



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI 3600 A
Entrepreneurial Strategies
Fall 2020

Instructor: Dennis Sakalauskas, M.Sc.
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Office Hours: By appointment (via email)
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Course meets: Thursdays 6:05 pm – 8:55 pm

Pre-requisites & precluded Courses:
BUSI 2800 with a grade of C- or higher

Course Calendar description from the 2020/2021 University calendar:

Within the changing environment, an examination of entrepreneurial strategies related to different functional areas for new ventures and small businesses.

Course Description

More specifically, this course seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, business development and its value proposition, organizational management, strategy, marketing strategy and/or strategic management. Emphasis is on the role of entrepreneurs developing strategies for starting a new venture (business) and the strategic management of smaller companies and organizations (i.e. less than 25 employees and most commonly less than 25 employees) in the context of *growing their new company, while also implementing novel entrepreneurial strategies and necessary supporting marketing and sales tactics for long-term sustainability*. This includes, but is not limited to:

- all-types of new entrepreneurial ventures and small-type companies, including start-up organizations who are on the cutting edge of technology (information, process, production, marketing) or start-up organizations with a leading innovation has the potential for change in an industry, and might also be a driving force of economic growth. This might include a unique type of product design, digital service, food production, apparel, automotive, sports product, online application or any kind of product or service that could revolutionize an industry or be seen to be a novel entrepreneurial idea, which will help drive entry into a market and sustainability.

New entrepreneurial ventures and small businesses (less than 25 employees) have always comprised more than 50 per cent of developed economies. But only a minority make any contribution to growth or jobs – or indeed make much money for their owners. “The majority are marginal micro-enterprises in mature businesses such as retail, cleaning or odd jobs, providing a wage for the owner and maybe one family member. They are set up on a shoestring and almost by definition destined for an early demise” (adapted from a piece by Simon Caulkin in the FT). Clearly, not all small firms remain “marginal micro-enterprises...destined for an early demise”. Rather, through a strong idea, solid management, innovative products and services, the notable entrepreneurial ventures go on to become successful surviving businesses – both large and small. Of course, new businesses are not simply scaled down versions of larger firms and the resource constrained circumstances they operate under unique challenges for the successful management of a number of operations; including marketing, sales, quality assurance, human resources, operations and so on.

This course explores the *knowledge* of growing a small business, but more importantly the *practical application* of truly 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 the managing of people, the e-economy, marketing, social media, online marketing, management strategy and strategies to build, but also to sustain a growing business. The theoretical part of the course involves learning of managing a new and growing business through review, analysis and in-depth discussions of strategic concepts, lectures, class discussions, case reviews and guest presenters.

The applied part of the course is explored at the strategic level - the long-term policy-making/planning stage - and at the new entrepreneurial venture and small business operating level, or short-term decision-making/implementation stage.

The point of view is always that of an owner/entrepreneur and/or Senior Manager of a small business who must direct, make decisions, (which are financially beneficial), and take action to ensure leadership in competitive market. It will involve the development of a *real* new business model, strategic marketing and sales plans and overall business plan as well as the rigorous review and strategic recommendation of various case study situations. The overall thinking behind this course is that of a seminar course format that will focus on class discussion and involvement of each student in the class. Between cases and start-up business models, students will have a thorough understanding of over 25 companies’ strategies in managing a new and growing enterprise.

Course Objectives

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

1. Demonstrate an improved knowledge *in creating and developing strategies for a new business so to be sustainable over time*, which will include but is not limited to:
 - Entrepreneurial Strategic Planning
 - New Business Development and Strategic Business planning
 - Strategic Marketing, Brand and Sales planning for Entrepreneurs

- Marketing, Selling and Customer Relationship Management (CRM) Tactics Implementation
 - New Venture's Value Proposition
 - Brand Awareness, Preference and Selection
 - Generating Strategic Investments for a New Entrepreneurial Venture
 - Extensive Small Business Strategy and Development
 - Digital Media for Entrepreneurial Strategies (or online marketing)
 - Levels for all types of companies and organizations.
2. ***Leverage the most relevant and modern new business, sales and marketing techniques to apply*** in the modern entrepreneurial business environment which encompass variables such as strategic business development, online marketing, brand recognition and selection, price optimization strategies, customer relationship innovation, additional digital strategies, among others in an emerging growing business and other entrepreneurial strategic marketing technologies.
 3. ***Apply the points of view of an effective action-seeking*** owner / entrepreneur who is required to grow the business, generate significant strategic investments and brand awareness, strengthen the communication with new customers and retain an extensive customer base; motivate employees in a small, but also growing enterprise, while taking those points-of-views and making effective strategic marketing, e-business, distribution, and financial business decisions.
 4. ***Turn any new business challenge in to a business opportunity, deal with unprofitable customers and recovering from new business crises through entrepreneurial strategies,*** while appropriately questioning and criticizing traditional entrepreneurial, start-up, marketing, sales and small business management techniques and systems and creating the most effective strategic business solutions.

General Course Structure

This course emphasizes a way of thinking about strategically designing, implementing and managing a start-up new business venture and business sustainability; but also, to make effective financial business decisions through the use of case summaries, a team lead start-up new entrepreneurial business plan for a novel real business idea, relevant strategic new venture business planning, marketing, sales and management discussions, and a review of all entrepreneurial strategies concepts, theories, practical points, ideas and techniques with a final exam.

Online Course Structure Implementation:

Hybrid of Both Synchronous and Asynchronous Learning

Moreover, while this is an online course (hybrid of both asynchronous and synchronous) with both online live discussion forums, live lectures as well as online pre-recorded presentations lectures, 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 in growing their new business.

Required Material

Articles have been carefully selected for this course consisting of the most relevant entrepreneurial, start-up and new venture creation strategies information and literature from the most reputable international entrepreneurship business sources such as the Harvard Business Review (HBR), M.I.T. Sloan School of Management, Ivey Western Business School, etc.

The list of articles is listed in this syllabus course outline (see course schedule on Pages 12, 13 and 14) as well as a list which will be posted on CU Learn. All articles can be ordered by registering and then purchasing each article through IveyCases (iveycases.ca).

Course Policies and Course Outline

See Page #11 for both the course policies and also Pages #12, 13 and 14 for the detailed weekly course outline, including deliverable projects, key dates, reading schedule and other key scheduling points.

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. Specifically, the assessments are:

New Entrepreneurial Strategies Business Plan (Team Presentation)	15%
New Entrepreneurial Strategies Business Plan (Team Report)	20%
Team Case-based Application Exercises (Best 2 / 3 of cases)	20%
Class participation: Preparation for this class is very important. This online course will offer the opportunity for ongoing participation and will revolve around many cases and online discussion forums. Participation will be self-assessed.	10%
Final Exam	35%

Teams

Teams will be formed of 5 or 6 people and will be grouped at the first class. Each team must designate a person to coordinate the delivery of projects.

NOTE: You are responsible for managing your team, including highlighting opportunities for the group to improve and to continuously offer recommendations for the team to work effectively and efficiently together.

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.

Individual Participation

Managers, Directors and CEOs must work in teams, present and must always be active participants in all aspects of the business. The same important principle (participation) applies to this online course. The online live lectures / online discussion forums are designed to be extremely interactive providing continuous ongoing and regular opportunities for class participation.

In addition, countless opportunities for contribution and/or participation will also be available during the online live case study discussions, following group presentations and during brainstorm/team facilitation workshops throughout all classes.

Participation will be self-assessed starting the second session. The evaluation will consist of three key participation themes:

1. Preparation for each class
2. Actual class participation
3. Qualitative assessment of your classroom interventions (4 brief questions after each class)

To help you evaluate your quality of your participation in class, a grid is proposed below.

Note: The Professor of this course reserves the right to change your score if I judge that your review does not match my (and/or your peers) perception and actual reality of your contribution in the course. Should this occur, I will communicate the change of your score to you by email.

The following is a 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 group discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Most important, if this person was absent from class, the class would surely miss out, and discussions would be *far* less dynamic. Attends and participates in a meaningful way with relevant, useful questions and discussions at all "Presentation of a Business Model" Individual Presentations, for which they are not presenting.

4/5 Very good

Ideas shared are relevant and often pushes discussions in the right direction. The student's opinion is well argued and defended. Arguments are always consistent. The student is a key drive to class discussion. The student is an important person to the group's discussion. Most important, if this person was absent from class, the class would surely miss out, and discussions would be less dynamic. Attends and actively participates in all "Presentation of a Business Model" Individual Presentations, for which they are not presenting.

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. This person is a positive element to the class. Attends most of the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

2/5 Non-participant

No participation. The student is not prepared and/or does not share ideas in the class. Does not attend the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

1/5 Non-satisfactory

Might provide conversation or dialogue, but the ideas are rarely relevant. The student’s arguments are not coherent, 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. Does not attend the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

0/5 absent; unjustified

Value: 10% of total course grade.

Team Case-based Application Exercises

Objective:

The aim will be to implement a specific or series of strategic entrepreneurial start-up and new business techniques and recommendations which are related to sessions prior to the case-based application exercises dates, so to apply learning from the course to the relevant course cases.

These team case-based exercises also give students the opportunity to practice strategic entrepreneurial factors, recognize emerging new business strategies and analyze web business for marketing and sales tactics as well as managing customer relationships and growing businesses and organizations.

Content:

Content must always consider strategies related to the management of starting a new business, helping a new business which has recently started and to enhance new business development.

Moreover, content could also consider the new venture’s value proposition, recommendations for building brand awareness and driving brand preference, managing new customer relationships, e-business entrepreneurial and online marketing/sales solutions, customer service management for new ventures and/or sales management strategies for new and/or emerging new ventures and businesses.

Process & Format

Case studies will be completed online by teams during the scheduled class times with teams working together through their own online communication tools with all team members given the opportunity to contribute.

Process:

Students must arrive to each case prepared having read, digested and have taken the key notes from the course before each case-based scenario team application exercise. Note: please see the course outline for specific cases as well as the dates for each case-based scenario team application exercise.

Questions for each case study will be posted at the start of each case-based scenario application exercise and will be provided to accompany each case.

Teams will have 80 minutes for which to work together, communicate online, answer all questions and submit **one** PDF to the clearly marked folder on CU Learn.

Format:

- Please only submit ONE PDF per team
- Maximum 7 pages, 1.5 spacing, 11.5 arial font), *excluding* the cover page
- Please also include a cover page, which will include:
 - Course Code
 - Case Name
 - Team Name
 - Each contributing student that was present AND contributed – by alphabetical order by last name with student number
 - The date of the case-based application exercise submission
 - Number of pages

Value: Best 2 / 3 cases – 20% of total course grade

NOTE: See APPENDIX #1 for a Sample of a grading rubric evaluation criteria as well as more information regarding the suggested outline and format for the Team Application Exercises for each team application exercise presentation for this course.

Entrepreneurial Strategies New Business Plan

This team-based assignment should encompass a new business development plan (e.g. a plan for launching a new business, strategic growth, for repositioning, etc.) for a novel business idea developed by the team. The plan should culminate with a series of strategic entrepreneurial recommendations that will drive necessary investment, appeal to consumers through value proposition compared with new, emerging and existing competition and also to long-term create business sustainability for the new venture.

Students are required to identify a suitable novel concept to create in to a new entrepreneurial venture and **this new business process should begin as soon as is possible after the course start dates.**

The completed report should be developed with the assumption that it is being delivered to:

- Investors and Potential Customers
- Future Employees
- Future Collaborators / Partners
- Media / PR opportunities
- Other future stakeholders

Students are required to identify their new business and **this process should begin as soon as is possible after the course start dates**. *It is recommended that new business be not yet available on the market to truly drive innovation.*

The project proposal is **due by email to the Professor by the beginning of the class (6:05pm) on October 1st**.

Teams will analyze and develop entrepreneurial strategies that will allow the small business to grow, gain market leadership, and most importantly be sustainable over a long period of time (i.e. 5 years). This should also include the financial implications of the recommended strategies.

The completed report should be developed with the assumption that it is being delivered to potential investors of the business, future customers and employees.

Primary market research must be a key part of the information students have obtained to make strategic recommendations for the business and development plan.

This market research must include a discussion / interview with at least one person involved (or a regular customer) of the industry of the business being created and developed.

The following are the key milestones for the New Business Plan:

New Entrepreneurial Business Plan Milestones:

Timeline:

<u>Step</u>	<u>Objective</u>	<u>Due Date</u>
Step #1:	Project Proposal	October 1 st
Step #2:	Primary Research (Survey) Primary Research (Interview)	Recommended by the Fall Break Recommended by the Fall Break
Step #3:	Team Presentations	November 26 th
Step #4:	Final Team Written Report	Due Monday, December 7 th 2:00pm

STEP #1: New Entrepreneurial Business Project Proposal

A brief, but also an informative project proposal is to be submitted by the beginning of class (6:05pm) on **October 1st**. This proposal is not graded *but it must be approved before moving to step 2*.

It is a concise 1-page report which includes:

1. Team Name, each student's first and last name on the team (alphabetical order by last name).
2. Briefly describe the entrepreneurial concept and novel/unique idea (product or service) and why you have chosen this idea – what value it will bring to consumers compared with what is currently available on the market?
3. Primary Research – what will be the key ways to generate the necessary information to form ideas and strategic recommendations (focus group, survey, interview, etc). See “STEP #2 for the New Business Plan Primary Research Requirements” and also the Secondary Research sources (online, library, news media, etc.)?
4. Current challenges you think are likely to occur from a new business development, investments and also from a strategic marketing, sales and management standpoints.

STEP #2: Primary Research Requirements:

Primary market research must be a key part of the information teams obtain to make strategic recommendations for the new entrepreneurial venture's business plan.

1. A focus group (approximately 3 - 5 people) with potential future consumers and/or investors **and / or also**
2. A quantitative survey with (approximately 15 - 20) potential future consumers and/or investors **and / or also**
3. An in-depth interview with an owner / Director of a leading business in the same market

The focus group, survey and/or interview must be documented including meetings notes, survey questionnaire responses, etc. (briefly presented in the Team Presentation and can be included as an Appendix in the Final Report)

STEP #3: New Entrepreneurial Strategies Business Plan – Team Presentation

Objective: Teams are to take the learning from the primary research, secondary research and from their brainstorming and planning meetings to create and then present their New Business Plan. Great focus will be towards the team's recommendations, but also their recommended implementation plan which will allow for market acceptance and brand preference considering competition to be sustainable over time (i.e. 5 years).

NOTE: These recommendations and implementation strategies and tactics are to be considered to be presented to potential investors and the media as well as future stakeholders, customers, employees in the entrepreneurial venture.

Process & Format: Team New Business Plan Presentations will be a maximum of 10 minutes (excluding questions facilitated by the Professor), with all team members given the opportunity to present. Presentations are to be designed with the assumption the plans are being presented to investors, future employees, media, future consumers, etc.

Teams must email their final presentation to the Professor BEFORE the start of the class for when the presentations occur.

NOTE: See APPENDIX #2 for a *SAMPLE of GRADING RUBRIC and RECOMMENDED FORMAT* which includes the detailed evaluation criteria AND recommended outline and format for the Team Presentation AND Final Report for the *New Business Plan* for this course.

Value: 15% of total course grade.

STEP #4: New Entrepreneurial Strategies Business Plan – Team Final Written Report

Objective: To further convey the value and opportunities of the entrepreneurial strategies teams have developed for their new creation from their team presentation and to communicate the challenges, opportunities and recommendations in to a formal final report that is assumed that this report is being submitted to investors and key stakeholders in the industry.

The final report must not be a simple repeat of the team presentation. Rather, teams must incorporate the learning from the feedback and suggestions from the audience from the final presentation and incorporate the learning in to improving the recommended strategies for the final report.

The completed report should be no longer than 5,000 words (excluding appendices). Only the content within 5,000 words will be read and will be included as a part of the evaluation of the report.

NOTE: Any additional content (more than 5,000 words) will not be read and cannot be included as a part of the evaluation of the report.

Teams are to post their final “**Word**” version of the report to the course’s CU Learn online site to the clearly marked folder by 2:00pm on Monday, December 7th. Note: Please do not submit a PDF via email. Only Word versions will be accepted. Examples of topics will be discussed during the first two online discussion forums.

NOTE: Once again, see APPENDIX #2 for a *SAMPLE of GRADING RUBRIC and RECOMMENDED FORMAT* which includes the detailed evaluation criteria AND recommended outline and format for the Team Presentation AND Final Report for the *New Business Plan* for this course.

Value: 20% of total course grade

Final exam

The final exam will occur during the appropriate examinations schedule in December. The final exam will be a 3-hour take home online exam and it will draw on class material, supported by all articles, videos, lectures, discussions and case studies reviewed throughout the entire course.

Value: 35% of total course grade.

Course 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 to receive a response.**
- **Response Time:** Emails will be responded during business days (Monday – Friday) and please assume at least 24 hours to hear back. Therefore, it is always best to e-mail far in advance with questions / comments. **There is no guarantee for an immediate response to an e-mail which was sent the day before a class or the day before the due date of a presentation, exam or for a paper submission.**

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.

Submissions and Presentations format and evaluation criteria

- See this course outline as well as **APPENDIX #1 and APPENDIX #2** for further information about the recommended format for presentations and submissions as well as evaluation criteria for each submission or presentation for this course.

Late submissions and Request for deferrals

- Policy is 10% per day late (starting immediately after the beginning of the class of the submission date). Since the course occurs once per week, to avoid being multiple days late, students can e-mail their late report to the Professor and the policy will be applied at the time of the email.
- 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 3600 A
Fall 2020
Thursdays 6:05pm – 8:55pm

<u>Date</u>	<u>Lecture Theme & issues</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>
Week of September 10	Developing Strategic Start-up and New Business Intelligence	<i>Course Syllabus & outline Review and In-class Lecture Notes / Slide Presentations</i>	Various businesses ideas for the Team New Business Strategy & Implementation Plan
Week of September 17	Product and/or Service Idea Generation – Value to Consumers and Investors	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #1
Week of September 24	Developing a Core Business Strategy for Start-ups and New Ventures Strategic Marketing Mix for Start-ups Implementation Strategies	<i>You Don't Have to be an Entrepreneur to be Entrepreneurial: The Unique Role of Imaginativeness in New Venture Ideation (McMullin & Kier)</i>	Participation #2
Week of October 1	New Entrepreneurial Business Development and Brand Planning Process Target Market Development & Marketing Segmentation	<i>Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.)</i> <i>Marketing Segmentation, Target Market Selection & Positioning (Sarvary & Elberse)</i>	Participation #3 PROJECT PROPOSAL DUE: at the beginning of class <u>OCTOBER 1</u>
Week of October 8	Value Proposition for New Businesses: Part I	<i>Competing on a Social Purpose (Vila & Bharadwaj)</i>	Participation #4 Team Application Exercise #1 <i>All or Nothing Brewhouse</i>
Week of October 15	Digital Entrepreneurial Strategies and Online Media Opportunities Investment Development Strategies Part I: Crowdfunding for New Ventures and Emerging Businesses	<i>Basics of Branding Marketing Today: Branding for Digital Marketing and Social Media (Gronlund)</i> <i>Crowdsourcing in a Time of Empowered Stakeholders: Lessons from Crowdsourcing Campaigns (Wilson et al.)</i>	Participation #5 Team Application Exercise #2 <i>MusicJuice.net: The Challenges of Starting Up a New Internet Venture</i>

Week of October 22	Digital Entrepreneurial Strategies and Online Media Opportunities Investment Development Strategies Part I: Crowdfunding for New Ventures and Emerging Businesses	<i>Basics of Branding Marketing Today: Branding for Digital Marketing and Social Media (Gronlund)</i> <i>Crowdsourcing in a Time of Empowered Stakeholders: Lessons from Crowdsourcing Campaigns (Wilson et al.)</i>	Participation #5 Team Application Exercise #2 <i>MusicJuice.net: The Challenges of Starting Up a New Internet Venture</i>
Week of October 29	Fall Reading Week Break	N/A	
Week of November 5	Investment Development and Strategic Alliances for Start-ups and New Businesses	<i>Managing Alliances with the Balanced Scorecard (Kaplan, Norton & Rugelsjoen)</i>	Participation #6
Week of November 12	Generating Revenue and Value Proposition for New Businesses: Part II	<i>Is a start-up's strength becoming its weakness? (Case and Commentary, Nanda & Kind)</i>	Participation #7 Team Application Exercise #3 <i>Five Hole for Food: Entrepreneurial Strategy</i>
Week of November 19	Key Performance Indicators; True Customer Equity Analysis Managing a Growing Enterprise Motivating Employees for Start-up Organizations	<i>The True Measure of Success (Mauboussin)</i> <i>What Monetary Rewards Can and Cannot Do (Aguinis et al.)</i>	Participation #8
Week of November 26	New Business Plans – Feedback opportunities and Brand Plan Team Analysis		Participation #9 Team Entrepreneurial Strategy Business Plan Presentations

<p>Week of December 3</p>	<p>Leadership with New Start-ups and New Business Final Exam Preparation</p>	<p><i>SEE CU Learn for Article: "5 Essential Qualities for Entrepreneurial Leadership" (Todd Warren @ Forbes)</i></p>	<p>Participation #10</p>
<p>Monday, December 7 DUE: FINAL ENTREPRENEURIAL STRATEGY BUSINESS PLAN @ 2:00pm</p>			

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, follower-ship 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.

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

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:



Pregnancy 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

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

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. 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

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

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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

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 hard 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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