>	Proposal Submissions <i>City of Ottawa (in class)</i>
5	Feb 4	AL Stage 1 – Analytics Problem Framing <i>Project progress updates</i>	<i>Chapter 6</i> <i>Updates</i> <i>Guest(tbc)</i>	
6	Feb 11	AL Stage 2 – Data Sensemaking <i>Project progress updates</i>	<i>Chapter 7</i> <i>Updates</i> <i>Guest (tbc)</i>	
Feb 16-20		No Classes		
7	Feb 25	AL Stage 3 – Analytics Model Development <i>Project progress presentations</i>	<i>Chapters 8</i> <i>Guest</i>	Project Progress Presentation Submissions <i>City of Ottawa (in class)</i>
8	Mar 4	AL Stage 4 – Applying Analytics to Business <i>Project progress updates</i>	<i>Chapter 9</i> <i>Updates</i> <i>Guest (tbc)</i>	
9	Mar 11	AL Stage 5 – Analytics Product Management <i>Project progress updates</i>	<i>Chapter 10</i> <i>Guest(tbc)</i>	Individual Research Paper Submissions
10	Mar 18	Actioning Analytics, Core Competencies <i>Term Paper Presentations</i>	<i>Chapter 11, 12</i>	
11	Mar 25	Actioning Analytics, Core Competencies <i>Term Paper Presentations</i>	<i>Chapter 11, 12</i>	
12	Apr 1	Group Project Presentations/Wrap Up		<i>City of Ottawa</i>
13	Apr 8	Wrap-Up		Final Project Submissions
	Mar 2/ Apr 12/ Apr 17	<i>Submissions open:</i> March 2 at 9:00 a.m. for Fall 2025/Winter 2026 <i>Registration deadline:</i> April 12 at 11:59 p.m. for Winter 2026 projects <i>Notice of decision:</i> April 17 for Winter 2026		
	May 1 Friday	City Studios Hubbub 2026 Finalists/Exhibition		Hubbub Info Link

*** Speakers, Schedule and Readings:**

This semester may include guest speakers, and additional readings on a particular topic may occasionally be assigned. While every attempt will be made to keep to the schedule listed above, unforeseen circumstances and availability of guest speaker(s) may necessitate modifications throughout the semester (including assignments, readings and topics). I will keep you informed of changes via Brightspace.

Appendix B – Learning Outcomes for the Bachelor of Commerce Program

Goal	Learning Objectives	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..	1.1 Graduates will interpret and critique quantitative and qualitative data to draw conclusions through a summary of findings. 1.2 Graduates will demonstrate knowledge of equity, diversity and inclusion practices within the context of the globalized business environment. 1.3 Graduates will use financial information, models and datasets to make decisions. 1.4 Graduates will demonstrate how to apply business theories, concepts and tools to support organizational decision making. 1.5 Graduates will demonstrate how to identify and apply appropriate technologies to address business issues.	X		X	X X X
BC2 Collaboration Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.	2.1 Graduates will demonstrate an understanding of the characteristics of collaborative leadership. 2.2 Graduates will demonstrate the ability to work effectively in teams.				X 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.	3.1 Graduates will make decisions by gathering, interpreting and applying information from a variety of sources to address complex business issues. 3.2 Graduates will identify ethical issues and apply ethical principles in addressing complex business issues. 3.3 Graduates will apply principles of sustainability when developing new ideas or addressing business issues.		X X		X
BC4 Communication Graduates will be effective and persuasive in their communications.	4.1 Graduates will communicate effectively on business topics through oral presentations that provide a clear, rational and persuasive course of action. 4.2 Graduates will communicate effectively on business topics through written reports that provide a clear, rational and persuasive course of action. 4.3 Graduates will communicate effectively on business topics through digital channels and platforms that provide a clear, rational and persuasive course of action. 4.4. Graduates will demonstrate an understanding of the process of planning, managing and undertaking a business project in their communications.				X X X X

Appendix C – 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).

Recommended Calculator for Examinations:

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

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

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 F = Below 50

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

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**

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:

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

- **Religious Obligations**

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:

<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 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. <https://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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will 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: <https://students.carleton.ca/course-outline/>

Academic Integrity:

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—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. 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. 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/>

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: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Additional Guidance on Citations/Bibliography:***Bibliography:***

It is important that you follow a recognized style to present a comprehensive bibliography that ensures an integrated alphabetical order and recognizes multiple citations to same year documents from a common source.

Be consistent when ordering your citation sources so that like items are grouped together. For example, Natural Resources Canada may also be referred to as NRC (both of which are acceptable), however in ordering citations from multiple NRC documents select one format and list consecutively by date (from oldest to most recent).

Guidance provided by the Academy of Management in its Style Guide may be found at: <http://aom.org/uploadedFiles/Publications/AMR/AMRstyleguide.pdf> (disregard the *in-text*, *in-parenthesis* identification, as the required use of footnotes replaces this format).

Footnotes: Every source for citations, statistics, tables, etc. should be sequentially referenced to a footnote at the bottom of the page. Full information should be provided to allow a reader to know exactly where you obtained the data, remembering that direct quotations require the specifics of page number. When a subsequent citation is made to the exact same one that proceeds you may identify it as *ibid* (for more details see

<https://www-chicagomanualofstyle-org.proxy.library.carleton.ca/home.html>