



BUSI 4104 A
Strategic Human Resource Management
Winter 2015

INSTRUCTOR:	Samina M. Saifuddin
CLASS TIME:	Wednesdays 11:35 am - 2:25 pm.
CLASSROOM	Southam Hall 516
OFFICE:	DT 1009; 613-520-2600 ext. 2287
OFFICE HOURS:	Wednesdays 2:45 pm - 3:45 pm or by appointment
COURSE WEB PAGE:	CULearn at https://culearn.carleton.ca
E-MAIL:	samina.saifuddin@carleton.ca
ADDITIONAL SUPPORT:	The Academic Writing Centre at www.carleton.ca/wts/

COURSE PREREQUISITES

BUSI 3102 and BUSI 3103 (C- or higher in each)

COURSE DESCRIPTION AND OBJECTIVES

Strategic human resource management (strategic HRM or SHRM) may be regarded as an approach to the management of human resources that provides a strategic framework to support longer-term people issues and macro-concerns about structure, quality, culture, values, commitment and matching resources to future need. This course has two primary themes: (1) how to think systematically and strategically about managing the organization's human assets; and (2) what must be done to successfully implement these systems, strategies, and practices to enhance the competitive capabilities of the firm. To facilitate student learning and integration of course material, the pedagogy will include group presentations, class discussions, in-class activities, and an applied group project. Following completion of this course, students should be able to:

1. Understand the theoretical underpinnings of strategic human resource management;
2. Identify contemporary HRM challenges facing organizations, and articulate strategies that respond to these challenges; and,
3. Describe how HRM can be strategically leveraged to accomplish organizational objectives.

REQUIRED COURSE MATERIAL

BUSI 4104A: Strategic Human Resource Management Course pack (Winter 2015). Course pack is available at Haven Books.

EVALUATION

1. Exam	25%
2. Group Symposium	25%
3. Group Case Study Project (Report and Presentation)	25%
4. Class Participation	15%
5. Personal Statement	10%

Exam (25%): The exam will be held in regularly scheduled course time on **March 18, 2015**. The exam will consist of short-answer/essay questions and will include all course material covered up to and including March 11, 2015. You must be present to write this test.

Group Symposium (25%). Each group will prepare a symposium in which members present and lead a discussion on the assigned topic (and the weekly readings) for one class during the term. This assignment provides the opportunity for in-depth learning on a topic of interest to group members. Groups should be prepared to creatively engage their fellow students in a dialogue regarding the assigned readings and other related materials (e.g., additional articles related to the topic of interest). A variety of presentation tools may be used including slides, handouts, video clips, discussion questions, pop quizzes, experiential activities, etc.

Symposia will be held in class beginning in Week 3. Each group will be required to submit to the instructor a one-page outline of their symposium on the day of their presentation. Optionally, this may be submitted to the instructor early. Groups should also submit a hard copy of their slides and/or any additional materials to the instructor on the day of their presentation.

Groups shall e-mail the instructor member names and preferred symposium topic (i.e., which week you want to lead). Please let me know your choice by **end-of-day January 12**. I suggest you list a second and third choice, in case you do not get your first choice.

Group Case Study Project (25%: Report and Presentation). Groups will prepare: (1) a written case study report (10 pages maximum, double-spaced, not including attachments), and (2) a presentation of their findings to the class. Cases are expected to be contemporary HRM problems facing real organizations.

Your case may be based on interviews with key players in the organization, "grey literature"¹ pertaining to the organization, published academic or trade literature, and/or popular media items. Groups shall submit to the instructor no later than **January 28** a one-page (maximum) proposal describing the organization, focus of study, and methodology. Proposals will not be marked, but will be returned with feedback.

Presentations will occur in the last two weeks of class and will be 25-30 minutes in duration. Students are encouraged to use this opportunity to creatively engage their classmates with compelling presentations regarding their case.

¹ Grey literature consists of unpublished or restricted circulation material such as internal company reports, unpublished studies, etc.

Case study reports are brief descriptions of a problem facing an organization at a point in time and provide the rationale for a recommended course of action. The main objectives of a case study are to identify the HRM-related problem(s)/opportunities facing the organization and to utilize theories and concepts you have learned in this course to analyze the situation, generate realistic alternatives, and ultimately propose a recommended course of action. Some key pieces of information may be missing, but this is often the nature of “real-world” managerial decision-making where decisions are rarely made on the basis of complete information. Case Study Reports are due at the **beginning of class April 01**.

The groups are expected to

- (1) Submit a case study project proposal for approval that the group wants to work on. The **proposal** is due at the start of class on **January 28, 2015**.
- (2) Prepare a written project report. The body of the report should not exceed ten typed pages, double-spaced with 12-point font and 1 inch margins. The **report** is due at the start of class on **April 01, 2015**.
- (3) A presentation of case analysis findings to the class. The **presentations** will be held on **March 25** and **April 01, 2015**.

Special Notes Regarding Group Project

- Deadlines are strict. Failure to meet deadlines will result in grade penalties of 10% per day. **Assignments more than 7 days (1 week) late will be considered missed.**
- The quality of your writing is an important component of effectively presenting your “ideas.” If you need or would like coaching on your writing skills, help is available to you at the writing tutorial service (WTS) at www.carleton.ca/wts/.

Group Member Evaluations

During the last class, each student will be required to complete a group member evaluation form, in which they will assess the contributions of other group members to their group’s overall functioning and the quality of the group’s assignments. These evaluations will be completed independently from other group members and will be kept confidential. Although individual group members may receive the same final grade on group assignments, the instructor reserves the right to adjust individual grades if it is determined that certain individuals’ contributions varied significantly from those of other groups members.

Class Participation (15%): Fifteen percent of your grade will be contingent upon your preparation and participation in the class. Participation is essential to your learning experience. Participation grades will be based on your level of involvement in the class and the quality of your contributions to class discussions. Students who do their readings prior to class are far better equipped to make meaningful contributions in class. ***Please come to class having completed the assigned readings.*** Review these materials prior to class so that you are prepared to discuss them and bring your course materials with you to class.

Personal Statement (10%). In order to help students more deeply integrate lessons from the course, students will write a short (1 page maximum) personal statement addressing the following points:

- What stood out for you in the course?
- How will you apply to your professional life what you have learned from this course?

The Personal Statement is due at the beginning of the **last class, April 08.**

SATISFACTORY IN-TERM PERFORMANCE

1. The requirement for satisfactory in-term performance in this course is set at 50% of all pre-final term work (i.e. participation marks, group symposium marks, exam marks and group case project).
2. Unsatisfactory in-term performance in this course will lead to a FND (Failure No Deferral) grade in this course in the event of a missed exam.

ADDITIONAL NOTES AND EXPECTATIONS

1. **CU Learn Website.** Please check your cu Learn course website on a weekly basis. It is your responsibility to access this site regularly for any course updates / announcements.
2. **Cellular Phones.** The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on, please discuss this with the instructor prior to class.
3. **Laptop.** Laptop use in class is permitted for activities related to the class only. Do not use your laptop for any other purposes (e.g., surfing, email, etc.) as this can be distracting to you and those around you. ***Inappropriate use of your laptop or use of your cell phone in class will be noted and will negatively affect your participation grade.***
4. **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. If you have a group assignment you may find the following resources useful:
<http://sprott.carleton.ca/students/undergraduate/bcom/group-work-resources/>

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.

LIST OF READINGS

Week 1 – Introduction

1. Pfeffer, J. & Veiga, J.F. (1999). Putting people first for organizational success. *Academy of Management Executive*, 13, 37-48.

Week 2 – Strategic HRM and the Evolving Role of HR

2. Colakoglu, S., Hong, Y., & Lepak, D.P. (2010). Models of strategic human resource management. In A. Wilkinson, N. Bacon, & S. Snell (Eds.), *The Sage Handbook of Human Resource Management* (pp. 31-41 only – skip last section on “SHRM in Global Context”). Thousand Oaks, CA: Sage.

3. Gratton, L. & Truss, C. (2003). The three-dimensional people strategy: Putting human resources policies into action. *Academy of Management Executive*, 17, 74-86.

4. Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, 76, 124-134.

Week 3 – Acquiring Talent: Recruitment and Selection

5. Ryan, A.M., & Tippins, N.T. (2004). Attracting and selecting: What psychological research tells us? *Human Resource Management*, 43, 305-318.

6. Fernandez-Araoz, C. (1999). Hiring without firing. *Harvard Business Review*, 77, 109-120.

7. Behling, O. (1998). Employee selection: Will intelligence and conscientiousness do the job? *Academy of Management Executive*, 12, 77-85.

Week 4 – Growing Talent: Strategic Training & Development and Succession Planning

8. HR Magazine (2008). Strategic training and development: A gateway to organizational success. *HR Magazine*, 53, 1-9.

9. Karaevli, A. & Hall, D.T. (2003). Growing leaders for turbulent times: Is succession planning up to the challenge? *Organizational Dynamics*, 32, 62-79.

10. Longenecker, C.O. (2010). Coaching for better results: Key practices of higher performance leaders. *Industrial and Commercial Training*, 42, 32-40.

11. Goleman, D. (2004). What makes a leader. *Harvard Business Review*, 82, 82-91.

Week 5 – Motivating and Evaluating Talent: Performance Management

12. Mello, J.A. (2010). Performance management and feedback. In J.A. Mello (Ed.), *Strategic Human Resource Management* (2nd edition, pp. 443-461). Mason, OH: Southwestern.
13. Cardy, R.L. & Selvarajan, T.T. (2006). Competencies: Alternative frameworks for competitive advantage. *Business Horizons*, 49, 235-245.
14. Kerr, S. (1995). On the folly of rewarding A while hoping for B. *Academy of Management Executive*, 9, 7-15.
15. Longenecker, C.O. (1987). Behind the mask: The politics of employee appraisal. *Academy of Management Executive*, 1, 183-193.

Week 6 – Rewarding Talent: Strategic Compensation

16. Mello, J.A. (2010). Compensation. In J.A. Mello (Ed.), *Strategic Human Resource Management* (2nd edition, pp. 493-507). Mason, OH: Southwestern.
17. Lawler, E.E. III. (2000). Pay strategy: New thinking for the new millennium. *Compensation and Benefits Review*, 32, 7-12.
18. Gross, S.E. & Friedman, H.M. (2004). Creating an effective total reward strategy: Holistic approach better supports business success. *Benefits Quarterly*, 20, 7-12.
19. Lawler, E.E. III. (2009). Just rewards: Let's get CEO pay right this time. *The Conference Board Review*, 46, 14-21.

Week 7 – Keeping Talent: Retention Management and Restructuring

20. Allen, D.G., Bryant, D.C., Vardaman, J.M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*, 24, 48-64.
21. Martin, J. & Schmidt, C. (2010). How to keep your top talent. *Harvard Business Review*, 88, 54-61.
22. Cascio, W.F. (2005). Strategies for responsible restructuring. *Academy of Management Executive*, 19, 39-50.

Week 8 – Cross-Cultural Issues in Strategic HRM

23. Black, J.S. & Gregerson, H.B. (1999). The right way to manage expats. *Harvard Business Review*, 77, 52-62.
24. Roberts, K., Ernst-Kosseck, E., & Ozeki, C. (1998). Managing the global workforce: Challenges and strategies. *Academy of Management Executive*, 12, 93-106.
25. Javidan, M. & House, R.J. (2001). Cultural acumen for the global manager: Lessons from Project GLOBE. *Organizational Dynamics*, 29, 289-305 (also includes tables from Javidan et al. 2006 with ratings of GLOBE cultural dimensions by country).
26. Leung, W. (2009). Low cultural IQ could hijack your career. *Globe and Mail* (March 30, 2009).

Week 9 – Organizational Effectiveness and the Future of Strategic HRM

27. Ulrich, D. (2007). Alignment of human resources and the impact on business performance. In R.S. Schuler and S.E. Jackson (Eds.), *Strategic Human Resource Management* (pp. 124-137). Malden, MA: Blackwell.
28. Rucci, A.J. (2009). The pursuit of HR's core purpose: The practical doing of strategic HRM. In J. Storey, P.M. Wright, & D. Ulrich (Eds.), *The Routledge Companion to Strategic Human Resource Management* (pp. 137-148). Oxford, UK: Routledge.
29. Breitfelder, M.D. & Dowling, D.W. (2008). Why did we ever go into HR? *Harvard Business Review*, 86, 39-43.

TENTATIVE CLASS SCHEDULE

Week / Dates	Topic	Readings/ Due Dates
Jan 7	Introduction and course organization	Week 1 Form Groups
Jan 14	Strategic HRM and evolving role of HR	Week 2
Jan 21	Acquiring Talent: Recruitment and Selection	Week 3 Symposium (Group 1)
Jan 28	Growing Talent: Strategic Training & Development and Succession Planning	Week 4 Symposium (Group 2)
Feb 04	Motivating and Evaluating Talent: Performance Management	Week 5 Symposium (Group 3)
Feb 11	Rewarding Talent: Strategic Compensation	Week 6 Symposium (Group 4)
Feb 18	No Class – Reading Week	
Feb 25	Keeping Talent: Retention Management and Restructuring	Week 7 Symposium (Group 5)
Mar 04	Cross-Cultural Issues in Strategic HRM	Week 8 Symposium (Group 6)
Mar 11	Organizational Effectiveness and the Future of Strategic HRM	Week 9 Symposium (Group 7)
Mar 18	Midterm Test	Week 10
Mar 25	Group presentations	Week 11
April 01	Group presentations	Week 12 Group Member Evaluations, Group Case Study Project Report Due
April 08	No Class	Personal Statement Due

Please Note - While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications throughout the semester.

Evaluation Criteria for the Group Symposium

The group demonstrated a firm command of the material and presented information in an accurate manner.

Demonstrated a very limited grasp of the material, often presenting information in an inaccurate manner	Displayed a limited grasp of the material, sometimes presenting information in an inaccurate manner	Displayed a generally sound grasp of the material and adequate mastery of the content	Displayed a very good grasp of the material and a solid level of mastery of the content	Displayed an excellent grasp of the material and very strong mastery of the content
0	1	2	3	4

The group presented the material in a complete and thorough manner.

Coverage of material was incomplete or presented at a superficial level	Coverage of material was somewhat incomplete or superficial in nature	Coverage of material was adequate, but greater elaboration on some key points needed	The majority of the main points were covered in depth	Very thoroughly explained all main points
0	1	2	3	4

The symposium was well-organized and delivered in a logical sequence.

Information/activities were not at all presented in a logical manner; very hard to follow	Some significant difficulties in the logical flow of the symposium; not easy to follow	Well-organized, but a few difficulties in the logical flow of information/activities	Very well-organized; information/activities were mainly presented in a logical sequence	Extremely well-organized; very easy to follow the logical flow of the symposium
0	1	2	3	4

The group demonstrated creativity in their design / presentation of material.

Lacked creativity; very routine treatment of the material	Minimal thought given to creativity or originality	Exhibited some creativity and originality	Exhibited very good creativity and originality	Highly creative/original; very imaginative design and use of materials
0	1	2	3	4

The group engaged students in an interactive discussion and handled student questions / comments effectively.

Very little effort to engage students in discussion and did not handle questions/ comments well	Limited effort to engage students in discussion and did not handle student questions/ comments well	Adequate effort to engage students in discussion, but some issues responding to questions/comments	Very good job engaging students in discussion and responding to questions/comments	Outstanding job engaging students in discussion and responding to questions/comments
0	1	2	3	4

The group provided a clear, concise outline for the symposium.

Very Unclear and/or Not at all Suitable	Somewhat Unclear and/or Unsuitable	Somewhat Clear and Suitable	Very Clear and Suitable	Extremely Clear and Suitable
0	1	2	3	4

The group provided an appropriate analysis/critique of the readings and effectively incorporated relevant additional material.

Ineffective	Somewhat Effective	Effective	Very Effective	Extremely Effective
0	1	2	3	4

The group used relevant and high quality presentation tools during their presentation.

No presentation tools were used	Presentation tools were poorly designed and did not really add to the symposium	Presentation tools were adequately designed and added somewhat to the symposium	Presentation tools were reasonably well designed and enhanced the symposium	Presentation tools were appropriate, very well designed, and effectively used
0	1	2	3	4

The group used clear language and proper voice volume and intonation during the presentation.

More than ½ of the oral presentation was lacking in clarity	The oral component of the presentation lacked noticeable clarity	The oral component of the presentation was generally clear	The oral component of the presentation was very clear	The oral component of the presentation was flawless
0	1	2	3	4

Evaluation Criteria for the Final Group Case Study Report and Presentation

The group clearly described their specific case and a compelling HRM challenge to be addressed.

The HRM challenge was not at all clear or it was not at all a compelling organizational problem	The HRM challenge was not very clear or the problem wasn't very compelling	I was somewhat confused by the description of the HRM challenge or the problem wasn't very compelling	The description of the HRM challenge largely made sense and the organizational problem was compelling	The description of the HRM challenge made perfect sense and the organizational problem was very compelling
0	1	2	3	4

The group provided logical pros and cons regarding the organization's current practice(s).

Either the pros or the cons were not discussed	Most of the pros and most of the cons made little sense	Most of the pros or most of the cons made little sense	Most of the pros and cons made sense	The pros and cons were very logical and well-grounded in the course material
0	1	2	3	4

The group clearly described their alternative(s) and how they addressed the main cons of the current practice.

Not at all clear	Mostly unclear	Somewhat clear	Mostly clear	Very clear
0	1	2	3	4

The group provided a suitable recommended course of action and appropriate support for this recommendation.

Not at all clear	Mostly unclear	Somewhat clear	Mostly clear	Very clear
0	1	2	3	4

The group applied appropriate SHRM theories and concepts in their analysis and recommendation.

Very little application of SHRM theories and concepts	Limited application of SHRM theories and concepts	Adequate application of SHRM theories and concepts	Very good application of SHRM theories and concepts	Outstanding application of SHRM theories and concepts
0	1	2	3	4

Overall, the case report was well-structured and written.

The report was not at all well-structured or written	The report was quite difficult to follow and had several grammatical errors	The report was somewhat well-structured and written	The report was very well-structured and written	The report was extremely well-structured and written
0	1	2	3	4

The group presented their case effectively.

The oral component of the presentation was incomplete and delivery was weak and hard to follow	The oral component of the presentation was somewhat incomplete and delivery was weak and/or hard to follow	The oral component of the presentation was somewhat comprehensive and adequately delivered	The oral component of the presentation was comprehensive, effectively delivered and engaging	The oral component of the presentation was well sequenced, comprehensive, balanced, very effectively delivered and extremely engaging
0	1	2	3	4

The group used relevant and high quality presentation tools during their presentation.

No presentation tools were used	Presentation tools were poorly designed and did not really add to the symposium	Presentation tools were adequately designed and added somewhat to the symposium	Presentation tools were reasonably well designed and enhanced the symposium	Presentation tools were appropriate, very well designed, and effectively used
0	1	2	3	4

IMPORTANT ADDITIONAL INFORMATION

MEDICAL CERTIFICATE

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form at:

http://www1.carleton.ca/registrar/ccms/wp-content/ccms-files/med_cert1.pdf

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term.

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014 and for the April 2015 exam period is March 6, 2015.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: <http://www2.carleton.ca/equity/accommodation/>

RELIGIOUS OBSERVANCE

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

PREGNANCY

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

ACADEMIC INTEGRITY – YOUR RESPONSIBILITY!

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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

PLAGIARISM

The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product 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 offences. For more information on Carleton University's Academic Integrity Policy, consult: <http://www1.carleton.ca/studentaffairs/academic-integrity/>

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.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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IMPORTANT DATES & DEADLINES (FALL TERM 2013)

January 5

Winter-term classes begin. [Late Charges](#) now apply.

January 16

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

January 31

Last day for a [fee adjustment](#) when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

February 13

April examination schedule available online.

February 13-21

Fall-term deferred examinations will be held

February 16

Statutory holiday, University closed.

February 16-20

Winter Break. Classes are suspended.

March 1

Last day for UHIP refund applications for International Students who will be graduating this academic year.

Last day for receipt of applications from potential spring (June) graduates.

March 6

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

Late March (Date TBA)

[Last day to pay any remaining balance on your Student Account](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2015 course selection.

April 3

Statutory holiday, University closed.

April 8

Last day of fall/winter and winter-term classes.

Last day for academic withdrawal from fall/winter and winter-term courses.

School web site: <http://sprott.carleton.ca>

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter-term courses.

April 9-10

No classes or examinations take place

April 11-23

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

June 8-18 (including Saturdays)

Fall/winter and winter term deferred final examinations will be held.