



Carleton
University

Sprett
School of Business

BUSI 4500 A
Advanced Corporate Finance
Fall 2026

Course Information:

Lecture Location and Time: Section A, Wednesday 2:35pm- 5:25pm

Course Instructor	Sana Mohsni
Modality	In-person
E-Mail	Sana.mohsni@carleton.ca
Office	NI7023
Virtual Office Hours	Thursday 10am-11:30am via Zoom

TA: TBA

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Advanced Corporate Finance

This course represents an in-depth examination of some of the major theoretical issues in corporate finance. It provides an opportunity for students to conduct empirical research and requires academic finance articles' review, statistical analyses, and research presentation.

Course Calendar Description: An in-depth examination of some of the major theoretical issues in corporate finance. This course requires analyses and presentations of both articles from the finance literature and case studies.

Prerequisites

Fourth year standing; BUSI 3500, BUSI 3502, and BUSI 3512 (with a grade of C- or higher in each), STAT 2602 and STAT 2607 with C- or higher. The School of Business enforces all prerequisites.

COURSE OBJECTIVES

The course has two objectives. The first objective is to probe a few selected topics in finance theory and (more importantly) the related empirical evidence that are of interest to finance managers and capital market participants. Given the breadth and depth of issues in corporate finance, it is almost impossible to cover all topics of interest. This year we will cover the following areas of particular interest and intrigue: Risk and expected returns, event analysis, Corporate Governance, Behavioral Finance, Mergers and Acquisitions, and Initial Public Offerings. The second and more important objective of this course is to provide students the opportunity to conduct empirical research on a topic that is of particular interest to them. It is expected that students taking this course have the necessary background in Statistics and Economics and are expected to read and refer to their statistics textbook during this course as well as be comfortable with Statistical functions in Excel and have working knowledge of statistical packages like SPSS.

COURSE READINGS AND MATERIAL

The course would be based on contemporary papers/assigned readings in the selected areas. Students are required to obtain copies of the papers that are listed below. In addition, interested students can read the following books as supplemental readings to augment their knowledge and to get a better understanding of the specific topics. All class readings will be available through Ares (Library link).

TEXTBOOK AND SUPPLEMENTAL READINGS

While there is no formal textbook for this course, those who want to have a career in finance may wish to buy: Applied Corporate Finance, 4th Edition, Aswath Damodaran, Wiley, 2014. In addition, students may read relevant papers from the leading finance journals including Journal of Finance, Journal of Applied Corporate Finance, Journal of Financial Economics, Journal of Accounting and Economics, Journal of Financial and Quantitative Analysis, Financial Analysts Journal, Financial Management, Journal of Portfolio Management and the likes for their chosen research topic. Useful web sites are: www.ssrn.com, www.jstor.org.

GRADING COMPONENTS

Grading Scheme and Due Dates

		Due Date	
0	Attendance		5%
1	Research Topic Submission	Sep 30 th at noon	
2	List of Relevant Articles Submission	Oct 14 th at noon	
3	Weekly Articles Review	Sep 30 th , Oct 7 th , 14 th , and 21 st at noon	10%
4	Individual Literature Review	Oct 23 rd at noon	5%
5**	Written Research proposal	Nov 11 th at noon	20%
6*	Exam	Nov 18 th during class time	30%

7**	Research Paper Group presentation	Dec 2nd In-class	5%
8**	Research Paper - Submission of Group Final Written Report	Dec 9th at midnight	25%

*** The test will be based on material covered in the lectures and from assigned readings.**

****These marks would be weighted for each individual in the group based on the ratings from peer evaluation (see below).**

Missing Tests/Deadlines

The only valid excuse for missing a test, including the midterm test, or a deadline is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the midterm tests or a deadline for a reason that is not deemed as legitimate, your mark will be zero, otherwise separate arrangements will be made.

Weekly Articles Review

Starting from the fourth session and until the seventh session inclusively, each student is expected to prepare and submit a soft copy (via Brightspace using the appropriate assignment dropbox) of a 4-page review (total number of page that is roughly 1 page per article) of 4 of the designated readings (articles) of that particular session (You get to choose the articles you would like to review). These reviews should comprise a synthesis (summary + some critical analysis of each article) and are to be submitted at noon on the class day (first review is due on the fourth class). All reviews should be your own work. The use of AI and ChatGPT to conduct reviews is not permitted. Any evidence to the contrary will be considered an academic integrity offense and will be treated as such. All articles' references are listed in the course outline and more detailed instructions on how to conduct the weekly reviews are available on Brightspace under Lecture 1.

Individual Literature Review

Once I receive the list of articles for your research project, I will be reviewing this list and assigning 5 to 6 articles within this list for each group member. These 5 or 6 articles will be the subject of the individual literature review. The purpose of the individual literature review is to familiarize you with previous research that has been conducted in your topic. The review needs to start with a paragraph in which you introduce the reader to your research question. In the subsequent paragraphs you need to summarize the articles that have been assigned to you and critically review each one of them by focusing on both the contribution and shortcomings of each article. All reviews should be your own work. The use of AI and ChatGPT to conduct reviews is not permitted. Any evidence to the contrary will be considered an academic integrity offense and will be treated as such. The reviews are to be submitted using the proper dropbox on Brightspace.

Group Research Project

An important objective of this course is to provide students with an opportunity to explore a topic that is of interest to them and conduct empirical research on that topic. The main benefits to students will be an opportunity to discover new evidence in an area of interest to them and to

review the current thinking and research on that topic. This research would involve a review of salient literature, discussions of some outstanding issues pertaining to the chosen topic, designing of testable hypotheses and possible empirical design and statistical tests that would be used to test the hypotheses, estimation, and analysis of the results. ***All group work is expected to be conducted face to face OR virtually through Zoom or another videoconferencing device.***

The research project will be done in stages. First, each group (5 students per group) will choose a research topic of interest, seek approval from the instructor, conduct a literature search and identify 25 relevant papers (5 articles per group member) relating to the topic. Your group should seek approval of the topic from the professor by email as soon as possible and by noon on **Sep 30 at the latest**. Once approval has been granted, you will then identify and compile a list of the relevant literature. The group members will interact to identify and agree on a subset of relevant articles. The list of papers should then be compiled in a word document (a template is available on the course page) with the complete reference of each paper should be sent to the Professor **by noon of Oct 14th**. **Each student** in the group will be assigned 5 (or 6) of these readings and would be expected to complete a summary and a critical review of this set of readings (5 pages, double-spaced, so roughly 1-page per article). This individual assignment is to be submitted in soft copies (via Brightspace using the appropriate assignment Dropbox) for grading by **noon on Oct 23rd**. Note that each day of delay would reduce your individual literature review mark by **10% per day**. A copy of your individual literature review should be given to each member of the group. Based on these reviews, each group will prepare a combined literature review that will be included in the research proposal and the final report. **See the Peer evaluation form below**. More detailed instructions on how to conduct the individual literature review will be discussed in class and are available on Brightspace Lecture 1.

Between **Sep 30th and Oct 11th** (or earlier) the group will meet and work on a research proposal that shows the introduction and motivation for the study, a brief outline of the key research questions and the hypotheses the group wants to pursue/test; state how the proposed work relates to existing work (based on the literature review); outline the data collection needs; and will clearly articulate the methodology (statistical tests) by which the research question (s) will be put to the test. It is expected that during this period **the group leader** (this means the group needs to select/elect a group leader) will communicate any issues about the project to the professor. Besides, a formal meeting between the professor and all members of each group will be conducted via Zoom on **Nov 4th** to assess the group's progress and discuss any issues that the group might be facing (an email with the exact time of your meeting will be sent in due course, all members of each group are required to attend the meeting). Each group will submit a copy of the research proposal to the professor for grading **by Nov 11th at noon or earlier** (soft copies are to be submitted via Brightspace using the appropriate Dropbox).

The period from **Nov 11th through Dec 2nd** will be devoted to completing the research (econometric estimation, analysis of results, etc). Note that by **Nov 25th** you should have completed all data collection for your research project. A second group meeting with the professor will be conducted via Zoom on **Nov 25th** to discuss any issues you may have with the regression analysis and the empirical work. Each group will present their research to the class on **Dec 2nd**. The completed written research report is due **at midnight of Dec 9th** (or earlier). The final report is to be submitted **via Brightspace using the appropriate Dropbox**. Please retain a hard copy of all work that will be submitted in this course.

There will be an exam on **Nov 18th**. You will be examined on the material covered in the lectures and on the assigned readings. The exam will be administered in-person during regular class time but if change in circumstances the exam will be administered online via Brightspace. *The exam will be marked over a two-week period due to large class size.*

Research Project Presentation

Each group is expected to prepare a 15-20 min presentation of their research project to the class, every group member is expected to actively participate in the presentation and to orally present part of the work. Instructions on what needs to be included in your presentation will be sent in due course. Presentations will be made in person during class time on **Dec 2nd**. Business attire is expected.

Exam

This is an in-person test that will be administered during regular class time on the date indicated in the course schedule. The exam will test your understanding of the different theories examined in class, the weekly readings, and the research methods discussed in class. Most of the questions will be essay-type (short and long) and some can be open ended. There will be no multiple-choice questions in this exam and a financial calculator is not needed.

Use of Generative Artificial Intelligence

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

Tentative Schedule & Readings

*Class schedule is tentative and changes may have to be made during the term

Week #	Date		
1	Sep 9th	Mechanics of Writing a Research Paper	Assigned Readings
2	Sep 16th	Risk Return Models, Event Study Methodology Review of some statistical tests; Available Databases	Assigned Readings
3	Sep 23rd	Risk Return Models, Event Study Methodology Review of some statistical tests; Available Databases	Assigned Readings
4	Sep 30th	Initial Public Offerings	Assigned Readings
5	Oct 7th	Mergers and Acquisitions	Assigned Readings
6	Oct 14th	Capital Structure	Assigned Readings
7	Oct 21st	Behavioral Corporate Finance	Assigned Readings

	Oct 26-30	Reading Week	
8	Nov 4th	Virtual online Group meeting (10-15 min) with the Professor via Zoom (all meetings will be scheduled during regular class time) to discuss your proposed research project	Reach out to the TA (or our librarian, Matthew Gertler) during this week would you need help with data search/ collection. The exact meeting time for your group will be sent to you in due course
10	Nov 11th	Meet with your group members during the week to work on the proposal and start data collection; submit the research proposal via Brightspace; no class	
11	Nov 18th	Exam (conducted in-person during regular class time)	All data collection should be finalized this week; Meet with your group members to work on the analysis of your results
12	Nov 25th	A second group meeting with the professor to discuss the empirical work. (Online via zoom)	Meet with your group to conduct the empirical analysis – it is imperative that you have collected all your data and are working on the empirical data analysis by this week.
13	Dec 2nd	A third group meeting with the professor to discuss the empirical work. (Online via zoom)	This third group meeting is NOT mandatory but if you have any questions related to the empirical work then we can meet and discuss.
14	Dec 9th	In-class presentation of your research project (15-20 min per group presentation), 90%-95% of the whole project should have been completed by this point.	Meet with your group to finalize the analysis and work on the presentation; 90%-95% of the whole project should have been completed by this point.
	Dec 16th Final Report Submission Due Date	Submission of Final Research Project (a soft copy via Brightspace) at midnight,	Refine the different sections of the final report and integrate any comments you may have received during the presentation.

GROUP PEER EVALUATION

The purpose of this evaluation is to provide feedback to the Professor regarding individual group member's contribution to the research project. This is required since, for whatever reason, some members of the group may not contribute fairly. To ensure that each member of the group gets a fair credit for his/her work, each member individually would submit the following rating for other members of the group by **Dec 9th** by email. The marks for each individual would be averaged. Please note that if some members of the group, for whatever reason, give one individual a very low mark then that individual would have a relatively low mark. Since the professor would have no way of knowing whether this was right or wrong, these ratings would be subject to no second guessing and cannot be appealed. It is strongly suggested that you keep this in mind when forming your group. Note that you do not have to submit this form if everyone did what was expected of him/her. If no such ratings are received, then each individual will receive the same mark for the final research report.

Instructions:

In both columns, indicate (out of 5, where 5 is excellent) the marks that you believe reflects the quality of the individual review contribution to the project.

Your name _____

	Group Member Name (excluding your own)	RESEARCH PROPOSAL (OUT OF 5)	OVERALL PARTICIPATION IN THE RESEARCH PROJECT (out of 5)
1.			
2.			
3.			
4.			
5.			

Comments if any:

In order to preserve academic integrity, you need to carefully read the following declaration of academic integrity and abide by it. In addition, this academic integrity declaration form has to be electronically signed by all students and added to the Weekly Reviews, the Individual Literature Review, the Research Proposal, and the Final Project submission.

DECLARATION OF ACADEMIC INTEGRITY

Course #:

Term and year:

Title of project/paper:

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

Borrowing someone else’s answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offenses.

Photocopying substantial portions of a textbook (e.g. more than 1 chapter or 15% of the total page count) without the publisher's permission is another misuse of intellectual property, and is also a violation of Canadian copyright law. Access Canada's web site provides guidelines on legitimate copying. Instructional offence cases would be referred to the Associate Dean (Undergraduate Studies); individual solutions are not permitted.

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes, endnotes or bibliography. This work has not been shared with anyone outside this group.

Signature of student

Everyone must sign to receive a grade

Student Name

Student ID

Student Name

Student ID

Student Name

Student ID

Student Name

Student ID

Due Date

Date and hour received, if late

Penalty for delay, if applicable

List of Readings

Readings for Session 1: Mechanics of Writing a Research Paper

Wong, Paul, “Excerpts from “How to Write a Research Proposal”, Trinity Western University, Canada

Cochrane, John, “Writing Tips for Ph.D Students”, University of Chicago, 2005.

Readings for Session 2: Risk-Return Models and Event Study Methodology

S. P Kothari and Jerold B. Warner, “Econometrics of Event Studies”, Working Paper, Tuck School of Business at Dartmouth, 2004.

Charles J. Corrado, "A non-Parametric test for Abnormal Security- Price Performance in Event Studies", *Journal of Financial Economics*, 1989, pp. 385-395.

Collins, D.W and W.T Dent, 1984, A comparison of Alternative testing methodologies used in capital market research, *Journal of Accounting Research* 22, 48-84

Readings for Session 3: Risk-Return Models and Event Study Methodology

S. P Kothari and Jerold B. Warner, “Econometrics of Event Studies”, Working Paper, Tuck School of Business at Dartmouth, 2004.

Charles J. Corrado, "A non-Parametric test for Abnormal Security- Price Performance in Event Studies", *Journal of Financial Economics*, 1989, pp. 385-395.

Collins, D.W and W.T Dent, 1984, A comparison of Alternative testing methodologies used in capital market research, *Journal of Accounting Research* 22, 48-84

Readings for Session 4– Initial Public Offerings

Ragupathy, M. B., Initial Public Offering: a critical review of literature, *Journal of Behavioral Finance*. 2011, Vol. 8 Issue 1, p41-50. 10p

Veshne N, Jamnani J. Performance of IPOs During Covid-19 Pandemic and Factors Affecting Investors’ Perception. *IUP Journal of Applied Finance*. 2023;29(2):65-87.

Cirillo, A., Mussolino, D., Saggese, S., & Sarto, F. (2018). Looking at the IPO from the “top floor”: a literature review. *Journal of Management & Governance*, 22(3), 661–688.

Ritter J. R. and I. Welch, A Review of IPO activity, pricing, and allocations, *Journal of Finance*, 2002, Vol. 57, Issue 4, p1795-1828.

Chemmanur, T. and P. Fulghieri, 1999, “A Theory of the Going Public Decision,” *Review of Financial Studies*, 12, 249-279.

Benedetti, H., & Kostovetsky, L. (2021). Digital Tulips? Returns to investors in initial coin offerings. *Journal of Corporate Finance*, 66,

J. R. Ritter, The Long-run Performance of Initial Public Offerings, *Journal of Finance*, 1991, pp. 3-27.

Souitaris, V., Zerbinati, S., Peng, B. (Grace), & Shepherd, D. (2020). Should I Stay or Should I Go? Founder Power and Exit via Initial Public Offering. *Academy of Management Journal*, 63(1), 64–95.

Pagano, Panetta, and Zingales, 1998, “Why do companies go public? An Empirical Analysis,” *Journal of Finance* 53, 27-64.

Brau J.C. and S.E. Fawcett, Initial Public Offerings: An Analysis of Theory and Practice, *Journal of Finance*, Vol. LXI, NO. 1, February, 2006, pp. 399-436.

Bharat A. Jain and Omesh Kini, The Post-Operating Performance of IPO Firms, *Journal of Finance*, Vol. XLIX, #5, December 1994, pp. 1699-1726.

Vijay M. Jog, and A. Srivastava, The Mixed Results of Canadian IPOs, *Canadian Investment Review*, Winter, 1997/98, pp. 23-27.

Readings for Session 5 - Mergers and Acquisitions

Fluck, Z., and A. W. Lynch, 1999, “Why do firms merge and then divest? A Theory of financial synergy”, *Journal of Business* 72, 319-346..

Berkovitch, E., and M.P Narayanan, 1993, Motives for Takeovers, An Empirical Investigation, *Journal of Financial and Quantitative Analysis*, 28, 347-362

Erel, I., R., Liao, and M., Weisbach, Determinants of cross-border merges and acquisitions, *Journal of Finance*, 2012, Vol 67, Issue 3, 1045-1082.

Ross, S and P. Volpin, Cross-country determinants of mergers and acquisitions, *Journal of Financial Economics*, 2004, Vol 74, Issue 2, 277-304.

Feldman, E. R., & Hernandez, E. (2022). Synergy in Mergers and Acquisitions: Typology, Life Cycles, and Value. *Academy of Management Review*, 47(4), 549–578

Tampakoudis, I., & Anagnostopoulou, E. (2020). The effect of mergers and acquisitions on environmental, social and governance performance and market value: Evidence from EU acquirers. *Business Strategy & the Environment (John Wiley & Sons, Inc)*, 29(5), 1865–1875

Bereskin, F., Byun, S. K., Officer, M. S., & Oh, J.-M. (2018). The Effect of Cultural Similarity on Mergers and Acquisitions: Evidence from Corporate Social Responsibility. *Journal of Financial & Quantitative Analysis*, 53(5), 1995–2039

Li, K., Liu, T., & Wu, J. (Julie). (2018). Vote Avoidance and Shareholder Voting in Mergers and Acquisitions. *Review of Financial Studies*, 31(8), 3176–3211

Matthew L.A. Hayward and Donald C. Hambrick, “Explaining Premiums Paid for Large Acquisitions: Evidence of CEO Hubris”, *Administrative Science Quarterly*, 1997, pp. 103-127

B. Espen Eckbo and Karin S. Thorburn, “Gains to Bidder Firms Revisited: Domestic and Foreign Acquisitions in Canada”, *Journal of Financial and Quantitative Analysis*, March 2000, pp. 1-25.

Sara B. Moeller, F.P. Schlingemann and R.M. Stulz, “Wealth Destruction on a Massive scale? A study of Acquiring firms returns in the recent merger wave”, *Journal of Finance*, Vol. LX, April 2005, pp. 757-782.

Rhodes-Kropf, M., and S. Viswanathan, 2002, “Market valuation and merger waves,” Duke university working paper

Readings for Session 6 – Capital Structure

Frydenberg, Stein, “Theory of Capital Structure – a Review”, 2011

Bancel, Franck and Mitto Usha, “Cross-country Determinants of Capital Structure Choice: A Survey of European Firms, 33:4, 2004, 103-132.

Rajan, Raghuram, and Luigi Zingales, “What do we know about capital structure? Some evidence from international data”, *Journal of Finance* 50, 1995, 1421-1460.

Frank, M. and V. Goyal, “Testing the Pecking Order Theory of Capital Structure”, *Journal of Financial Economics*, 67, 2003, 217-248.

Foster, D. and M. Young, “Capital Structure Determinants for Emerging Markets by Geographic Region”, *Journal of Applied Financial Research*, 1, 2013, p55-

Jarallah S, Saleh AS, Salim R. “Examining pecking order versus trade-off theories of capital structure: New evidence from Japanese firms”. *International Journal of Finance & Economics*. 2019;24(1):204-211.

Sreenu N. A Study on Financial Constraints of Capital Structure Theories and Dividend Policy: Evidence from Indian Capital Market. *International Journal of Business Insights & Transformation*. 2018;11(2):38-45.

Faccio, M., & Xu, J. (2018). Taxes, Capital Structure Choices, and Equity Value. *Journal of Financial & Quantitative Analysis*, 53(3), 967–995.

Bhagat, S., Bolton, B., & Subramanian, A. (2011). Manager Characteristics and Capital Structure: Theory and Evidence. *Journal of Financial & Quantitative Analysis*, 46(6), 1581–1627.

Kumar, A., & Gupta, N. (2022). Capital Structure Determinants of NIFTY 50 Index Firms: A Multiple Regression Analysis. *IUP Journal of Accounting Research & Audit Practices*, 21(3), 7–33.

Readings for Session 7: Behavioral Corporate Finance

Shefrin, Hersh “Behavioral Corporate Finance”, *Journal of Applied Corporate Finance* 14:3, 2001.

Hackbarth, D., Managerial traits and capital structure decisions, *Journal of Financial and Quantitative Analysis*, 2008, Vol 43, Issue 4, 843-881.

Morck, Randall, 2008, “Behavioral Finance in Corporate Governance: economics and ethics of the devil’s advocate” *Journal of management & Governance* 12:2, 179-200.

Cronqvist, Henrik, Anil K. Makhija, and Scott E. Yonker, “Behavioral consistency in corporate finance: CEO personal and corporate leverage”, *Journal of Financial Economics* 2012 V 103, Issue 1, 2012, Pages 20–40

Baker, Malcolm, Pan, Xin and Wurgler, Jeffrey, “The effect of reference point prices on mergers and acquisitions” , 2012 V 106, Issue 1, pp 49-71.

Vasileiou, E. (2021). Behavioral finance and market efficiency in the time of the COVID-19 pandemic: does fear drive the market? *International Review of Applied Economics*, 35(2), 224–241.

Subrahmanyam, A. (2008). Behavioural Finance: A Review and Synthesis. *European Financial Management*, 14(1), 12–29.

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
	CHECK (X) ONE PER ROW			
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on</i>				X

<i>analysis and evaluation.</i>				
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				

ADDITIONAL INFORMATION

Course Sharing Websites

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

Recommended Calculator for Examinations

If you are purchasing a calculator, we recommend 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).

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 \(PDF, 25 KB\)](#).

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.

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/>
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