



<b>BUSI5995P Entrepreneurship</b>
<b>Summer 2026</b>

**Instructors:** Dr. Rowland Few, DBA  
**Class Time/Place:** Weekend intensives: Full-days (8:00 am – 5:00 pm) Friday & Saturday  
**Office Hours:** By appointment  
**Email (preferred):** [rowlandfew@cunet.carleton.ca](mailto:rowlandfew@cunet.carleton.ca)

**Modality:** Weekend intensives. Intensive delivery: Full-days (8:00 am – 5:00 pm) Friday & Saturday. Flipped Classroom modality utilizing synchronous in-person lecture and asynchronous preparation.

## 1. COURSE DESCRIPTION

Fundamentals of entrepreneurship and new venture creation. Topics include opportunity identification, innovation and idea generation, intellectual property and legal considerations, business models, organizational structure, new venture financing, and challenges associated with scaling up.

In today's fast-changing and uncertain business environments, launching a new venture and effectively acquiring customers might seem like a daunting challenge. This practicum course provides an introduction to the application of the principles of business creation, rapid scaling, and personal selling. Students apply concepts and engage in groups to implement the design of an entrepreneurship project, applying principles to grow early, rapidly, and securely. This course is experiential by nature, where students apply theory and tools to accelerate time to market while developing comprehensive sales strategies, effective communications, and customer relations.

## 2. COURSE PREREQUISITES

N/A

## 3. COURSE PHILOSOPHY

To help orient you, here are the underlying values and assumptions that guide my approach to teaching and learning entrepreneurship and selling:

- 1 **Entrepreneurship is practitioner-oriented:** We will place a high priority on developing practical knowledge and understanding required to make entrepreneurial choices and execute professional business development calls.
- 2 **Entrepreneurship is action-oriented:** This course requires you to adopt the perspective of the entrepreneur in developing a sustainable business plan, designing sales strategies, and pitching to decision-making units. I believe in learning by doing.
- 3 **Entrepreneurship is integrative:** You will utilize conceptual tools and frameworks to make effective decisions and action plans for value creation, delivery and capture through customer acquisition.

#### 4. COURSE OBJECTIVES

The objectives of the course are to:

- 1 Expand domain knowledge and innovatively apply this knowledge to answer critical business questions related to entrepreneurship
- 2 Apply the principles to grow early, rapidly and securely to a venture
- 3 Create a strong value proposition for multiple stakeholders to secure resources for scale.
- 4 Develop a business plan to implement an entrepreneurial project, supported by a theoretical perspective of entrepreneurship.
- 5 Develop networking skills to access expertise and resources for entrepreneurial purposes
- 6 Analyze and evaluate an entrepreneurial business project to form an opinion on the potential for success.
- 7 practical understanding of how to lead and/or work as an effective member of an entrepreneurial team and,
- 8 Develop AI literacy skills and competencies to be applied to new ventures to improve time to market.

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

To master AI tools such as ChatGPT, MISTRAL LeChat, Consensus AI, Perplexity.ai, Gemini, NotebookLM, Claude and stores such as Futurepedia.io, we recommend that:

You use the AI tools for research when developing your ventures and strategies.

You should not plagiarize and break ethical rules

**You are always the human in the AI-Human loop**

Consider that the AI you are using now to be the worse AI you will ever use

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

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

All reports and presentations must include your first draft, prompts, responses, and a detailed AI usage log to receive a grade. A fact check document is required for all research. Submitted reports should not be AI-generated; complete transparency is required.

## 5. METHOD OF INSTRUCTION

This course will encapsulate a blended and peer-to-peer learning approach. Classes will focus on a combination of brief lectures, case study analysis from real world companies and from various industries, videos, problem analysis, simulation, practical application of key concepts, guest speakers, and a course long assignment involving the development of a value proposition and business plan.

There will be required readings and/or tasks for each class session. Since the course is highly experiential in nature, you will be expected to actively engage with potential customers between classes, present and discuss your own findings and provide feedback to fellow students in class, as well as engage with guest speakers.

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

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

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

## 6. COURSE MATERIAL

### Suggested readings:

I have provided readings, videos and other resources to support your learning on Brightspace – they are organized by session. I recommend that you read prior to our sessions. Use NotebookLM to aid with a summary perspective. You will need to read articles for graded and ungraded deliverables for the program – I would encourage you to review the readings and videos provided as you will need these to participate in your in class and group sessions. The articles that follow may also be of interest and available from Carleton’s library:

Sarasvathy, S. D. (2001). Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. *The Academy of Management Review*, 26(2), 243–263. <https://doi.org/10.5465/amr.2001.4378020>.

Dyer, Jeffrey H, Hal B Gregersen, and Clayton M Christensen. “The Innovator’s DNA.” *Harvard business review* 87.12 (2009): 60–128.

Teece, D. J. (2010). Business models, business strategy and innovation. *Long Range Planning*. 43, 172–194.

Rutherford, Matthew W et al. “Proposing a Financial Legitimacy Threshold in Emerging Ventures: A Multi-Method Investigation.” *Group & organization management* 41.6 (2016): 751–785.

From start-up to scalable enterprise: Laying the foundation, Joseph C. Picken, *Business Horizons*, Volume 60, Issue 5, 2017, Pages 587-595, ISSN 0007-6813,

Singh, J., Flaherty, K., Sohi, R. S., Deeter-Schmelz, D., Habel, J., Le Meunier-FitzHugh, K., Malshe, A., Mullins, R., & Onyemah, V. (2019). Sales profession and professionals in the age of digitization and artificial intelligence technologies: concepts, priorities, and questions. *Journal of Personal Selling & Sales Management*, 39(1), 2–22.

What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly? By Tony Bailetti, Stoyan Tanev and Christian Keen, *Technology Innovation management review*. June2020, (Volume10, Issue6)

Blitzscaling: The good, the bad, and the ugly, *Business Horizons*, Volume 63, Issue 1, January–February 2020, Pages 109-119 Donald F.Kuratko, Harrison L.Holt,Emily Neubert

### Supplemental textbooks:

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

Aulet, B. (2024). *Disciplined Entrepreneurship Expanded and Updated : 24 Steps to a Successful Startup* (Expanded and updated edition.). John Wiley & Sons, Inc.

(Available free online via Carleton library).

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

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

Additional reading material and weblinks will be posted on Brightspace.

### **Supplemental References and books:**

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

- Thiel, P. (2014) Zero to One: Notes on Startups, or How to Build the Future. Crown Business. (ISBN: 978-0804139298)
- Chesbrough (a) H. 2003. Open Innovation: The New Imperative for Creating and Profiting from Technology. Harvard Business School Press: Boston, MA
- Christensen, C. M. (2016). The Innovator's Dilemma : When New Technologies Cause Great Firms to Fail: Vol. [Third edition?]. Harvard Business Review Press.
- Ries, E. (2011) The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business (ISBN: 978-0307887894).
- Mullins, J. (2017). The New Business Road Test: What entrepreneurs and executives should do before writing a business plan. London: FT Press (ISBN-10: 0273663569).
- Osterwalder, A. and Y. Pigneur, Y. (2010). Business Model Generation. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1).
- Osterwalder et al., (2014). Value Proposition Design. John Wiley & Sons Inc. (ISBN 978-1-118-96805-5)

### **Carleton Library**

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

## **7. Course Resources**

### **Organizations**

1. Futurpreneur <https://www.futurpreneur.ca/en/>
2. Women's Enterprise Organizations of Canada <https://weoc.ca/>
3. Invest Ottawa (Canada) <https://www.investottawa.ca>
4. Start Up Canada <https://www.startupcan.ca/creativecanada/>
5. Immigrant Entrepreneurship (Canada) <https://triec.ca/immigrants/get-information/immigrant-entrepreneurship/>
6. BDC (Canada) <https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit>
7. MaRS Discovery District (Canada) <https://www.marsdd.com/>

8. CGLCC Entrepreneurship - <https://cglcc.ca/programs/2slgbtqi-entrepreneurship-program/>

### Academic Journals

1. *Journal of Entrepreneurship Theory and Practice*  
<https://journals.sagepub.com/home/etp>
2. *Journal of Small Business and Entrepreneurship*  
<https://www.tandfonline.com/toc/rsbe20/current>
3. *International Journal of Entrepreneurship and Innovation*  
<https://journals.sagepub.com/home/iei>

### Magazines

1. Canadian Business (Canada) <https://www.canadianbusiness.com/>
2. Corporate Knights (Canada) <https://www.corporateknights.com/>
3. Ivy Business Journal - <https://iveybusinessjournal.com>
4. Fast Company (USA) <https://www.fastcompany.com/>
5. Stanford Innovation Review (USA) <https://ssir.org/>
6. Harvard Business Review (USA) <https://hbr.org/topic/ethics>

## 8. CLASS SCHEDULE

The two weekends will provide an opportunity to learn new frameworks that can be deployed at your workplace to ensure clear communication and expedite team deliverables. While using experiential learning for the groups to experience the momentum required for a new venture. I apply all materials in the classroom and with my own ventures. When I failed, it was because I ignored the fundamentals of good business and benefits of peer evaluated research.

Timing	Topic / Activity	Description / What's in it for me!	Due
Pre-Session	Reading and investigation: Entrepreneurship, Business Development, Scaling, and Personal Selling	Develop your "Personal Selling Philosophy"	Weekend 1 Day 1 (9:00AM)
Weekend 1	Business Development and selling value.  Friday Session 1 Introduction, Six questions, and Ideation Session 2 Market timing: The New Business Road Test  Saturday. Session 3 Business Models: The Business Model Canvas: Session 4 Sell value: The Value Proposition Canvas	Individual Introducing the six questions you must answer to launch  Frameworks to help your teams stay on track. Application of theory  Team Create teams and norms Finalize venture idea (group)	

Between Sessions	Business Development Validation Interviews and Summaries (6) Customer Value assessment (Continue or pivot)	Listen to the client: Refine value propositions, incorporate feedback, and research rapid scaling Conduct individual interviews & assess	Weekend 2 Day 1 (9:00AM)
Weekend 2	Create, Deliver & Capture value for scale Friday Session 5 How to scale. The Rogers Adoption curve and Teece's Create Deliver & Capture value Session 6 Scale your revenue engine: RevOps Saturday Session 7 Negotiate & Sell value. The solution sale Session 8 Presentations	Individual Understand how your business and team will need to change as you scale. Frameworks to help your teams stay on track. Application of theory Team Venture Pitch Presentations (My favourite part)	During class
Post-Session	Finalize Group Venture Package. Create, Deliver & Capture Value and RevOps plan.	Group Written Report	1 week after final class

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

## 9. EVALUATION

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

Assessment			Submission to Brightspace	Weighting
Individual	Pre-Class	Entrepreneurship, Business Development and Personal selling philosophy (20%)	Draft due 9am before Weekend 1, Day 1. Update and reflection by end of Day 1 Answer – “Why you?”	60%
	Between Sessions	Business Development Validation Interviews and Summaries (6) 30% Customer Value assessment (Continue or pivot) 10%	Due before Weekend 2, Day 1 Submit interview notes and analysis Review your original value proposition with the feedback provided	

Group	Group	New Venture Presentation. (Create Deliver Capture value) 20%	Weekend 2, Day 2 Group leader to submit the final PowerPoint presentation to Brightspace prior to Weekend 2, Day 2	40%
		New Venture report (Create, Deliver & Capture Value and RevOps plan) 20%	Post Class (1 week after final class) Group leader to email the final report to instructor	
Total				100%

### **Groups / Teams**

Groups/Teams for the project are created in class during the first session of the class. Students arriving after should notify the course instructor. Teams are student selected to reflect the creation of a new venture and will follow their own norms of conduct.

Team assignments are completed by groups 4 or 5 students. The group work is an important component of this course and conflicts are to be dealt with by the group in a way that is fair, respectful and fast. The professor does not settle group disputes. A group is NOT two or more students getting together to reduce workload on an assignment or business model. Students in a group have to be actively working together towards a common business goal. All groups have to be initiated by the end of day 1.

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

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

### **Individual Assignments**

#### **Entrepreneurship, business development and personal selling philosophy**

Every new venture reflects the founding team and market conditions. The aim of this prework is to clarify your personal selling philosophy that impacts the products and services you offer and how you interact with a team. The first sale of many new ventures is the result of the founder personally convincing a client to adopt the new offer. Who you know counts!

#### **Objective**

- Create a personal statement that defines your approach to entrepreneurship and business development
- Specifically include your personal selling philosophy.
- Link course materials to your life and career.
- Be prepared to discuss with your team

- Provide reflection on your impact to the team and group project
- Answer – “Why you?”

### **Business Development Validation Interviews and Summaries (6)**

The goal is to get real feedback from potential users or experts to help improve your concept by conducting 6 interviews to test your group’s business idea. Do not collaborate with team members on this or share prior to class (we will be referring to these in class, Weekend 2 Day 1).

#### Objectives

- Design questions that test your assumptions.
- Gather insights from interviews to refine your idea.
- Reflect on what you learned and how it shaped your thinking.

### **Customer Value assessment (Continue or pivot)**

Once you have obtained feedback from 6 potential customers you will need to identify any recurring themes and apply to your business model.

#### Objectives

- Use NotebookLM to augment your analysis by uploading the feedback from your interviews
- Upload any supporting documentation used in creating your questions.
- Create AI prompts that will guide your next steps
- Identify themes that will guide the business model and decision to continue or pivot
- As the “Human in the loop” ask – what am I missing?

### **Group assignments**

#### **New Venture Presentation. (Create Deliver Capture value)**

The objective of the presentations is to convince a group of external professionals of the value of your business and ability to scale rapidly.

Your team will deliver a 20-minute, investor-style pitch presentation based on your venture prototype. This presentation should reflect the same level of professionalism, clarity, and strategy as if you were pitching to a venture capitalist or private equity investor or corporate investment division or executives at the company you work.

Your goal is to persuade the audience that your business is viable, valuable, and investable—and that your team has the expertise to make it succeed.

#### Presentation Objectives

- Communicate a clear and compelling business case
- Demonstrate a deep understanding of your customer and market

- Show how your business model and value proposition solve a real problem

Present your team as capable, credible, and ready to execute.

### **New Venture report (Create, Deliver & Capture Value and RevOps plan)**

As a group, choose the best venture idea you developed during our class session and work together to create a Master Business Model Canvas. This collaborative exercise sets the foundation for your upcoming individual interviews.

#### Objectives

- Select your strongest venture idea based on in-class feedback and group discussion.
- Collaboratively complete a full Business Model Canvas to clarify your idea.
- Align your team on key assumptions, challenges, and opportunities before individual validation work begins.

### **Use of Generative Artificial Intelligence**

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

## **10. CONDUCT**

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

- *Attending the class.* Each class benefits from the attendance and participation of all students. Your understanding of the class content and ability to contribute will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. If circumstances prevent attendance at a class meeting, please remember that you are responsible for all materials discussed, handouts distributed, assignments covered, and announcements made.
- *Arriving on time.* Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- *Assignments.* All assignments must include student name, number and signed declaration of academic integrity. The Instructor also requests complete transparency on usage of AI and tools. All reports and presentations must include your first draft, prompts and responses and detailed AI usage log to receive a grade. Submitted reports and presentations should not be AI generated. The instructor reserves the right to request draft reports, all research and to meet with the student to assess understanding and authenticity of submissions. A

grade of zero will be assigned until the instructor's questions have been resolved. The instructor does not appreciate AI-tuned reports where final versions are too perfect and blatantly not the final work of a student. The instructor reserves the right to request the original report. Assignments should be submitted as Word .docx files.

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

## 11. Contribution to Learning Goals of the Program (MBA):

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

## 12. ABOUT THE INSTRUCTOR

### **Dr. Rowland Few, DBA Associate Professor (Teaching), Entrepreneurship Teaching Area coordinator.**

Dr. Rowland Few is an Associate Professor of Entrepreneurship at the Sprott School of Business. Committed to multidisciplinary and experiential learning, Dr. Few bridges the gap between business and technology disciplines, focusing on customer acquisition, sales, and leveraging AI to build and scale start-ups. He holds a Doctorate of Business Administration (DBA) from the Paris School of Business, an MBA from Queen's University, and a BSc (Hons) in Computer Science and Management Science from the UK.

In addition to his academic roles, Dr. Few brings over 40 years of global professional experience across three continents including roles in sales, business development, engineering, and technology management across start-ups, SMEs, and large multinationals. He is the CEO and Founder of TheSalesDeskCompany Inc., an organization that provides on-demand B2B sales teams and AI tools to help technology and manufacturing companies rapidly acquire new customers and realize exponential growth. His extensive career also includes leadership positions across the tech and telecommunications sectors, including engineering roles at VC backed organizations: Tropic Networks (acquired by Alcatel), Cambrian Systems (acquired by Nortel), and Newbridge Networks (acquired by Alcatel).

## Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



**Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!**

### ADDITIONAL INFORMATION

#### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

#### Required calculator in BUSI course examinations.

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

#### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

#### Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

## **Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

## **Requests for Academic Accommodation**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](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 Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

## **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

## **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](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. [carleton.ca/pmc](http://carleton.ca/pmc)

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized cooperation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and

skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

**Important Information:**

- Students must always retain a copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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