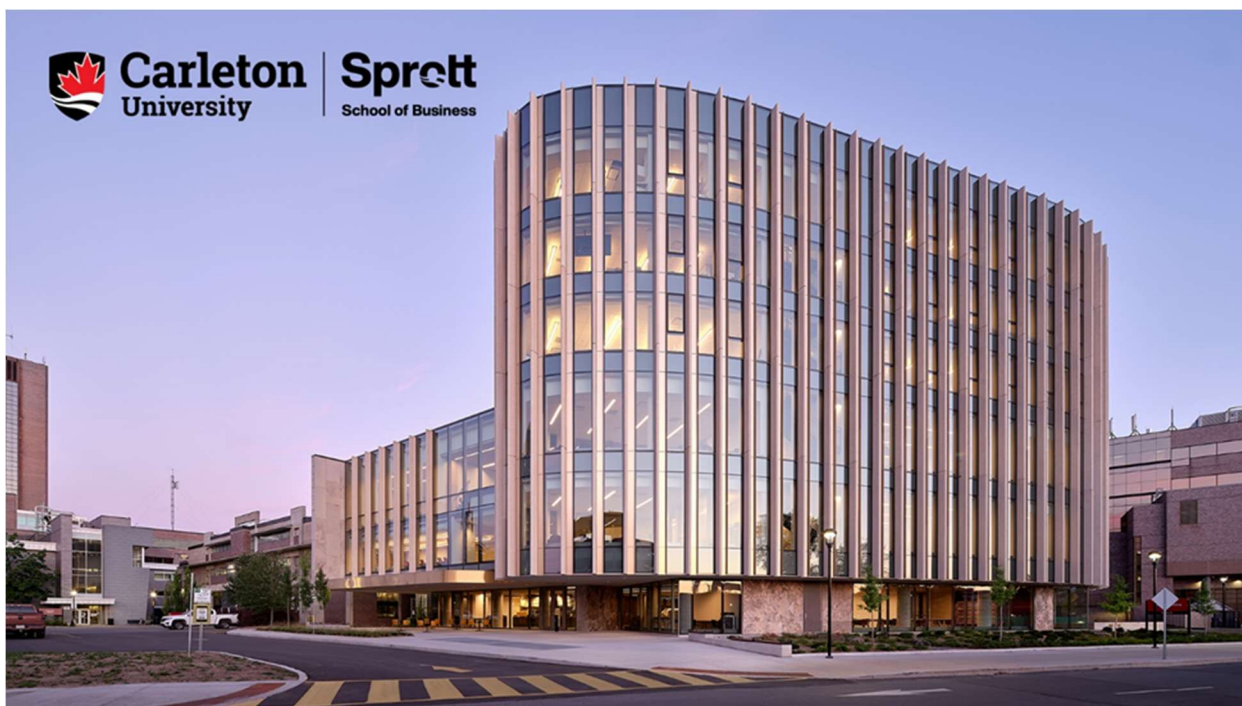




BUSI 4117 A: Creative Thinking — From Business to Real Impact (Tanzania / Longido) Fall/Winter 2026–2027

Instructor	Dr. Troy Anderson
Email Address	troy.anderson@carleton.ca
Class Times	Thursdays, 14:25 - 17:25
Modality	In-person
Office Hours	Drop by or by appointment
Field Trip	Longido District, Tanzania — approx. February 7 to February 22, 2027 (required; exact dates depend on airfares).
Community Partners	Project Tembo, ECHO East Africa Impact Center, and Istituto OIKOS

Pre-Requisites & Preclusions

Prerequisites: Third-year standing, and BUSI 2101 or BUSI 2702 (with a grade of C- or higher in each), and permission of the Sprott School of Business.

Preclusions: Precludes additional credit for BUSI 3117B taken prior to 2020/21.

Source: [Carleton Undergraduate Calendar — BUSI](#)

Course Description / Instructor's Statement

Carleton Calendar Description

Increases student skills in areas beyond technical expertise, with a focus on the importance of fluidity, risk taking, and idea generation. Emphasis on creativity as a process, with exposure to various techniques and concepts including Design Thinking at multiple levels (individual, group, organization).

Instructor's Course Description

BUSI 4117 is a full-year, project-based community-engaged learning course in which student teams partner with a real community organization to design and deliver something of genuine value. In the "From Business to Real Impact (Tanzania)" section, you partner with organizations working in Longido District, Tanzania — Project Tembo, ECHO East Africa Impact Center, and Istituto OIKOS.

The year is organized in four phases:

- Phase I — Ground: build cultural and contextual literacy through guided readings, partner orientation, and ethics training.
- Phase II — Frame: define the real challenge with the partner, choose a project type, and articulate a Theory of Change and Logic Model.
- Phase III — Build: prototype, test, and iterate the deliverable while raising the funds the project needs.
- Phase IV — Deliver & Reflect: complete the field component, hand off the work, and reflect on learning and impact.

Projects fall into one of four types, chosen with the partner: (A) Program or Service, (B) Product or Artifact, (C) Enterprise or Venture, or (D) Knowledge, Media or Mapping. The assessment scaffold (milestones, Theory of Change, fundraising, endowment strategy, field deliverable) is identical across types; only the deliverable changes.

This section includes a required field trip to Longido District, Tanzania (approx. February 7–22, 2027; exact dates depend on airfares), where teams deliver their projects in community. Field travel is supported by a team fundraising effort using Carleton's FutureFunder platform.

On artificial intelligence: you are welcome to use AI tools to help you research, draft, prototype, and produce your project work — these are professional tools and learning to use them well is part of the course. Because of that, your individual learning is measured separately, through closed-book reading quizzes and in-class checkpoints that AI cannot complete for you. Use AI to do better work; the quizzes confirm what you personally have learned.

Course Learning Objectives

By the end of this course, students will be able to:

- Apply community-engaged, ethics-first practice (TCPS-2) when working with a partner community.
- Build cultural and contextual literacy relevant to Longido District, Tanzania, and Maasai communities, and apply it to a real challenge.
- Frame a problem with a partner and express a Theory of Change and a Logic Model.
- Select an appropriate project type (Program/Service, Product/Artifact, Enterprise, or Knowledge/Media/Mapping) and design, prototype, and test a deliverable.

- Plan and execute a real fundraising effort, and design an endowment / sustainability strategy for lasting impact.
- Work effectively in a team, manage milestones, and hand off work responsibly.
- Reflect critically on positionality, reciprocity, and the impact of the work.

Required / Optional Materials & Prices

Required Books

- Heath, C. & Heath, D. Switch: How to Change Things When Change Is Hard. Broadway Books, 2010. ISBN 978-0-307-35768-3. Approx. CAD \$22.
- Chahine, T. Introduction to Social Entrepreneurship. CRC Press, 2016. ISBN 978-1-4987-1938-9. Approx. CAD \$65.

Provided at no cost on Brightspace

- Reading Packets 1–3: Maasai context; livelihoods and pastoralism; change and development.

Free platforms and tools used in the course

- Duolingo — Swahili course (free app; used for language preparation).
- Padlet — project documentation, weekly reporting, and partner-facing boards.
- Miro — visual design canvas for logic models and journey maps.
- Brightspace — reading quizzes, the Switch quiz, assignment submission, grades, announcements, discussions, and messaging.
- Carleton FutureFunder — team fundraising for field-trip and project costs.
- WhatsApp — team coordination during the field trip only.

Ethics certification (required, no cost)

Students must complete and submit the TCPS-2 Core (2022) ethics certificate: tcps2core.ca/welcome. Completion is a prerequisite for any partner-facing or field work.

Books are available at the Campus Store in Nideyinàn or online for pick up: carletonshop.ca/Course/term.

Grading Scheme

Component	Weight	Individual / Team
Reading quizzes (3 packets) + Switch quiz	11%	Individual
Weekly creativity exercises (16 across the year)	12%	Individual
Duolingo Swahili (auto-graded checkpoint evidence)	6%	Individual
Reflection paper(s)	8%	Individual
Participation & in-class checkpoints	5%	Individual
Project milestones M1–M3 (brief, type selection, prototype plan)	10%	Pair

Theory of Change / Logic Model	12%	Pair
Fundraising (plan + execution + peer evaluation)	10%	Split
Endowment / sustainability strategy assignment	10%	Team
Field deliverable + Field Journal	8%	Pair / Individual
Final deliverable	6%	Pair
Final presentation	2%	Pair
TOTAL	100%	

TCPS-2 ethics: completion of the TCPS-2 Core (2022) certificate is a required gate (pass/fail) and a prerequisite for fieldwork.

Participation: Participation includes attendance at the cultural-orientation session and the BaFá BaFá simulation. Missing either results in a –5% participation penalty. Field-trip performance is captured within the Field deliverable + Field Journal component (with a peer-evaluation element). Duolingo Swahili progress is verified automatically from streak/XP evidence.

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.

Preparation and Participation

This course is a Screen-Free Zone (SFZ): phones, tablets, and laptops should be put away except at designated work or quiz times. Come to class having done the reading; be ready to think out loud with your partner and with the community focus in mind. Participation includes attendance at the cultural-orientation session and the BaFá BaFá simulation — missing either results in a –5% participation penalty.

Course Structure — The Four-Phase Backbone

The course runs as a single year-long arc in four phases. Each phase has a clear purpose and a core output. Your pair owns the whole arc, from research to a finished, handed-over deliverable. Three in-house creative capabilities (rapid prototyping / fabrication, visual and media communication, and service / program design) are taught to the whole class early in the year; each pair then goes deep on the capability its project needs.

Phase	When (approx.)	Purpose	Core output
I. Ground	Fall wks 1–5	Build cultural/contextual literacy and creative-process fundamentals; form pairs; learn the tools (including the 3D printer).	Context mastery (quizzes) + pair charter

Phase	When (approx.)	Purpose	Core output
II. Frame	Fall wks 6–11	Define the real problem with partners; converge on a project; run a bounded fundraising sprint.	Project Concept + Fundraising Plan
III. Build	Winter wks 1–6	Develop the solution; Theory of Change → Logic Model; pre-field prototyping.	Design package
IV. Deliver & Reflect	Winter wks 7–11	Field trip; co-creation on the ground; post-field business/handover plan; present.	Final deliverable + reflection

Project Types

Whatever your community partner finally proposes, your project will fit one of four types. Each type has a known deliverable shape and rubric, so the scaffolding is ready before the specific project is named.

Type	What your pair produces	Example fit
A. Program / Service design	A designed, tested program or service + delivery plan.	Youth well-being programs; education-support programs; literacy/marketplace programs.
B. Product / Artifact	A physical or digital product prototype + business case.	3D-printed tools or merchandise; cultural-heritage objects; co-designed printed goods.
C. Enterprise / Income-generation	A micro-business model + pilot.	Green social enterprises; cooperatives; selling platforms.
D. Knowledge / Media / Mapping	A digital knowledge, media, or mapping artifact.	Language/culture apps; place-based mapping; training content.

Course Schedule

The reading and Switch quizzes are short, taken in class on Brightspace. One creativity activity runs most weeks. Please ensure the schedule aligns with University-closed dates and reading week; refer to the Academic Calendar for the definitive list.

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

Fall Term 2026 (Sep 8 – Dec 10, 2026)

Date / Session	Topic & Activity	Deliverables
Sep 10 · S1	Phase I — Ground. Course intro; the four phases; project types A–D; AI & assessment policy; team formation. Reading Packet 1 (Maasai context) introduced. Duolingo Swahili begins.	Teams formed · Duolingo started
Sep 17 · S2	Longido District & partner landscape (Project Tembo, ECHO, OIKOS); positionality & reciprocity. TCPS-2 ethics walkthrough.	TCPS-2 ethics certificate (gate)
Sep 24 · S3	Community background; Packet 1 work. Creativity activities 1–2.	Packet 1 reading quiz

Date / Session	Topic & Activity	Deliverables
Oct 1 · S4	Partner orientation; choosing a methodology (Twende option). M1 — Partner brief; fundraising intro & FutureFunder setup.	M1 Partner brief
Oct 8	No class — instructor away. Independent fundraising and reading.	Padlet update
Oct 15 · S5	Phase II — Frame. Defining the real challenge; choosing a project type. Creativity activities 3–4.	M2 Project-type selection · Concept draft
Oct 22 · S6	Theory of Change introduced; Packet 2 (Maasai livelihoods / pastoralism) introduced.	Packet 2 reading quiz
Oct 26–30	Fall Break — no class.	Padlet update
Nov 5 · S7	Phase III — Build. Endowment-strategy briefing; prototype planning. Creativity activities 5–6.	M3 Prototype plan
Nov 12 · S8	Cultural orientation; BaFá BaFá simulation (required); fundraising plan workshop.	Fundraising plan
Nov 19 · S9	Prototype work; fundraising launch & benchmark check. Creativity activities 7–8.	M4 Prototype v1
Nov 26 · S10	Prototype testing; Packet 3 (Maasai change & development) introduced.	Packet 3 reading quiz
Dec 3 · S11	Prototype iteration; fundraising benchmark; endowment-strategy work.	Fundraising report
Dec 10 · S12	Build review; Switch reading begins; final concept lock.	Final concept plan

Winter Term 2027 (Jan 4 – Apr 8, 2027)

Date / Session	Topic & Activity	Deliverables
Jan 7 · S1	Phase III continues. Theory of Change → Logic Model; Switch quiz. Creativity activities 9–10.	Switch quiz
Jan 14 · S2	Logic Model refinement; deliverable build; endowment strategy. Creativity activity 11.	Theory of Change
Jan 21 · S3	Draft Logic Models peer review; fundraising final push. Creativity activity 12.	M5 Field-readiness plan
Jan 28 · S4	Logic Model due; cultural-clearance review of field-facing materials.	Logic Model · M6 Cultural-clearance sign-off
Feb 4 · S5	Final pre-departure check; field logistics, safety & protocols; rehearsal.	M7 Field deliverable ready
Feb 7–22	Phase IV — Deliver & Reflect. Tanzania field trip: deliver the project with Longido partners.	Field deliverable (in community)
Feb 25 · S6	Debrief; Field Journal review; impact reflection. Creativity activities 13–14.	M8 Field Journal
Mar 4	No class — instructor away. Independent work on hand-off plan.	Padlet update

Date / Session	Topic & Activity	Deliverables
Mar 11 · S7	Business-plan / deliverable build; sustainability hand-off. Creativity activity 15.	Draft final deliverable
Mar 18 · S8	Deliverable draft due; iteration. Creativity activity 16.	M9 Activities & outputs
Mar 25 · S9	Final presentations to partner & class.	Final presentation · Final deliverable
Apr 1 · S10	Course wrap-up; endowment hand-off; reflection.	M10 · Reflection paper

Project Milestones (the M-Spine)

Instead of a few large plan documents, your project advances through ten small, frequent, visible checkpoints. Most are posted to Padlet where your peers and partners can see them — visibility is the motivation. The first three milestones (the concept) are graded together as a pair deliverable.

#	Milestone	Phase	Visible where
M1	Pair charter + project-type tag (A/B/C/D)	I	Padlet
M2	Problem statement + partner validation	II	Padlet + partner
M3	Project Concept (incl. visual brief)	II	Padlet + in-class pitch
M4	Fundraising Plan + launch	II	FutureFunder + Padlet
M5	Theory of Change / Logic Model	III	Brightspace
M6	Prototype v1 (artifact / program / session)	III	In-class critique
M7	Pre-field plan validated with partner	III	Padlet + partner
M8	Field-readiness check	III / IV	Padlet
M9	Field deliverable + journal	IV	In the field + Padlet
M10	Final deliverable + handover / business plan	IV	Presentation

Weekly Creativity Activities

Because this course is about developing creative thinking, a short (10–20 minute) creativity activity runs in class most weeks — sixteen across the year. Each teaches a creativity concept tied to the current phase, ends with “now apply this to your project,” and is graded lightly for your individual contribution. These activities are AI-free by design.

Reading Quizzes and the Switch Quiz

All reading quizzes — and the Switch quiz that stands in for a mid-term — are taken in class on Brightspace, auto-graded, with randomized question pools, one question at a time, and a timer. Quizzes are short (5–8 questions) and usually run at the start of class.

The Classroom 3D Printer

You will learn to use a 3D printer from scratch — that learning is itself one of our creativity exercises. Its primary role is producing fundraising merchandise, and it is available for any Type-B project artifact as well. Two early

creativity activities teach the machine (basics + slicing, then design-to-spec), so by the end of Phase I every student can print.

Fundraising

The field trip is funded partly by external support and partly by what you raise. Your per-student budget is CAD \$4,200; with \$1,800 per student secured externally, your transparent fundraising target is \$2,400 per student. Fundraising runs as one bounded sprint in Phase II — a planned campaign, not an all-year scramble — with two checkpoints.

Three channels

- FutureFunder campaign — Carleton's tax-receiptable crowdfunding platform: a structured campaign page + outreach plan.
- 3D-printed merchandise — designed in the creativity exercises and sold on campus or online.
- One self-chosen tactic — which must be differentiated. Well-worn fundraising formats are not permitted; originality is explicitly rewarded.

How it is graded (three-part split)

Grading on dollars alone would be unfair (luck, network, timing). The grade is mostly process:

- Plan (individual/pair): quality of the target, channel mix, timeline, and role split.
- Execution (team): hit the two checkpoints; campaign launched on time; effectiveness measured against your own stated target (capped at 100% = full marks); originality of the self-chosen tactic.
- Peer evaluation (individual): each member's real share of the effort.

Endowment Strategy Assignment

In teams of three to four (cross-pair), you will craft a strategy for a roughly \$3M experiential-learning endowment that could permanently fund this course and seed experiential learning across the faculty. You are the direct beneficiaries, and the best decks may genuinely inform real conversations.

Your deck and brief should cover: the case for support (why experiential learning, why now, with your own course as the proof point); a funding model (what \$3M endows at a realistic payout rate); donor segmentation and a gift table/pyramid; sample asks and stewardship; and one pilot tactic the faculty could start this year (possibly tied to FutureFunder). You will present this project to the Dean.

Project Platform — Padlet

This course uses Padlet as the shared project workspace and field journal. Everyone can see everyone's posts, which is what makes it motivating, and the whole class fits on one wall so partners can follow along. Miro is the visual design canvas for logic models and journey maps, and Brightspace holds the reading quizzes, the Switch quiz, and all grades. Day-to-day messaging and team coordination run through Brightspace (announcements, discussions, and messaging); WhatsApp is used only for coordination during the field trip.

Each week you post a short update using a fixed template: What we did / What we learned / What's next / One question. Milestone posts (the M-spine) are submitted through Padlet.

Duolingo Swahili Requirement

Conversational preparation matters in Longido. You will practise Swahili on Duolingo through to the field trip. This is an auto-graded requirement worth 6% of the course grade.

- Worth 6% of the final grade, assessed at checkpoints.
- Progress is verified automatically (streak/XP or unit-completion evidence submitted to a Brightspace assignment).
- Practice should be gradual and consistent; checkpoint evidence must show the streak counter.

Late Assignments

Milestones and other pair deliverables are graded on the day they are due. Late submissions lose 10% per calendar day, to a maximum of five days, after which the submission receives zero. In-class instruments (reading quizzes, the Switch quiz, and creativity activities) cannot be made up unless the absence is covered by an approved academic consideration request. If you know in advance that you will miss an assessment, contact the instructor before the due date.

Midterm and Final Exam

This course does not use a formal midterm or a formal final exam. The Switch quiz, taken in class on Brightspace, stands in for a mid-term instrument; the final deliverable and final presentation stand in for a final. In-class quizzes use the Brightspace lockdown browser (no other tabs, apps, notes, or AI). Because there is no formal Registrar-scheduled final exam, e-Proctoring is not used in this section.

Deferred In-Class Tests

If you are unable to write an in-class quiz or the Switch quiz due to extenuating circumstances (such as illness or a death in the family), you must provide appropriate supporting documentation to your professor. Upon review, a deferred instrument may be offered. 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 instrument.

Deferred in-class instruments are held on Mondays at 7:15 a.m. (or Tuesday at 7:15 a.m. when Monday is a statutory holiday). In-class instruments scheduled on Wednesday, Thursday, or Friday cannot be deferred to the Monday immediately after them, but instead to the Monday of the following week.

Use of Generative Artificial Intelligence

AI use in this course varies by assignment.

Track 1 — AI-Open (the project). On your team project you may use AI freely: for research, drafting, idea generation, prototyping, coding, design, and translation aids. We will treat AI as a normal part of the creative toolkit. Project work is graded on the quality of the team's output and process. You are expected to use AI critically and ethically, to verify what it produces, and to keep ownership of your decisions. When AI materially shapes a deliverable, note how you used it.

Track 2 — AI-Restricted (your own learning). A portion of your grade comes from instruments that measure your individual learning, and these are AI-free by design because they happen in the room, in real time: reading quizzes and the Switch quiz (taken in class on Brightspace under a locked-down browser — no other tabs, apps, notes, or AI); weekly creativity exercises (completed in class, by hand or on locked-down devices); and reflection paper(s) (personal and experience-grounded, tied to your own fieldwork and your own exercise artifacts).

Resources on citing generative AI are on the [MacOdrum Library website](#). Additional resources are available on Carleton's [Artificial Intelligence Hub](#).

Contribution to Learning Goals of the Program

This course contributes to the [BCom](#) program-level learning goals as follows.

Program Learning Goal	Not Covered	Introduced (only)	Taught But Not Assessed	Taught and Assessed
BC1 Knowledge — Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.				X
BC2 Collaboration — Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.				X
BC3 Critical Thinking — Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.				X
BC4 Communication — Graduates will be effective and persuasive in their communications.				X

Additional Information

Course Sharing Websites

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

Recommended Calculator for Examinations

This course does not require a calculator for its assessments.

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 · FND = Failed, no Deferral.

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:

<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](#).

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 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](#).

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.

Centre for Student Academic Support

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

Important Information

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