



## MGMT 5113A: Managing Teams

Winter 2026

<b>Instructor</b>	Sanabel El-Rayes
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<b>Class Times</b>	<i>Weekly, Monday from 6:05 p.m. to 8:55 p.m.</i> March 2 <sup>nd</sup> . 2026 – April 17 <sup>th</sup> , 2026
<b>Modality</b>	In-Person
<b>Office Hours</b>	By Appointment. Please email me and we will coordinate a mutually convenient date/time to connect virtually or in-person
<b>Office Location</b>	<i>Not Applicable</i>
<b>TA Name/Email</b>	TBC

### Pre-Requisites & Preclusions:

Prerequisites: MGMT 5100 Managing People & Organizations

Preclusions: N/A

Find the pre-requisites & precludes at: <https://calendar.carleton.ca/grad/courses/>

### Course Description/Instructor's Statement

Factors affecting team performance. Team development, the impact of team size, team processes, organizational practices that support teams, potential team interventions and the unique challenges faced by virtual teams.

Prerequisite(s): [MGMT 5100](#).

#### Instructor's Description:

MGMT 5113 A explores the foundations of high-performing teams and the critical role of psychological safety in organizational success. Drawing on *The Five Dysfunctions of a Team* and *other resources*, the course examines the interpersonal dynamics, trust-building practices, and leadership behaviors that enable teams to collaborate effectively and navigate conflict productively. Through discussion, reflection, and applied learning, students will develop practical tools to foster accountability, strengthen communication, and create inclusive environments where individuals feel safe to contribute, challenge ideas, and perform at their best.

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**Course Learning Objectives:**

After successfully completing this course, you will be able to:

- CO1** – Adapt team practices to changing business environments while fostering trust, psychological safety, and belonging.
- CO2** – Determine when to use teams versus groups and design team structures that enable trust and healthy conflict.
- CO3** – Facilitate inclusive discussions that promote constructive conflict, commitment, and accountability.
- CO4** – Apply leadership approaches that model vulnerability, build trust, and create safe environments for collaboration and challenge.
- CO5** – Build and sustain high-performing teams focused on results, mutual accountability, and inclusive teamwork.

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**Required/Optional Materials & Prices**

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We will use the following resources throughout the course:

1. **The Five Dysfunctions of a Team, A Leadership Fable**, Patrick Lencioni, Jossey Bass (ISBN 978-0-7879-6075-9). 20<sup>th</sup> Anniversary Edition.  
Physical copies of this book are available at the campus bookstore at Carleton University if you prefer to purchase a copy. It is also available at the Carleton University Library free of charge at Ares.

[https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/hgdufh/alma991022763295705153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022763295705153)

**2. The Harvard Business Impact Course Pack**

This will include the short case study and the Simulation. The link will be provided in Brightspace. Please reach out if you have any questions or need support.

We will be referring to other articles or case studies, which I will share with you later in the course.

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**Grading Scheme**

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In Class Participation and Engagement	10
Team Charter - 1 <sup>st</sup> Team Assignment and Presentation	20
Personal Reflection Memo – 1 <sup>st</sup> Individual Assignment	20
Case Study Assignment and Presentation – 2 <sup>nd</sup> Individual Assignment	15
Team Project and Presentation – 2 <sup>nd</sup> Team Assignment	35
<b>TOTAL</b>	<b>100%</b>

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**Important Dates to Note**

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In Class Participation and Engagement	On-going throughout the class time
Team Charter – 1 <sup>st</sup> Team Assignment & Presentation	Mon, March 16 <sup>th</sup> , 2026

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Personal Reflection Memo – 1 <sup>st</sup> Individual Assignment	Mon, March 23 <sup>rd</sup> , 2026
Case study Assignment and Presentation – 2 <sup>nd</sup> Individual Assignment	Mon, March 30 <sup>th</sup> , 2026
Team Project – 2nd Team Assignment and Presentation	Mon, April 6 <sup>th</sup> , 2026

**Final Exam Date:**

There is no Final Exam in this course.

<b>Policies &amp; Accommodations</b>
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<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 on Deliverables and Grading**

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

\*\*\* Section to Be Updated with detailed Assignments expectations and rubric info \*\*\*\*\*

**Late Assignments:**

To ensure fairness for all students, at the discretion of the course Professor, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances. Please inform the Professor as soon as possible should you have any circumstances impacting your ability to submit your assignments on time. Penalties will be evaluated and assigned on a case-by-case basis at the discretion of the Professor.

**Preparation and Participation:**

This is an In-Person class, attendance and active participation is expected, through class discussions, presentations. An active engagement/participation can take the form of a good question, a good comment, or answering questions paused in class from reading material assigned. Students are expected to prepare before class by reading the material assigned, so they can participate actively in class.

**Use of Generative Artificial Intelligence**

This is a human-centered course. In this course, evaluation focuses on what you can do *with some* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts as a co-pilot, 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.

**Contribution to Program Learning Goals ([MBA](#)):**

<b>MBA Learning Goal</b>	<b>Not Covered</b>	<b>Introduced</b>	<b>Taught but Not Assessed</b>	<b>Taught <u>and</u> Assessed</b>
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>				✓
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>				✓
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>			✓	
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>			✓	
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				✓

## COURSE SCHEDULE

Week	Date	Topic/Agenda	Pre-class Prep
1	<b>CLASS #1</b> Mon. March 2, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Foundations of Teamwork: We will discuss a variety of topics related to the foundation of teamwork.</li> <li>• Discussing team Charters, use and benefits</li> <li>• Psychological Safety</li> </ul>	<ul style="list-style-type: none"> <li>• No need to prepare anything for this class but students will be expected to be available in class for the entire period.</li> </ul>
2	<b>CLASS #2</b> Mon. March 9, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• Continuing the discussion on Foundations of Teamwork</li> <li>• Focus on Dysfunctions 1 and 2.</li> <li>• Revision of Team Charter concepts.</li> <li>• Inclusion and belonging</li> </ul>	<p><b>Before Coming to class:</b> Read Lencioni's Five Dysfunctions</p> <ul style="list-style-type: none"> <li>• Read Lencioni's Five Dysfunctions               <ul style="list-style-type: none"> <li>o Section – The Fable</li> <li>o Section – Luck</li> <li>o Part One – Underachievement</li> <li>o Section – Overview of the Model (page 185 to 290)</li> <li>o Section – Understanding and Overcoming the Five Dysfunctions (pages 195 to 206)</li> <li>o Dysfunction 1 – Absence of Trust</li> <li>o Dysfunction 2 – Fear of Conflict</li> </ul> </li> </ul> <p><b>Next Deliverable:</b></p> <ul style="list-style-type: none"> <li>• Team Charter - 1<sup>st</sup> Team Assignment, Due March 16<sup>th</sup>, 26</li> </ul>
3	<b>CLASS #3</b> Mon. March 16, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• Team Charter Presentation</li> <li>• Focus on Dysfunctions 3,4 and 5.</li> <li>• Embracing crucial conversations</li> </ul>	<p><b>Before Coming to class:</b> Read Lencioni's Five Dysfunctions Part Two– Lighting the Fire</p> <ul style="list-style-type: none"> <li>o Part Three – Heavy Lifting</li> <li>o Part Four – Traction Section – Understanding and Overcoming the Five Dysfunctions (pages 207 to 220)</li> <li>o Dysfunction 3 – Lack of Commitment</li> <li>o Dysfunction 4 – Avoidance of Accountability</li> <li>o Dysfunction 5 – Inattention to Results</li> </ul> <p><b>Next Deliverable:</b> Personal Reflection Memo – 1<sup>st</sup> Individual Assignment, Due March 23<sup>rd</sup>, 26</p>

4	<b>CLASS #4</b> Mon. March 23, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• <b>Everest Simulation</b></li> <li>• Full-class simulation (120 min)</li> <li>• Silent personal reflection</li> <li>• Short team debrief</li> </ul>	<p><b>Before Coming to class:</b></p> <ul style="list-style-type: none"> <li>• Ensure that you are registered in the Simulation, and do the Pre-read material, which will be posted on Brightspace.</li> <li>• Read Case study: Onboarded and Included By: Amy Moore, Michele Ruiters</li> </ul> <p><b>Next Deliverable:</b></p> <p>Case Study Reflection Presentation – 2 Assignment, Due March 30<sup>th</sup>, 26</p>
5	<b>CLASS #5</b> Mon. March 30, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• <b>Individual Presentations</b></li> <li>• Detailed Simulation Debrief</li> <li>• Other Inclusion and belonging topics</li> </ul>	<p><b>Before Coming to class:</b></p> <ul style="list-style-type: none"> <li>• Play the Simulation again if needed as a team, and have a team discussion on the simulation Start working on your presentation</li> <li>• This section will be updated if needed based on progress of class and simulation</li> </ul> <p><b>Next Deliverable:</b></p> <p><b>Team Project – Team reflection on simulation and Presentations</b></p>
6	<b>CLASS # 6</b> Mon. April 6, 26 6:05 to 8:55pm	<ul style="list-style-type: none"> <li>• <b>Team Project – Final Team Presentations</b></li> <li>• Teams present <b>simulation insights</b>: what worked, what failed, lessons learned, and behavioral commitments</li> <li>• Class discussion and Q&amp;A for each presentation</li> <li>• Final class concepts, wrap-up and discussions</li> </ul>	

## COURSE EVALUATION

<b>Assessment #1</b>	Class participation and Engagement
<b>Team or individual</b>	Individual
<b>Weight</b>	10%
<b>Due date</b>	Ongoing
<b>Delivery mode</b>	In-class participation
<b>Description</b>	
<p>Significant knowledge exchange and applied learning happen in the classroom environment through dialogue, debate, and discussion. Active individual listening and contribution to the classroom learning environment is strongly encouraged.</p> <p>Good engagement is achieved through attendance, attentiveness in class, participation in class discussions, sharing insights from the pre-read material before class, or simply raising good questions.</p>	
<b>Allowed sources and tools</b>	N/A

<b>Assessment #2</b>	Team Charter
<b>Team or individual</b>	Team
<b>Weight</b>	20%
<b>Due date</b>	March 16 <sup>th</sup> , 2026
<b>Delivery mode</b>	MS Word to be submitted on Brightspace
<b>Description</b>	
<p>You will provide a Team Charter in MS Word Document 4 to 6 pages maximum (excluding cover page and any appendices), 1.5 spaced, in Arial 11 font. This is your team charter as an MBA team. In this assignment, you are requested to cover the topics below. You can deviate from the specific list below if you feel the need t. In the presentation you need to provide your rational for the additional topics or changes:</p> <p><b>1. Introduction</b></p> <p>A brief description of the purpose of this document and what you are trying to achieve from it.</p>	

## 2. Team Purpose & Objectives

Team mission statement, 3–5 SMART goals, and your team’s definition of success.

## 3. Roles & Responsibilities

Identify your team members, and define their responsibilities, explain accountability expectations, you are encouraged to provide a simple responsibility table

## 4. Team Norms & Expectations

This section can include:

- Communication methods (WhatsApp, email, etc.)
- Meeting frequency and format
- Response time expectations
- Quality standards
- Participation expectations
- Actions resulting from missed deadlines

## 5. Decision-Making Process

- How decisions will be made (consensus, majority vote, delegated authority, a combination?)
- When escalation is appropriate

## 6. Conflict Resolution Plan

- How conflicts will be addressed
- Steps to resolve disagreements
- Escalation process (if necessary)

<b>Allowed sources and tools</b>	Candidates may refer to course content and examples from their own experience.
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<b>Assessment #3</b>	Personal reflection memo
<b>Team or individual</b>	Individual
<b>Weight</b>	20%
<b>Due date</b>	March 23 <sup>rd</sup> , 2026

<b>Delivery mode</b>	Memo in MS Word to be submitted on Brightspace
<b>Description</b>	
<p>You will provide an individual memo between 3-4 pages maximum (excluding any cover page or appendices), 1.5 spaced, in Arial 11 font. Any business memo template is accepted.</p> <p>In this assignment, you are requested to apply Patrick Lencioni's <i>Five Dysfunctions of a Team</i> framework to a real team experience from your professional, academic, or significant personal life. You are strongly encouraged to draw from a professional experience involving meaningful consequences (e.g., performance evaluations, client outcomes, grades, financial results, or measurable deliverables).</p> <p>Your task is not to summarize the textbook. Instead, you will use the model as a diagnostic lens to critically evaluate team dynamics, performance, and your own leadership behavior.</p> <p>Begin by briefly describing the context of the team experience including your role in it.</p> <p>Then, write a reflective memo addressing the following:</p> <ol style="list-style-type: none"> <li>1. Assess the team's effectiveness using Lencioni's Five Dysfunctions model. Where was the team strongest? Where was it development or growth areas? Provide specific examples to support your evaluation.</li> <li>2. Identify one behavioral pattern or dysfunction that most limited the team's performance. Analyze how it influenced decision-making, accountability, trust, or results.</li> <li>3. Evaluate your own contribution to the team's effectiveness. In what ways did your behavior strengthen the team? In what ways may you have contributed to dysfunction?</li> <li>4. If you were leading this team again, what two specific interventions would you implement to improve team performance? Be concrete and actionable.</li> </ol>	
<b>Allowed sources and tools</b>	Candidates may refer to course content and examples from their own experience.

<b>Assessment #4</b>	Case study
<b>Team or individual</b>	Individual
<b>Weight</b>	Total 15% Debrief slides Debrief presentation and class Q&A
<b>Due date</b>	Slides – Mar 30 <sup>th</sup> , 2026, before class. Presentation and class Q&A – Mar 30 <sup>th</sup> , 2026 (in-class)
<b>Delivery mode</b>	Slide deck to be submitted on Brightspace Team presentation to be given in class

<b>Description</b>	
<p>This is an individual assignment to be completed after reading the case study and post discussions in class and within your respective teams (discussion within team is optional)</p> <p>You will prepare a presentation using MS PowerPoint between 7 to 10 slides (excluding cover page) and present it in class.</p> <p>In the presentation you will attempt to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the core challenges in this case?</li> <li>2. What structural and cultural factors contributed to the new hire feeling excluded?</li> <li>3. What is the manager's role and responsibility?</li> <li>4. Are there blind spots, assumptions, or behaviors that unintentionally reinforced exclusion?</li> <li>5. If you were the manager, what concrete steps would you take in the next 2–4 weeks to address the situation?</li> <li>6. How would you prioritize actions to ensure the new hire feels included without creating unfair tension among team members?</li> <li>7. Beyond immediate fixes, what systemic changes would you implement to prevent similar issues in the future?</li> </ol> <p>Leverage the concepts that we are learning in class or from your assigned readings in your debrief and explanations.</p> <p>There are two parts to this deliverable: a slide deck and an oral presentation.</p> <p>The slides:</p> <ul style="list-style-type: none"> <li>• Between 7 to 10 slides maximum, excluding the title slide and appendices.</li> <li>• You can add any important comments or explanation to the notes section. The quality of your notes and analysis references in the notes section will be taken into consideration in the evaluation.</li> <li>• Do not use an agenda slide.</li> </ul> <p>The oral presentation:</p> <ul style="list-style-type: none"> <li>• Ten minutes. The presentation will be timed. Presenters will not be allowed to exceed the presentation time. <ul style="list-style-type: none"> <li>• Five to Seven minutes of Q &amp; A. All class members can be involved in the Q&amp;A, including the instructor.</li> </ul> </li> </ul>	
<b>Allowed sources and tools</b>	Candidates may refer to course content.

<b>Assessment #5</b>	Simulation debrief
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<b>Team or individual</b>	Team
<b>Weight</b>	Total 35% Simulation debrief slides Simulation debrief presentation and class Q &A
<b>Due date</b>	Simulation debrief slides – Apr 6 <sup>th</sup> , 2026, before class. Simulation debrief presentation and class Q&A – Apr 6 <sup>th</sup> , 2026 (in-class)
<b>Delivery mode</b>	Slide deck to be submitted on Brightspace Team presentation to be given in class
<b>Description</b>	
<p>This is a team assignment following the simulation experience that you had in class. In your presentation, you need to address the following:</p> <ol style="list-style-type: none"> <li>1. Using the Five Dysfunctions of a Team framework, evaluate your team’s performance during the simulation. Where did your team demonstrate strength or weakness in trust, conflict, commitment, accountability, and focus on results?</li> <li>2. What were the most pivotal decisions during the climb, and how did the team weigh risks, safety, and objectives when making them?</li> <li>3. How did the team create—or fail to create—a sense of inclusion and belonging, and how did this influence collaboration, decision-making, and willingness to speak up?</li> <li>4. In what ways did the behavior or actions of team members impact overall team performance, positively or negatively?</li> <li>5. Based on your team’s experience, what are the most important lessons about building effective teams under pressure, and how would you apply these insights to future high-stakes team situations?</li> </ol> <p>Leverage the models and concepts that we are learning class or from your assigned readings in your debrief and explanations. There are two parts to this deliverable: a slide deck and an oral presentation. The slides:</p> <ul style="list-style-type: none"> <li>• Between 5 to 7 slides maximum excluding the title slide and appendices.</li> <li>• You can add any important comments or explanation to the notes section. The quality of your notes will be taken into consideration in the evaluation.</li> <li>• Do not use an agenda slide.</li> </ul> <p>The oral presentation:</p>	

<ul style="list-style-type: none"> <li>• Eight minutes maximum. The presentation will be timed. Presenters will not be allowed to exceed the presentation time.</li> <li>• Remember that this is a team assignment.</li> <li>• Seven minutes of Q &amp; A. All team members can be involved in the Q &amp; A. All class participants will be asking questions, including the instructor. Class members or the instructor can direct the question to any of the team members if required, so please make sure everyone in the team is prepared to answer questions.</li> </ul>	
<b>Allowed sources and tools</b>	Candidates may refer to course content and examples from their own experience.

### EVALUATION RUBRIC

Dimension	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement
Depth of Reflection	Demonstrates deep, critical reflection; identifies assumptions, blind spots, and learning edges.	Clear reflection with some insight, but limited depth.	Reflection is present but surface-level.	Minimal or superficial reflection.
Integration of Course Concepts	Thoughtfully integrates relevant theories/models and applies them accurately to experience.	Uses relevant concepts but with limited depth of integration.	Mentions concepts but application is surface-level.	Minimal or incorrect reference to course material.
Critical Thinking & Insight	Demonstrates complexity of thought; explores tensions, trade-offs, or contradictions.	Shows some analytical thinking.	Mostly descriptive or linear thinking.	Oversimplified or unsupported claims.
Clarity & Professional Writing	Clear, coherent, well-structured, professional tone.	Minor clarity or organization issues.	Some structural or clarity issues.	Disorganized or unclear writing.

Dimension	% of Grade
Depth of Reflection	30%
Integration of Course Concepts	30%
Critical Thinking & Insight	20%
Clarity & Professional Writing	20%

**For assignments that includes a presentation:**

Dimension	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement
Presentation Style	Confident, engaging delivery; clear voice, pacing, and body language; professional presence; slides/visuals enhance understanding.	Generally clear and professional delivery; minor issues with pacing, clarity, or engagement; slides mostly support presentation.	Delivery is somewhat uneven or hesitant; limited engagement; slides/visuals add minimal value.	Unclear, monotone, or unprofessional delivery; poor pacing or organization; slides/visuals distract or add no value.
Q&A / Handling Questions	Responds to questions thoughtfully and confidently; demonstrates understanding and insight; engages audience effectively.	Answers questions adequately; some hesitation or limited depth; mostly demonstrates understanding.	Provides basic answers with limited insight; occasionally unclear or incomplete responses.	Unable to answer questions clearly; demonstrates minimal understanding; avoids or deflects questions.

Dimension	% of Grade
Depth of Reflection	20%
Integration of Course Concepts	20%
Critical Thinking & Insight	15%
Clarity & Professional Writing	10%
Presentation Style	20%
Q&A / Handling Questions	15%

## 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).

### 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.

### 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:

<https://calendar.carleton.ca/grad/gradregulations/>

### 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](http://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: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

- **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: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <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: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

- **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 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/>