



## **BUSI 3820 A: Practicum & Design**

**Fall 2026**

**Instructor:** Dennis Sakalauskas

**Email:** dennis.sakalauskas@carleton.ca

**Class Times:** Thursdays 6:05pm – 8:55pm

**Office Hours:** Available upon request by email or requested at class/lectures

**Pre-requisites & precluded Courses:** BUSI 2800 (C- or higher)

**Includes:** Experiential Learning Activity

### **Course Description**

Students will apply entrepreneurial concepts and engage in designing an entrepreneurial project. Students will prepare in teams a business plan, including in-depth analysis and strategic recommendations.

Moreover, this course seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, business development, organizational management, strategy, marketing strategy and/or strategic management. Emphasis is on the role of entrepreneurs designing and launching a new venture (business) *while also implementing novel strategies and necessary supporting tactics for long-term sustainability*. Ultimately, this course is designed to help students who seek to:

- Own a new business (start-up) that will generate significant awareness, solve a current societal problem, and can generate significant revenue over time.
- Work within a start-up or an emerging new business with a focus on innovation, for either the private or non-profit sector.

This includes, but is not limited to:

- All-types of new entrepreneurial ventures and small-type companies
- Start-up organizations who are on the cutting edge of technology and/or with a leading innovation
- New business, which might also be a driving force of economic growth (ex. a unique type of product design, food production, automotive or type of travel vacation)
- Any new product or new service that could revolutionize an industry or be seen to be a novel entrepreneurial idea, which can drive entry into a market and sustainability.

This course therefore explores the *knowledge* of *launching* and growing an *actual* business in the marketplace, but more importantly the *practical application* of truly designing and developing a business idea, marketing the product(s) or service(s) of that business and managing that business with effective business decisions. This includes concepts and decisions involved with launching a new business, the e-economy, digital marketing, social media, online marketing, management strategy and strategies to build, but also to sustain a growing business.

The point of view is always that of an owner/entrepreneur who must direct, make decisions and take action to ensure leadership in competitive markets. It will involve the design and development of a *real* new business model ***aimed at generating investment***, encompassing strategic entrepreneurial marketing and sales plans and an overall business plan as well as the review and strategic recommendations of case study situations. The overall thinking of this course is a seminar format focusing on class discussion and involvement of each student in the course. Between cases and start-up business models, students will have a thorough understanding of well over 50 new ventures and start-up companies' strategies in managing a new and growing enterprise.

### **Learning Outcomes and Course Objectives**

Upon completion of this course, each participant should be able to:

1. Demonstrate an improved knowledge in developing and evaluating a compelling value proposition new businesses (start-ups) to support potential for investment and long-term viability.
2. Apply relevant entrepreneurial theory and practical concepts for effective new business planning and brand development.
3. Leverage relevant and modern business, marketing and management techniques to develop and strategically position a new venture in the marketplace.
4. Critically analyze entrepreneurial challenges and develop strategic solutions for venture growth, sustainability and changing market conditions, while questioning traditional entrepreneurial, marketing and management approaches.
5. Develop the ability to effectively communicate and defend the strategic value and investment potential of a new venture to investors and other key stakeholders.

Note: the point of view will always be that of ***an effective action-seeking*** owner / entrepreneur who is required to generate significant investments and brand awareness, strengthen the communication with customers and retain an extensive customer base; but also to take those points-of-view and make effective marketing and strategic decisions in today's digital business environment.

### **Course Structure**

This course emphasizes a way of thinking about managing start-ups, new businesses and business viability; but also, to essentially make effective business decisions using case summaries, a team lead start-up new business plan for a novel real business idea, relevant strategic business planning and a review of all concepts with a final exam. Moreover, the overall structure also calls ***for ongoing class participation throughout the entire course***, so to best leverage the knowledge of concepts from all participants and integrate it to the application of companies seeking leadership with their new business.

## **Required Material**

A rigorous and most relevant course pack list containing the most relevant entrepreneurial strategies' articles and case studies from the Harvard Business Review, M.I.T. Sloan and other entrepreneurship education peer-review centres is listed in a clearly marked folder on Brightspace. The very same list of articles are highlighted in this syllabus via the course schedule, whereby all are articles link directly to the key theme based on the topics to support each reading article.

Costs: Please note, there is no additional cost or additional purchases required for this course. Rather, all readings and cases for this course are available directly through the Carleton University Library. See the ARES link on Brightspace to access all articles and cases.

## **Teams**

Teams will be formed of 4 or 5 people and will be randomly organized at the first lecture class. Each team must designate a person to coordinate the delivery of projects (see due dates in course outline).

**NOTE:** You are responsible for managing your team. If groups have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

## **Methods Used to Evaluate Student Performance**

Student assessment involves both individual and team components and requires students to use both classroom and field learning from readings, discussions and case studies. The assessments are:

|                                                               |     |
|---------------------------------------------------------------|-----|
| Individual Participation                                      | 5%  |
| Team Case-based Application Exercises (Best 3 / 4 cases)      | 20% |
| Team Strategic New Business Plan                              |     |
| Final Presentation                                            | 20% |
| Individual New Venture Audit & Recommendations – Brief Report | 20% |
| Final Exam                                                    | 35% |

## **Individual Participation**

No different than participating and/or working with a new venture team or working with investors and partners, participation with entrepreneurial strategies are mandatory. The same important principle (participation) applies to this course. The lectures are designed to be very interactive, so opportunities for class participation are *at each* class.

Participation will be *self-assessed* each week, consisting of approximately three to four key questions:

1. Preparation
2. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
3. Professionalism and conduct, positive contribution directly to the course content.

Note: The Professor of this course reserves the right to change your score if your review does not match the actual reality of your contribution in the course. If so, your score change will be communicated to you by email. To help you evaluate your quality of your participation in class, a grid is proposed below.

***Recommended Individual Participation Self-Evaluation Grid:***

***5/5 Excellent***

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages *positive* discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Attends and participates in a *meaningful* and *professional* way.

***4/5 Very good***

Ideas shared are relevant and often pushes discussions in a positively impactful direction. The student's opinion is well argued and defended. The student is a key drive to class discussion with high professionalism and standards. The student is an important person to the group's discussion.

***3/5 Good***

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. Attends most of the presentations for which they are not presenting.

***2/5 Non-participant***

Might provide conversation or dialogue, but the ideas are rarely relevant. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class.

***1/5 Non-satisfactory***

The student is not prepared and/or does not share ideas in the class. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class.

***0/5 absent; unjustified***

Total Course Value: 5%

**Team Case-based Application Exercises**

The aim of the Team Case-based Application Exercises is to apply entrepreneurial, marketing and strategic business concepts to the analysis of selected real-world crowdfunding ventures. Teams will work together to evaluate each venture and answer a series of questions provided by the Professor during the respective case lectures.

These team-based exercises provide students with the opportunity to critically evaluate how entrepreneurs communicate and position a new venture to potential investors and other

stakeholders. Attention will be given to the strength of the venture's value proposition, pitch, market and brand positioning, and overall appeal to potential investors.

Submitted content should consider the clarity and strength of the venture's value proposition, including how effectively the entrepreneurial opportunity is communicated, its differentiation in the marketplace, the persuasiveness of its pitch, and its potential to generate interest and support. Teams will also be expected to provide strategic recommendations for strengthening the venture, its positioning and its overall business proposition.

Teams will take the perspective (and the point of view) of the crowdfunded entrepreneur, advisor, investor, or start-up leadership team required to critically evaluate a new venture, make strategic decisions for potential investment, and recommend actions that strengthen its business proposition and market position.

#### Guidelines, Format and Evaluation Criteria

**NOTE: Please see APPENDIX #1 in the “*Deliverables: Guidelines, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for the process, format, and the grading rubric evaluation criteria for the team cases exercises.**

Total Course Value: 20% (Best 2 out of 3) 10% per case submission

#### **Team Strategic New Business and Investment Plan – Team Presentation**

Teams are provided the opportunity to either develop a new entrepreneurial venture **or** design a new business extension for an existing early-stage venture. The extension must represent a distinct entrepreneurial project, such as a new product or service, market opportunity, brand offering or other significant growth initiative. Teams will prepare a strategic new business and investment plan for their proposed venture or extension, including in-depth analysis and strategic recommendations.

Through this team-based assignment, students will apply entrepreneurial concepts and strategies to design and develop a venture with potential for investment in the marketplace. Teams will work together to develop a strategic plan encompassing the design of the product or service, value proposition, market and brand positioning, marketing strategy, management, and opportunities for future growth.

The final deliverable will be a team presentation. Presentations should identify the consumer problem or market opportunity addressed by the product or service, demonstrate its value proposition and competitive differentiation, and explain how the venture could generate interest from potential investors while building awareness in the marketplace. The completed presentation should be developed with the assumption that it is being delivered to investors, venture capitalists and the media. Teams will therefore be expected to present and defend the strategic business case for their venture or extension, including its market potential, opportunities for growth, and potential for investment.

The following is the 3-step process for the Strategic Entrepreneurship Brand Plan:

| <u>Timeline</u> | <u>Objective</u>        | <u>Due Date</u>                      |
|-----------------|-------------------------|--------------------------------------|
| Step #1         | Project Proposal        | October 16 <sup>th</sup> (by 5:00pm) |
| Step #2         | Primary Research        | Recommended by week #7               |
| Step #3         | Final Team Presentation | November 26 <sup>th</sup>            |

Guidelines, Recording Format and Evaluation Criteria

**NOTE: Please see APPENDIX #2 “*Process, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for each of the three (3) steps for the Entrepreneurial New Venture Launch Plan, which includes the format, outline and sample of a grading rubric evaluation criteria.**

Total Course Value: 20%

**Individual Audit & Recommendations – Brief Report**

Students have the opportunity to keep connected to what is happening in entrepreneurship, new ventures and start-ups through analyzing the entrepreneurial strategies for a new venture launch campaign of a student’s choice, which is your *favorite new venture launch* ever!

This analytical review must consider the evaluation of the success of the strategies implemented for the new venture with a discussion to why this particular new venture is preferred, but also how the entrepreneur(s) successfully solved a consumer problem or created a market opportunity and the venture’s value proposition, market and brand positioning, and competitive differentiation.

Moreover, the analysis is to be followed with a series of your own entrepreneurial marketing and management recommendations for the future market direction of the venture over the next 1–2 years. Essentially, this individual assignment involves an audit / analytical review of a specific new venture (product or service), particularly the student’s favorite new venture, with the opportunity to provide recommendations for that venture in the marketplace.

Guidelines, Recording Format and Evaluation Criteria

**NOTE: Please see APPENDIX #3 in the “*Deliverables: Guidelines, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for the guidelines, format and sample of a grading rubric evaluation criteria for the Individual Audit & Recommendations – Brief Report.**

Total Course Value: 20%

**Final Exam**

The final 3-hour exam will occur in-person and on-campus during the regularly examinations schedule organized by the University in December. It will draw on all class material, supported by all articles, lectures, discussions and case studies reviewed throughout the entire course.

Total Course Value: 35%

**Course-specific policies:**

The standards of professionalism apply.

E-mail guidelines:

- Account: Always use your university account. E-mail from other domains (gmail, hotmail, yahoo...) may be automatically treated as spam. **Only e-mails from Carleton University e-mail address accounts are guaranteed a response** within 48 hours.

Course Attendance

- As indicated in the academic regulations of the Sprott School of Business, attendance at courses of instruction is mandatory. Students who are absent for more than 9 hours of class time will be excluded from the final examination.

Assignments and Use of AI

- 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. The instructor reserves the right to request all research and to meet with the student or teams to regarding authenticity of submissions.

Late submissions and Request for deferrals

- Policy is 10% per day late (starting immediately after the beginning of the class of the submission date).
- Requests for a deferral for a report submission due to medical reasons or due to a scheduling conflict must go directly to Student Services and request a deferral.

**Please note that it is not possible to submit extra course work to improve your mark.**

**Course Schedule: BUSI 3820 A Practicum & Design**  
**Thursdays 6:05pm – 8:55pm**

| <u>Date</u>  | <u>Lecture Theme &amp; issues</u>                                                                                  | <u>Relevant Article Readings</u>                                                                                                                    | <u>Case / Assignments</u>                                                                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 10 | Developing Strategic Start-up and New Business Intelligence                                                        | <i>Course Syllabus &amp; outline Review and In-class Lecture Notes / Slide Presentations</i>                                                        | <ul style="list-style-type: none"> <li>▪ Team Formation for the New Launch Plan</li> </ul>                                                                                       |
| September 17 | Product and/or Service Idea Generation – Value to Consumers and Investors                                          | <i>You Don't Have to be an Entrepreneur to be Entrepreneurial (McMullin &amp; Kier)</i>                                                             | <ul style="list-style-type: none"> <li>▪ Participation #1</li> <li>▪ Various businesses ideas for the Strategic New Business &amp; Investment Plan</li> </ul>                    |
| September 24 | New Entrepreneurial Business Planning Process – Developing a Core Business Strategy for Start-ups and New Ventures | <i>The CEO of Canada Goose in Creating Homegrown Luxury Brands (Reiss)</i>                                                                          | <ul style="list-style-type: none"> <li>▪ Participation #2</li> </ul>                                                                                                             |
| October 1    | Marketing Management Implementation Strategies, Strategic Marketing Mix & Customer Relationship Management         | <i>Why Great New Products Fail? (Simester)</i><br><br><i>Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.)</i> | <ul style="list-style-type: none"> <li>▪ Participation #3</li> <li>▪ <b>Team Application Exercise #1</b></li> </ul>                                                              |
| October 8    | New Business Brand Positioning and Target Market Development                                                       | <i>The New Science of Customer Emotions (Magids et al.)</i>                                                                                         | <ul style="list-style-type: none"> <li>▪ Participation #4</li> <li>▪ DUE: Project Proposal <b><u>by email by all teammates</u></b> (by 5:00pm October 6<sup>th</sup>)</li> </ul> |
| October 15   | Digital New Venture Branding and Crowdfunding Strategies for Start-Ups                                             | <i>Crowdsourcing in a Time of Empowered Stakeholders (Wilson et al.)</i>                                                                            | <ul style="list-style-type: none"> <li>▪ Participation #5</li> </ul>                                                                                                             |

|             |                                                                          |                                                                                                                  |                                                                                                                     |
|-------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| October 22  | Investment Development Strategies and Strategic Alliances for Start-Ups  | <i>Is a start-up's strength becoming its weakness? (Case and Commentary, Nanda &amp; Kind)</i>                   | <ul style="list-style-type: none"> <li>▪ Participation #6</li> </ul>                                                |
| October 29  | Fall Reading Week Break                                                  |                                                                                                                  |                                                                                                                     |
| November 5  | Competing on a Social Purpose                                            | <i>Competing on Social Purpose (Vila &amp; Bharadwaj)</i>                                                        | <ul style="list-style-type: none"> <li>▪ Participation #7</li> <li>▪ <b>Team Application Exercise #2</b></li> </ul> |
| November 12 | Key Performance Indicators for Launch Strategies                         | <i>The Magic that Makes Customers Stick (Thomke)</i>                                                             | <ul style="list-style-type: none"> <li>▪ Participation #8</li> <li>▪ <b>Team Application Exercise #3</b></li> </ul> |
| November 19 | Influencers, AI and the Future Direction of Entrepreneurial Strategies   | <i>More than Meets The Eye: The Functional Components Underlying Influencer Marketing (Campbell and Farrell)</i> | <ul style="list-style-type: none"> <li>▪ Participation #9</li> </ul>                                                |
| November 26 | New Business Plans – Feedback opportunities and Brand Plan Team Analysis | <i>In-class Lecture Notes / Slide Presentations</i>                                                              | <ul style="list-style-type: none"> <li>▪ Participation #10</li> <li>▪ <b>Final Team Presentations</b></li> </ul>    |
| December 3  | The Future of Managing a Growing Enterprise<br><br>Final Exam Review     | <i>In-class Lecture Notes / Slide Presentations</i>                                                              | <ul style="list-style-type: none"> <li>▪ Participation #11</li> </ul>                                               |

**REMINDER Due: Individual Entrepreneurial Strategies Audit & Recommendations – Brief Report by 11:59pm on Friday, December 4<sup>th</sup> “Word” version posted to the clearly labeled “assignments” submissions folder on our BUSI 3820 A Brightspace page.**

**Contribution to Learning Goals of the Program ([BCom](#)):**

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

## 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 any one 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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### 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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **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](https://carleton.ca/pmc)

### **Survivors of Sexual Violence**

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

### **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 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 [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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