



**BUSI 3102 A**  
**Early Summer 2026**

<b>Instructor</b>	Vilma Coutino-Hill
<b>Email Address</b>	Vilmacoutinohill@cunet.carleton.ca
<b>Class Times</b>	Wednesdays and Fridays 11:30 am to 2:25 pm
<b>Modality</b>	Synchronic Online
<b>Office Hours</b>	Mondays from 7:00 to 8:00 pm
<b>Office Location</b>	<i>Zoom meeting</i>
<b>TA Name/Email</b>	

**Pre-Requisites & Preclusions:**

**Prerequisites:** Second-year standing, and one of BUSI 2101, BUSI 2121, BUSI 2702, BUSI 3602, PSYC 2801.

**Preclusions:** BUSI 4706 (with a grade of D- or higher) BUSI 4609 (with a grade of D- or higher)

**Suggested Reading Materials**

- Schwind, Uggerslev, Wagar & Fassima (2025). Canadian Human Resource Management: A Strategic Approach (10<sup>TH</sup>, 14<sup>th</sup>, Edition). McGraw-H, Toronto. **ISBN-13** : 978-1265688615
- Students are not required to purchase the textbook or other learning materials for this course.

**ADDITIONAL READINGS:** Ares cuLearn

**Course Description/Instructor’s Statement**

**CALENDAR DESCRIPTION:**

Human Resource Management function in large formal organizations. Topics include human resources planning, recruitment, selection, performance evaluation, career development and training, compensation and benefits and the role of the professional personnel manager.

**COURSE STRUCTURE AND NAVIGATION:**

This course is structured slightly differently than a traditional, lecture-style course. There are **seven (7) weeks of instruction** in this course, and a total of **Ten (10) modules** that students will complete. Note: this means every week there will be TWO (2) modules to complete. Each module contains two **lectures, complementary videos**, a list of **readings**, per module. Throughout the course, the

modules will be unlocked to allow the students to successfully complete their work. In addition to these twelve modules, students will participate in a variety of different activities and assignments in the classroom.

There are **four (4) group cases** during weeks 1,2,4 and 5, which will offer you a chance to question and critique the material that you are learning, a **Midterm exam** and a **Final exam** to be done at the end of the term.

There will be a final simulation exercise, that will be a Labour Relations Negotiation between two teams. Each negotiation room (possible 5 negotiation rooms), will have to reach an agreement during week seven at the end of the term.

**Required Readings and Videos:**

There are readings in this course that will complement the information given in the slides and the lectures every week. All required and supplementary readings will be available online through Carleton’s Ares reserve system.

**COURSE ESSENTIALS CALENDAR:**

Note: for a list of exact due dates, see the Activity and Assignment Due Dates document, located in Course Essentials **this calendar could be subject to any changes during the term.** TB Text Book

DATE	MODULES	ACTIVITIES AND ASSIGNMENTS
<b>ONBOARDING</b>	<b>In this activity we will:</b> Identify and Understand the content of the course Knowledge and material, the communication and the evaluation process during the term.	<ul style="list-style-type: none"> <li>• Read the course outline and the information about the modules and activities</li> <li>• <b>Do the ‘Introduce Yourself’ activity</b></li> </ul>
<b>Week 1 Session 1 Wednesday May 6<sup>th</sup></b>	<b>Lecture 1: Introduction to HRM</b>  -Read and reflect the objectives of human Resource management and the role of the human resource professionals in today’s organization.	<ul style="list-style-type: none"> <li>• Lecture 1</li> <li>• Presentation of the course</li> <li>• Introduction</li> <li>• Readings: Week 1:TB Chapter 1 1-27p</li> <li>• <b>Group Case 1</b></li> </ul>
<b>Week 1 Session 2 Friday May 8th</b>	<b>Lecture 2: HR Planning</b>  - Identify the way organizations manage people to create their objectives, the innovations and the accomplishments for	<ul style="list-style-type: none"> <li>• Lecture 2</li> <li>• Office hour</li> <li>• Readings: <ul style="list-style-type: none"> <li>• Week 2: TB Chapter 3 65-92p</li> </ul> </li> <li>• Ares: “Alignment of HR strategies and the impact on Business Performance” Harvard Business Review</li> </ul>

	<p>which organizations are praised.</p> <p>- Apply the concepts and HR strategies in an specific case analysis to recognize the importance of the Organizational Strategy and the role of HRM.</p>	
<p><b>Week 2 Session 3 Wednesday May 13th</b></p>	<p><b>Lecture 3: Diversity Management, legal requirements.</b></p> <p>Read and Explain the importance of Cultural Dimensions and Diversity management inside the Organizations and their impact in its Human Resources</p> <p>-To understand and discuss the special challenges facing Indigenous cultures in Canada and the challenge of domestic and international Canadian companies in the context of Diversity Management</p>	<ul style="list-style-type: none"> <li>• Lecture 3</li> <li>• <b>Due Group Case 1</b></li> <li>• Office hour</li> <li>• Readings: <ul style="list-style-type: none"> <li>Week 4:OT book Chapter4 106-134p</li> <li>Ares: . "Beyond the business case for Diversity in organizations"</li> <li>Employee Responsibility and Rights Journal</li> </ul> </li> <li>• Bundle Inuit Culture</li> </ul>
<p><b>Week 2 Session 4 Friday May 15th</b></p>	<p><b>Lecture 4: Job Analysis and Design</b></p> <p><i>Summarize the importance of Job analysis, Job Specification and Job Description in the work environment</i></p>	<ul style="list-style-type: none"> <li>• Lecture 4</li> <li>• Office hour</li> <li>• Readings: TB Chapter2 37-57p</li> <li>Ares: "How to keep your top talent"</li> <li>Harvard Business Review.</li> <li>• <b>Group Case 2</b></li> </ul>
<p><b>Week 3 Session 5 Wednesday May 20Th</b></p>	<p><b>Lecture 5: Recruitment and Selection</b></p>	<ul style="list-style-type: none"> <li>• Lecture 5</li> <li>• Office Hour</li> <li>• Readings: Readings: OT Chapter 8 248-267p</li> <li>• Office hour</li> <li>• Readings:</li> </ul>

	<p>Understand the strategic importance of Recruitment and Selection</p> <p>-Identify the appropriate recruitment and selection methods for different types of jobs and the measures for evaluating the effectiveness of the recruitment and selection process</p> <p>- Describe the different types of employment interviews</p>	<p>Week 5: OT book, Recruitment, Chapter 5 145-169p. Selection Chapter 6 175- 204</p> <ul style="list-style-type: none"> <li>• Talk about how to write your CV <b>Group Case 2 Due</b></li> </ul>
<p><b>Week 3 Session 6 Midterm Friday May 22<sup>nd</sup></b></p>	<p><b>MIDTERM</b></p>	
<p><b>Week 4 Session 7 Wednesday May 27<sup>th</sup></b></p>	<p><b>Lecture 6: Performance Management</b></p> <p>Understand and reflect about the strategic importance of Performance.</p> <p>-Explain how talent management uses information about employee's performance and how this guide to employees compensation and advancement</p>	<ul style="list-style-type: none"> <li>• Office Hour</li> <li>• <b>Group Case 3</b></li> </ul>
<p><b>Week 4 Session 8 Friday May 29<sup>th</sup></b></p>	<p><b>Lecture 7: Compensation and Benefits Management</b></p> <p>Compensation Management and its strategic importance in the organization.</p> <p>-Identify and explain the advantages and</p>	<ul style="list-style-type: none"> <li>• Session 7</li> <li>• Office Hour</li> <li>• Readings: TB Chapter9 276-295p Chapter 10 305-318p Ares: "On the folly of rewarding A while hoping B". The Academy of Managerial Executive</li> </ul>

	disadvantages of the different forms of Performance Evaluation and Compensation.	
<b>Week 5 Session 9 Wednesday June 3th</b>	<p><b>Lecture 8: Training and Development</b></p> <p>Explain the key purposes and differences between: onboarding, training and development.</p> <p>- Summarize the strategic importance of training and Development</p>	<ul style="list-style-type: none"> <li>Lecture 8</li> <li><b>Group Case 3 due Wednesday, June 3<sup>rd</sup> at 11:59</b></li> <li>Office Hour</li> <li>Readings: <ul style="list-style-type: none"> <li>Week 9: TB</li> <li>Chapter 7 214-241</li> <li>Chapter 12 362- 387</li> <li>Ares: "Strategic Training and Development"</li> <li>Harvard Business Review</li> </ul> </li> </ul>
<b>Week 5 Session 10 Friday June 5th</b>	<p><b>Lecture 9: Health and Safety and Stress Management</b></p> <p>Outline the major Canadian laws relating to H&amp;S.</p> <p>-Explain the Health and Safety Management implications for human resource management</p> <p>-Discuss the impact of stress on employees in and out of the workplace</p>	<ul style="list-style-type: none"> <li>Lecture 9</li> <li>Office Hour</li> <li>Reading: <ul style="list-style-type: none"> <li>Ares: "Executive women and the myth of having it all" Harvard Business Review</li> <li>"Bullying in the work place" : "Putting People First" The Academy of Management Executive</li> </ul> </li> <li>TB, Chapter: <ul style="list-style-type: none"> <li>11 325-354p and Chapter 13 392-421p</li> </ul> </li> <li><b>Optional Case due, June 5<sup>th</sup> at 11:59 pm</b></li> </ul>
<b>Week 6 Session 11 Wednesday June 10<sup>th</sup></b>	<p><b>Labour Relations</b></p> <p><b>Lecture 10: Labour Relations</b></p> <p>Describe the importance of downward and upward communication in organizational settings.</p>	<ul style="list-style-type: none"> <li>Lecture 10</li> <li>Office Hour</li> <li>Reading: <ul style="list-style-type: none"> <li>Ares: "Executive women and the myth of having it all" Harvard Business Review</li> <li>"Bullying in the work place" : "Putting People First" The Academy of Management Executive</li> </ul> </li> <li>TB, Chapter: <ul style="list-style-type: none"> <li>11 325-354p and Chapter 13 392-421p</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>-Explain the different techniques to improve quality of work life.</li> <li>-Outline the major issues relating to downsizing the workforce and the strategic implications.</li> <li>- Suggest ways to build Union Management relationship</li> </ul>	<ul style="list-style-type: none"> <li>• All the information about the Negotiation Simulation exercise will be given.</li> </ul>
<b>Week 6 Session 12 Friday June 12<sup>th</sup></b>	<b>Labour Relations Group Negotiations</b>	<ul style="list-style-type: none"> <li>• Office Hour</li> <li>• Zoom Group Negotiations.</li> </ul>
<b>Exam week June 21 – June 27<sup>th</sup></b>	<b>Final Exam</b>	

### Grading Scheme

Students will be evaluated through a variety of different assignments, each of which is designed to test their knowledge and strengthen their core skills in research, writing, analysis and negotiation. All the different tools and guidelines used for the evaluation will be posted the in Brightspace Onboarding section.

<b><u>Assignment/Activity</u></b>	<b><u>Weight</u></b>
<i>Introduce Yourself</i>	2%
<i>Midterm Exam</i>	15%
Group Cases or Exercise (8%X4)	32%
Simulation Exercise	6%
Final Exam	30%
Attendance	15%






### Learning Outcomes

Following completion of this course, students should be able to:

1. Identify and understand the basic principles, concepts, and practices of HRM.
2. Recognize the contribution of HRM to organizational effectiveness.
3. Effectively utilize their knowledge and analytical skills in the application of HRM through the successful resolution of quizzes, cases, a final project and a final exam.

- Apply through a final project their understanding of the complex role of HRM in meeting the demands of individuals, organizations, and society.

**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
<b>CHECK (X) ONE PER ROW</b>				
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				
<b>BI5 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally-minded.</i>				

## I. POLICES AND PROCEDURES

- **Communication:** There are several ways for you to contact the Instructor. If you would like to write to me, please send an email and I will do my best to respond to your message within 24 hours. If you would like to speak with me, please schedule an individual meeting in Zoom. Here is are some official backgrounds for zoom meetings in case you need them:  
<https://sprott.carleton.ca/students/sprott-virtual-swag/>
- **Reviewing Submitted Work:** If you have a concern with one of your grades for an assignment or activity, please write to your Instructor.
- **Late Policy:** Activities or assignments that are submitted after the due date will receive a penalty of 5% per day, including weekends. Ex: an assignment that is due on Friday but submitted on Monday will receive a penalty of 10%. Students who have a valid reason for submitting work late must contact the TAs or the Instructor immediately.
- **Fair and Respectful Participation:** Students are encouraged to connect with their peers as much as possible. This communication must be conducted in a fair and respectful manner. There is a strict, zero tolerance policy for any disrespectful or intolerant behaviour in this course. We are all here to learn from each other!  
**Satisfactory In-term Performance**

The requirement for Satisfactory In-term Performance is set at 50% of all, term work:

- a) Midterm Exam
- b) Final Exam
- c) Group Cases

- **CITATIONS:**

Equally important you are being graded in part on the degree, depth and quality of your empirical research, demonstrated by citations to appropriate sources. A minimal number of citations points to inadequate research. Ensure that you cite every graph, table, report, quote, original idea or piece of information taken from somewhere else, to avoid plagiarism. When in doubt, cite, paying particular attention to correctly identify phrases as quotations with precise references to their source. To compile the list of works cited (bibliography or reference list) see the Library's guide APA of Chicago Style citations.

<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!

\*Refer to Academic Calendar for dates University Closed Dates and Holidays  
<https://calendar.carleton.ca/academicyear/>

### Late Assignments:

You must submit your group case assignments on time. Late submissions will not be accepted and will receive a grade of zero. At the end of the term an additional case will be provided and can be used to replace your lowest case grade or to make up for a missed case.

### Midterm

The midterm exam will be a group case that will be done during the session time according to schedule. All the groups will be divided into discussion rooms in zoom. You will have two hours to do the group case.

### Deferred Midterm Exam:

In the event that you are unable to write a midterm exam, due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

Deferred exams are held on the Monday the following week. **The deferral test will be held on Monday, June 1st at 8:00 pm.**

### Final COMAS Exam

There is going to be a CoMaS Setup for our final exam. You will be able to have a cheat sheet. Here are the key steps in the process to be comfortable with how the system works before the exam:

1. **CoMaS Setup:** For your courses, we will use CoMaS. It will be installed and ready about 7 days before the exam. Please ask your students to review our e-Proctoring FAQ page: <https://carleton.ca/ses/e-proctoring/#sect6/>. You will also receive an email invitation to install and test the software about one week before the exam. It is very important that you install and test it at least five days before the exam so we have time to help if any issues arise. I will post a note on Brightspace and remind you again three days before the exam. It will be monitor the download and installation progress and update you on any issues.
2. **Infographic Attached:** I have attached an infographic that shows the steps to sign in to CoMaS. You may share it on Brightspace I hope you if you find it useful to reduce common questions and problems.

3. **Alternative Arrangements:** For students who do not have a webcam, have privacy concerns, or do not want to use e-Proctoring. An alternative in the e-proctoring request form, we will follow that plan. Generally, SES recommends that privacy concerns are considered, but alternative arrangements should only be made in exceptional cases, such as receiving an official notice from PMC.
4. **Accommodation and Additional Services:** The e-Proctoring durations will be adjusted for PMC students who have time extensions accommodations, ensuring they are monitored for their full extended exam time. *However, the e-Proctoring service is not automatically bundled with the Online Accommodation Support service (which allows extended time for PMC students)*
5. **Permitted materials/Authorized memo:** 7 days before your exam, you will receive an automated email letting you know the materials, and computer programs that you will be able to use during the exam.

## e-Proctoring

If e-Proctoring is implemented for digital exams, please note the final examination in this course will be a mandatory remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

Students are responsible for ensuring that the application is working properly on your computer during the exam. Failure to ensure proper functioning of CoMaS will constitute a violation of the exam rules and may be grounds for an allegation that you have violated the Academic Integrity Policy.

### **The minimum computing requirements for this service are as follows:**

Hardware: Desktop, or Laptop

OS: Windows 10 or higher, Mac OS 10.14 or higher

Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge

Internet Connection (High-Speed Internet Connection Recommended)

Webcam (HD resolution recommended)

Note: Tablets, Chromebooks, Smartphones and Windows-based tablets are not supported at this time.

### **Deferred final exams:**

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval.

## **Use of Generative Artificial Intelligence**

This is an AI-forward course. Students are expected to use generative-AI tools (e.g., ChatGPT, Claude, Copilot) as thought partners and assistants to enhance the quality of their work. Assignments will be graded assuming students had full access to AI support. Use these tools responsibly. That is, verify outputs, apply your own judgment, and cite AI use when relevant. The goal is not to outwit AI but to elevate your learning through it. You can access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

## IMPORTANT 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 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](http://students.carleton.ca/course-outline)).

### 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, please review the [pregnancy academic accommodation process](#).

### **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, please review the [religious academic accommodation process](#).

### **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](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. For more details, visit the [Paul Menton Centre website](#).

### **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 where 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 the [Equity and Inclusive Communities website](#).

### **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. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25 KB\)](#).

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The university supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

### **Scheduling and Examination Support**

Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the [Exam Support website](#).

## 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 [academicadvising@sprott.carleton.ca](mailto:academicadvising@sprott.carleton.ca).

## Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### Recommendation :

- 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/>

## CALENDAR EARLY SUMMER TERM

March 1 <sup>st</sup> , 2026	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 1 <sup>st</sup> , 2026	Dead line for course outlines to be made available to students registered in early summer and full summer courses.
May 1 <sup>st</sup> , 2026	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6 <sup>th</sup> , 2026	Summer Term begins. Early summer and full summer classes begin.
May 12 <sup>th</sup> , 2026	Last day for registration and courses changes (including auditing) in early summer courses.  Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term.
May 15 <sup>th</sup> - 27 <sup>th</sup>	Full winter, late winter and fall/winter term deferred final examinations will be held.
May 18 <sup>th</sup> , 2026	Statutory holiday. University closed.
May 20 <sup>th</sup> , 2026	Last day for registration and course changes (including auditing) in full summer courses. Last day to withdraw from early summer courses with a full fee adjustment.
June 1 <sup>st</sup> , 2026	Last day for academic withdrawal from early summer courses.  Last day to request Formal Examination Accommodations for June examinations from Paul Meanton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodations requests received after the specific deadlines.
June 11 <sup>th</sup> , 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18 <sup>th</sup> , 2026	Last day of early summer classes. (Note: full summer classes resume July 2.)

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