Carleton University
Sprott School of Business
Managing Change
BUSI 4105
Winter 2021

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Course Time & Location	Tuesday, 8:35-11:25, TBA
Office Hours	By Appointment
Modality	3 Hours Synchronous

1.   Course Description

One of the most prominent workplace fallacies is the desire to maintain the status quo because "that's the way it's always been". Now more than ever before, the world of business is one that is characterized by change. This course will explore theories, models, and concepts relevant to organizational change, to enable us to understand why change is so synonymous with modern business operations. At the conclusion of the semester, a large portion of the students in this class will be graduating, and will be ready to enter the workforce. As a result, the class will be organized in a professional manner, a setting that attempts to replicate the workforce as much as possible, in order to help prepare students for the next set of challenges they will face.

In attempt to mirror the reality of workplace requirements in the 21st century and develop your skillset in different capacities, you will have the opportunity to take part in both group and individual submissions, as well as both group and individual presentations. You will also have the opportunity to contribute to class discussions and exercises based on practical scenarios that challenge you to come up with innovative solutions. The intent is that each of these experiences will help equip you with skills necessary to make a positive difference at your organization. Keep in mind that in a strong majority of industries, the issues that face your firm often face the industry as whole, meaning your direct competitors are burdened with the same challenges you are. In being effectively responsive to the changing environmental conditions or new opportunity that has become available, it will enable your firm to react more quickly than your competitors.

Students bring an unbelievable amount of value to the classroom; you all have unique backgrounds, experiences, and perspectives, and the more you are able to share your ideas with the class, the broader our learning source becomes. Because of this, the course will be taught in seminar fashion. In order for this to work, it will require constant interaction between students and the instructor. As such, your grades will be heavily impacted by your willingness and ability to share your thoughts, opinions and perspectives with the rest of the class.

2.   Course Objectives

This course has as number of objectives:
- Introduce you to the core themes, issues, and theoretical models in the change management discipline
- Equip you to take the initiative to identify and resolve inefficiencies when you transition to the workforce
- Ignite healthy debate and sophisticated discussion amongst a group of unique minds, experiences and perspectives
- Enable you to work individually and in teams towards making recommendations to improve insufficient organizational practices
- Prepare you as much as possible for an increasingly dynamic workforce that is defined by constant transition
- Emphasize the manner in which change impacts the workforce regardless of the industry, firm or organizational unit you find yourself working

3.   Course Format

This is a fourth-year business course. Contrary to first- and second-year courses, the students in the course are expected to have learned the core business concepts, and should thus take the opportunity to reflect and draw upon this knowledge when submitting assignments and participating in class exercises/discussions. Given that, the main focus of this course is to enable students to think outside the box, and challenge themselves and others to come up with creative and sophisticated solutions to change-related dilemmas.

Weekly classes will cover some of the core concepts that are currently being discussed, synthesized, and analyzed in the world of change management. Each class will build on the preceding class, with topics growing in complexity over the course of the semester. While the majority of the concepts in the field of change are defined by relatively simple ideologies, we will use class time to attempt to take these concepts and draw upon our understanding of them to enable us to apply such concepts to more sophisticated scenarios in specific organizations, and the workplace in general.

The classes will proceed in the following manner. In the first half of every class, we will have a brief discussion of the readings. In the second half of class, we will elaborate on the concepts

discussed by undertaking a case or an exercise that will enable us to apply what we're learning to a real-life situation. Given the manner in which the classes build on previous topics, the cases will grow in complexity and comprehensive nature throughout the course. The idea is that by the end of the course, you will have had the experience of dealing with the dilemmas that arise in organizations, and will thus be equipped to suggest and design appropriate changes to respond strategically to such issues.

4.   **Course Calendar Description:** Managing Change
An overview of current thinking about change management. Topics covered include understanding the forces for and barriers to change, diagnosing the environment around change and implementing change.
Prerequisite(s): third-year standing
and BUSI 2101 or BUSI 2702 or BUSI 3602 or PSYC 2801 with a grade of C- or higher.
Lectures three hours a week.

5.   **Course Materials**

Textbook: Cawsey, T. & Desza, G, & Ingols, C. (2016). Organizational Change: An Action-Oriented Toolkit. 3rd Edition.

6.   **Topics Covered**

Week	Date	Topic	Class Prep
1	Jan. 12th, 2021	Introduction to the Course	-
2	Jan. 19th, 2021	Defining and Understanding the Essence of Change	1
3	Jan. 26th, 2021	Change Models and Frameworks	2/3
4	Feb. 2nd, 2021	Identifying the Need for Change	6/7
5	Feb. 9th, 2021	The Timing of Change	critique
		- Break week -	
6	Feb. 23rd, 2021	The Impacts of Culture/Globalization on Change	5
7	Mar. 2nd, 2021	Leading, Marketing & Communicating Change	4/8
8	Mar. 9th, 2021	Designing & Implementing Change	9/10
9	Mar. 16th, 2021	The Impact of Tech/Social Media on Change	survey
10	Mar. 23rd, 2021	Counterproductive Change	11
11	Mar. 30th, 2021	Examining Change from a Management Perspective	case
12	Apr. 6th, 2021	Examining Change from a Research Perspective	paper

7.   Detailed Outline of Topics

Week 1: Introduction to Organizational Change
Week One: Class Overview
- Introduction to the course
- In-depth summary/discussion of course outline
- Brief introduction to the field of change management
- Discussion: The change impacts resulting from Covid-19
Required Readings
None.
Optional Readings
- Economist, 2014, 01/18: The future of jobs. The onrushing wave
- Mohrman, S. A. and Lawler III, E. E. (2012) Generating knowledge that drives change, Academy of Management Perspectives, 26(1), 41-51.
Week 2: Defining and Understanding the Essence of Change
Week Two: Class Overview
- Discussion: What constitutes as change?
- Why is change relevant in business?
- Exercise: A Letter of Complaint
Required Readings
- Textbook Chapter 1 (19-23, 33-43)
Optional Readings
- Dibella, A. (2007). Critical Perceptions of Organizational Change, Journal of Change Management, 7 (3-4), 231-242.
- Nicholson, N. (2002). What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century, in Organization 21C (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255
- Malhotra, N. and C.R. (Bob) Hinings (2015) "Unpacking continuity and change as a process of organizational transformation," Long Range Planning 48: 1-22
Week 3: Change Models & Frameworks
Week Three: Class Overview
- Review of seminal approaches to change
- Discussion of legacy change models
- Exercise: Case – Jessica Casserra's Task Force
Required Readings
- Textbook Chapter 2/3
Optional Readings
- Van de Ven, A. & Poole, M. (2005). Alternative Approaches for Studying Organizational Change, Organization Studies, 26(9), 1377-1404
- Van de Ven, A. & Sun, K. (2012), Breakdowns in Implementing Models of Organization Change, Academy of Management Perspective, August 58-74
- Langley, A., Smallman, C., Tsoukas, H., & Van de Ven, A. (2013). Process Studies of Change in Organization and Management: Unveiling Temporality, Activity and Flow, Academy of Management Journal, 56 (1) 1–13.
- Nadler, D.A., & Tushman, M.L. (1989). Organizational frame bending: Principles for managing reorientation. *Academy of Management Executive*, 3(3): 194-204

Week 4: Identifying the Need for Change

Week Four: Class Overview
   -   Discussion: Assignment recap
   -   Exercise: Individual Presentations - Designing a Specific Change Initiative

<u>Required Readings</u> None. <u>Optional Readings</u> None.

Week 5: The Timing of Change

Week Five: Class Overview
   -   Discussion: When change should be implemented
   -   Change Readiness
   -   Change Resistance
   -   Change Resilience
   -   Exercise: Assessing Readiness to Change

<u>Required Readings</u> Textbook Chapter 5/7 <u>Optional Readings</u> - Choi, M. (2011) "Employees' attitudes toward organizational change: A literature review," Human Resource Management, 50(4): 479- 500 - Buono, A., and K. Kerber (2010) Creating a sustainable approach to change: Building organizational change capacity, SAM Advanced Management Journal 75(2): 4-21 - Stanley, David J., Meyer, John P., Topolnytsky, Laryssa. (2005). Emploee Cynicism and Resistance to Organizational Change. Journal of Business and Psychology, 19 (4), 429-459 - Dent, E.B., & Galloway Goldberg, S. (1999). Challenging resistance to change. Journal of Applied Behavioral Science, 35(1): 25-41 - Elrod, D. and Tippett, (2002). The Death Valley of Change, Journal of Organizational change Management, 15, 1- 16 - Koch, L. and French, J. (1948). Overcoming Resistance to Change, Human Relations, August, 512-532 - Armenakis, A.A., Harris, S.G., & Mossholder, K. (1993). Creating readiness for organizational change. Human Relations, 46, 1-23. - Ford, J., Ford, L., D'Amelio, A. (2008). Resistance to Change: The Rest of the Story, Academy of Management Review, 33 (2), 362-377. - Coutu, D. (2002). How Resilience Works, Harvard Business Review, May, 46-56. - Bhamra, R., Dani, S., & Burnardm K. (2003). Resilience: the concept, a literature review and future directions, International Journal of Production Research, 49 (18), 5375-5393 - Hamel, G. and Valikangas, L.(2003). The Quest for Resilience, Harvard Business Review, May, 52-63. - Self, D. & Schraeder, M.(2008). Enhancing the Success of Organizational Change: Matching Readiness Strategies with Sources of Resistance, Leadership and Organizational Development, 30 (2), 167-182. - Cooper, R. & Markus, L. (1995). Human Re-engineering, Sloan Management Review, 36 (4) 39-50. - King, D., Newman, A. & Luthans, F. (2016). Not if, but when we need resilience in the workplace, Journal of Organizational Behaviour, 37, 281-286.

Week 6: The Impacts of Culture & Globalization on Change
Week Six: Class Overview
- Discussion: The impacts of globalization/corporate culture   - Case: Self-Managed Teams at SAAS
Required Readings

Textbook Chapters 6
Optional Readings
   - Schneider, F., Brief, A. And Guzzo, R. (1996). Creating a Climate and Culture for Sustainable Organizational Change, Organizational Dynamics, 24 (4) 7-19
   - Katzenbach, J., Steffen, I. & Kronley, C. (2012). Cultural Change That Really Sticks, Harvard Business Review July–August,
   - Lorsch, J.W. and E. McTague (2016) "Culture is not the culprit", Harvard Business Review 94(4) 96-105
   - Schein, E. (1999). Why does corporate culture matter? In The Corporate Culture Survival Guide. San Francisco: Jossey-Bass, pp. 3-58
   - Hoffstede, G. (2010) Dimensionalizing Cultures: The Hofstede Model in Context, Online Readings in Psychology and Culture
   - Meyerson, D & Martin, J. (1987). Cultural Change: An Integration of Three Different Views, Journal of Management Studies, November, 623-647.

Week 7: Leading & Communicating Change
Week Seven: Class Overview
- Discussion: Selling your employees on the implementation of change   - Exercise: Case – Oshawa Industries
Required Readings

Textbook Chapter 4/8
Optional Readings
   - Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion." Harvard Business Review 83 (2) (February): 104–112.
   - Kim, C. and Mauborgne, R. (2003). "The Tipping Point of Change" Harvard Business Review 81 (4) (April), 60 to 69
     Nadler, D. and Tushman, M. (1990). Beyond the Charismatic Leader: Leadership and Organizational Change, California Management Review, Winter, 77-97
   - Bass, B. (1999). Two Decades of Research and Development in Transformational Leadership, European Journal of Work and Organizational Psychology, 8 (1), 9–32
   - Higgs, M., and Rowland, D. (2005). All Changes Great and Small: Exploring Approaches to Change and its Leadership, Journal of Change Management, 5 (2) 121-151.
   - Cummings, T. (1999).   The Role and Limits of Change Leadership, in Leaders Change Handbook, J. Conger, G. Spreitzer, and E. Lawler (eds). Jossey-Bass: San Francisco, pg. 301-320.
   - Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision, Organizational Dynamics, 18(3), 19-31.
   - Denis, J., LaMonthe, L. & Langley, A. (2001). The Dynamics of Collective Leadership and Strategic Change in Pluralistic Organizations, Academy of Management Journal, 44 (4) 809-837
   - Kotter, J.P (2007) Leading change: Why transformation efforts fail", Harvard Business Review 85(1) 96-103.

Week 8: Designing & Implementing Change
Week Eight: Class Overview - Discussion: Actioning change initiatives - Defining Change through Statements of Procedures - Exercise: Case - Northwell Inc.
Required Readings Textbook Chapter 9/10 Optional Readings - Collins, J. and Porras, J. (1998). Building Your Company's Vision, in Harvard Business Review on Change, Harvard Business Review Press: MA., 65-77 - Beatty, R. and Ulrich, D. (1991), Re-engineering the mature organization, Organizational Dynamics, Vol. 20 pp.16 - 30. - Pfeffer, J. and Sutton, R. (2006). Change or Die? An Evidence Based Approach to Change Management, excerpted from: Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence Based Management, Harvard Business School Press, MA, - Kerber, K. and A. Buono (2005) "Re-thinking organizational change: reframing the challenge of change management", Organization Development Journal 23(3): 23- 38. - Frohman, A.L. (1997). Igniting organizational change from below: The power of personal initiative. Organizational Dynamics, 25(3): 39-53. - Sonenshein, S. (2010). We're Changing - or are we? Untangling the Role of Progressive, Regressive and Stability Narratives During Strategic Change Implementation, Academy of Management Journal, 53 (3), 477–512

Week 9: Social Media/Technology & Change
Week Nine: Class Overview - Discussion: The impacts of social media/technology - Simulation: Effective Use of Social Media to create change for Business Objectives
Required Readings None. Optional Readings - Volkof, O., D. M. Strong and M.B. Elmes (2007) "Technological embeddedness and organizational change," Organization Science 18(5): 832-948. - Bower, J. and Christensen, C. (1995) Disruptive Technologies: Catching the Wave, Harvard Business Review, January-Feb. 43 to 53

Week 10 : Counterproductive Change
Week Ten: Class Overview - Discussion: Is change universally beneficial? - Change for the sake of change - Draw: Order of Group Presentations
Required Readings - Textbook Chapter 11 Optional Readings - Christensen, C. and Michael Overdorf, M. (2000) Meeting the Challenge of Disruptive Change, Harvard Business Review, March, 68 to 76 - Stensaker, I. , Falkenberg, J., Myer, C.B., & Haueng, A.C. (2002). Excessive change: Coping mechanisms and consequences. Organizational Dynamics, 31 (3): 296-312.

Week 11: The Management of Change
Week Eleven: Class Overview
- Discussion: Change Management at the corporate level
- Exercise: Class Presentations
Required Readings
None.
Optional Readings
- Harrison, R. (2000). Choosing the Depth of Organizational Intervention, In French, Bell and Zawacki, (eds) Organizational Development and Transformation, McGraw Hill: Toronto, pg. 354 - 364. (Original 1970).
- O'Reilly, C. A. & Tushman, M. L. (2013). Organizational Ambidexterity: Part Present and - Future, Academy of Management Perspectives, 27 (4), 324–338
- Tushman, M. L., & O'Reilly, C. A. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. California Management Review, 38(4), 8–30.
- Weick, K. and Quinn, R. (1999). Organizational Change and Development, Annual Review of Psychology, 50, 361-386.
Week 12: Change & Research
Week Twelve: Class Overview
- Discussion: Change Management in a research context
- Description/Instructions for Take-home Exam
- Exercise: Class Presentations
Required Readings
- Choose 1 paper from any of the optional readings
Optional Readings
- Maitlis, S. & Christianson, M. (2014). Sensemaking in Organizations:, The Academy of Management Annals, 8 (1), 57-125
- Stoltzfus, K., C. Stohl and D. R. Seibold (2011) "Managing organizational change: paradoxical problems, solutions, and consequences", Journal of Organizational Change Management 24(3): 349-367.
- Farjoun, R. (2010). Beyond Dualism: Stability and Change as a Duality, Academy of Management Review, 35 (2), 202-225.
- Bonaccio, S., J. O'Reilly, S. L. O'Sullivan and F. Chiocchio (2016) "Nonverbal behavior and communication in the workplace: A review and an agenda for research," Journal of Management 42(5): 1044-1074
- Balogun, J. & Johnson, G. (2004), Organizational Restructuring and Middle Management Sensemaking, Academy of Management Journal, 47 (4), 523-549.
- Reichers, A.E., Wanous, J.P., & Austin , J.T. (1997). Understanding and managing cynicism about organizational change. Academy of Management Executive, 11(1): 48-59.
- Lundberg, C. (2004) Is there Really Nothing so Practical as a Good Theory? Business Horizons, 47 (5), 7-14
- Pettigrew, A. (1990). Longitudinal Field Research on Change: Theory and Practice, Organizational Sciences, 1 (3), 267-291
- Pettigrew, A., Woodman, R. & Cameron, K. (2001). Studying Organizational Change and Development: Challenges for Future Research, Academy of Management Journal, 44 (4), 697-713.

7.   Grading Scheme

Assignment	Weight
Class Participation	35%
- Contribution to classroom discussion/exercises	- 10%
- In-class Simulation	- 5%
- Weekly Readings Summary	- 20%
Designing a Specific Change	15%
- Presentation	- 5%
- Summary	- 10%
Team Research Project	30%
- Presentation	- 10%
- Report	- 20%
Take-home Exam: Planning a Comprehensive Change Initiative	20%
Total	100%

8.   Description of Deliverables

Contribution to Classroom Discussion/Exercises: Given the seminar format, you will be graded on your contribution to our class discussions on a weekly basis. While attendance is required, it is not sufficient, as you will be expected to respond to questions, participate in class exercises, and share insightful comments based on the weekly readings as well as your unique set of experiences.

While the slides will be posted and the majority of the readings will be available in the course text, the course discussions and in-class exercises will look to go beyond what is available electronically. The slides will present some of the core themes presented by the text and by related materials, but the time spent in the classroom will be spent discussing those core themes further, and making them more relevant by presenting them in relation to current trends and recognizable organizations. Further, as with any class, being in the room and participating actively subjects you to a wealth of unique experiences and perspectives of your fellow classmates. For these reasons, class participation will have a major impact on your final grade in the course.

Weekly Reading Summary: As mentioned in the outset of this syllabus, students taking a fourth-year business course are at the point in their academic careers at which they need to begin to prepare to enter the business world and become a contributing member of a work team. Once you enter the workforce, you will quickly learn that in order to prepare for meetings, conferences, and management briefings, it will be of great benefit to you to make note of points you wish to discuss so that you aren't fumbling around unnecessarily when it's your chance to share your views. With this in mind, getting into the habit of note-taking while you're still studying will be of great value to you down the road. Furthermore, numerous studies have established that taking notes enables recall techniques more accurately than simply reading.

In order to help ensure everyone is prepared for our weekly "meetings", you will be asked to

submit a brief summary on the course readings on a weekly basis. The summaries will provide you with the opportunity to take note of the core items the chapter covers, the points you come across that are of specific interest to you, and any other interesting concepts you learn of throughout the chapter that are worth mentioning. These are not meant to be in-depth reports or time-consuming endeavors in any sense – I am simply asking you that prior to class every week, you submit a brief review – ½ a page to 1 page single-spaced – of the core concepts and anything else that jumped out to you in that week's readings.

Designing a Specific Change - Presentation: This introductory assignment will enable you to take what you've learned in the first couple of classes to reflect on an organization you're familiar with and recommend a change you think would benefit them moving forward. The course instructor will choose an specific organization in the weeks ahead and students will be encouraged to reflect upon their knowledge and understanding of this organization to come up with an idea to help them move forward and improve as an organization. More details to come in class.

Designing a Specific Change – Paper: One of the assignments you will likely be tasked with fairly frequently as a young professional is to synthesize and summarize specific information to brief senior management operatives. The key in doing so is to remain clear, brief, and straight-forward in doing so in order to pass along the key points effectively. As a result, along with presenting your change, you will be required to submit a brief paper on the change, in the format of a relatively succinct memo. You paper should be 2-3 pages long, and focus mainly on the core aspects of the change, but also elaborate on the thoughts shared in your presentation.

Team Research Project - Presentation: The pace of change the world is experiencing continues to rise exponentially. Some of the things that were thought of as "impossible" mere decades ago are the same things that today we take for granted. For this assignment, you will be asked to consider one of the many changes the business world has experienced in your lifetime and prepare both a report as well as a presentation for the class on this change. This task will require a research component, to provide the class with some perspective and background on the change, an application component, to assess the impact it has had on business and industry, and a creative component, enabling you to speculate on of how this change will continue to impact the way we do business in years to come. More details to come in class.

Team Research Project – Report: Along with your presentation to the class, you will be asked to put together a report with your team, describing the essence of the chosen change in greater detail. This report will enable you to expand on your presentation and include additional information that may be of interest. The report as a whole should be approximately 5 pages, single spaced.

Take-home Exam: Your take-home exam will be a case-based exam asking you to design a strategic solution to a dilemma that will encompass a significant organizational change. It will be an open book exam and will be provided on the last day of class. Keep in mind that given that it is an exam, you must not discuss your response with your classmates. You will have 72 hours to read the case, develop an understanding of the issues, and respond to a series of questions in order to draft a proposal intended to assist the organization come to a solution to continue to prosper under a new set of circumstances.

9.   Additional Information on the Course

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.

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 resources at **http://sprott.carleton.ca/academic_programs/groupwork** useful.

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/

Course Submissions

Course submissions for this course will be expected to be single-spaced, with a regular font and size. Please submit all papers in hard copy.

Description and Prerequisites

Students are urged to refer to the appropriate sections in the 2020 Calendar for the exact course description and the prerequisites. It is the responsibility of each student to ensure that he/she has met the prerequisite requirements for the course. Failure to document this requirement will lead to mandatory deregistration from the course. **The School of Business enforces all prerequisites.**

Persons with disabilities and/or requiring special arrangements should contact the Paul Menton Centre and the Instructor early in the term.

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:

Persons with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please note the deadline for submitting completed forms to the PMC for formally scheduled final exam accommodations in December is **March 13th, 2020.** Please refer to http://www.carleton.ca/pmc/ for all PMC information.

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.

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/.

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://www.carleton.ca/studentaffairs/academic_integrity.

The photocopying of substantial portions of a textbook (e.g. more than 1 chapter or 15% of the total page count) without the publisher's permission is another misuse of intellectual property, and is also a violation of Canadian copyright law. Access Canada's web site provides guidelines on legitimate copying. You may also find helpful information at: http://library.wlu.ca/access/guidelines.htm

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.

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.
http://www.carleton.ca/registrar/forms/Med_Cert_Carleton_University.pdf

E-Mail:

Students who wish a reply from the instructor must use their Carleton student email account when communicating by e-mail.

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/**