



BUSI 4400 A
IS Strategy, Management, and Acquisition
Fall 2017

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Office Hours: Monday 11:00 a.m. – 12:30 p.m. or make an appointment by email (preferred)

Schedule: Thursday 14:35-17:25

Location: Southam Hall 517

Prerequisites:

Fourth-year standing, BUSI 3103 and BUSI 2400 (with a grade of C- or better in each).

Introduction:

Investments in information technology (IT) and IT-based systems and processes are critical for business organizations operating in an increasingly digitalized world. Business firms and other organizations no longer have the option of not making such investments. Opting not to make IT investments or making the wrong type of investments can have catastrophic effects for organizations. For many firms, investments in digital IT systems and related processes have been tremendously beneficial. For many other firms the benefits from their substantial spending on IT have been marginal. Why is it that some firms are better at leveraging their investments in IT systems than others? Popularly termed the 'IT productivity paradox' these asymmetrical outcomes of IT investments have been of tremendous interest to both researchers and practitioners for many years.

While some have argued that IT is a commodity with little strategic value (fueled by the rise of phenomena such as cloud computing, BYOT, among other recent trends), others assert that strategic value does not come from simply possessing the IT assets. They contend that firms derive value from their IT investments by developing superior capabilities to orchestrate the IT investment and deployment processes, as well as the capabilities to presciently and effectively govern and apply the technological and human assets to achieve the strategic and operational objectives of the business. The core focus of any IT investment is the value to be created and

delivered that the customer is willing to pay for or fund. We subscribe to that view in this course.

Course Description:

Calendar description: Comprehensive treatment of current trends and management issues associated with information systems within organizations of local, national, and international scope. Issues and techniques of information systems planning, administration, resource management, and new technology adoption. Case studies are used.

Learning Outcomes:

On completion of this course students are expected to have developed a deeper understanding of:

- ◆ the key strategic issues facing managers seeking to deploy and exploit enterprise information technology and systems.
- ◆ issues behind the 'IT productivity paradox'.
- ◆ the impact of the external environmental context on the strategic use of IT in organizations
- ◆ the role enterprise information systems as enablers of organizational transformation.
- ◆ the importance of managerial IT competence in managing the design, implementation and exploitation of IT systems.
- ◆ the key IS/IT resources that must be assembled and deployed in order to derive IT performance benefits
- ◆ the actions that managers should take to build organizational IS/IT capability and ensure value is delivered for the investments made.
- ◆ the critical role of effective IT and business leadership in assuring value delivery from IT investments

Course Material and Additional Reading

There is a textbook and a casebook for this course. Both can be obtained in the Carleton Bookstore or online in either e-book or paper format:

Textbook: Grant, G. and Collins, R. (2016) *The Value Imperative: Harvesting Value from your IT Initiatives*, New York, Palgrave MacMillan. (ISBN: 978-1-137-59039-8)

Case book: Robert D. Austin, Richard L. Nolan, Shannon O'Donnell (2016), *The Adventures of An IT Leader*, Boston, MA: Harvard Business Press. (ISBN: 978-1-633-69167-4).

Additional Readings will be drawn from a variety of sources. These are listed in the course schedule.

Supplementary Reading:

Students are encouraged to read the following textbooks for addition information.

- ◆ Keri E. Pearlson, Carol S. Saunders, Dennis F. Galletta (2016) *Managing and Using Information Systems: A Strategic Approach*, 6th Edition, Wiley. (ISBN: 978-1-119-24428-8).
- ◆ James D. McKeen and Heather Smith (2009) *IT Strategy in Action*
Publisher: Prentice Hall ISBN-10: 0136036317 ISBN-13: 9780136036319
- ◆ Broadbent, M. and Kitzis, E. S. (2005) *The New CIO Leader: Setting the Agenda and Delivering Results*, Boston: HBS Press (available at leading bookstores)
- ◆ McNurlin, B. C., Sprague, R. H. and Bui, T. (2009) *Information Systems Management in Practice*, 8th Edition, Upper Saddle River, NJ: Pearson- Prentice Hall.

Online resources:

Magazines:

[CIO](#), [CIO Insight](#), [Datamation](#), [Baseline](#), [Wired](#), [Fortune](#), [Information Week](#), [Business Week](#), [Forbes](#), etc.

Course Procedures and Grading:

The course will primarily be based around cases and readings from the textbook as well as other sources that illustrate key issues in information systems management. Students will be expected to actively participate in the discussions and all associated class activities. The final course grade will be derived as follows:

Individual case write-ups	20%
Group Case Presentation	10%
Class participation	10%
Team project	20%
Final Exam	<u>40%</u>
Total	100%

Class Participation:

Participation by students in class discussion and activities is an important part of this course. Effective participation is possible only by regular class attendance, active pre-class preparation, and online contributions as required. You should read the required case chapters and readings before coming to class. You will not gain participation marks simply by asking an obligatory question or two. Nor will such marks be based on the number of questions or comments made. Participation grades will reflect the total impact the student has had on the class over the term, through significant and insightful comments, and a demonstration of good problem-solving and analytical skills.

Group Analysis of the IVK Corporation Case

As part of the learning experience in this course we will follow the exploits of Jim Barton, the new CIO at IVK Corporation, as he struggles to understand his new role as CIO and manage the challenges that the corporation faces in delivering value from IT investments. Each week, students working in groups, will present an analysis of the relevant issues being faced by Jim and his team as described in the chapters assigned for that week from the book *Adventures of an IT Leader*.

The presenting group is expected to synthesize the chapters assigned, identifying and discussing the main issues raised, and the core problem(s) to be addressed. The issues and problems should then be thoroughly **analyzed** (not just described again). The analysis should employ theoretical ideas presented in class or relevant readings (those assigned and others deemed relevant by the group). Alternative courses of action, recommendations, and implementation suggestions should be presented as appropriate. The presenting team will submit a **write-up of the case** prior to the start of class on the day of presentation. The write-up should not exceed ten (10) pages (double-spaced). (See the following resources on how to analyze a case and write-up a case <http://college.cengage.com/business/resources/casestudies/students/overview.htm> <https://www.thoughtco.com/how-to-write-a-case-study-analysis-466329>). In doing the presentation the team is expected to use a variety of strategies that will encourage class participation (example: debates, dramatization, videos, etc.). Credit will be given for creativity in presenting the case.

Individual Assignment (usually weekly)

Each week a series of discussion points or questions will be posted. Each student will be required to do individual write-ups (consisting of 2-3 double-spaced pages) of **four (4) of the discussion points/questions** posted throughout the semester. The objective is to have students give due consideration to the issues emanating from the IVK case and help them prepare for the class discussion. Well thought out and written responses are expected. Students will be assigned to answer a particular question/discussion issue for two (2) of the four (4) assignments. The assignments will be made when the class list is known. **You may not write up an individual question on the same case/topic your group is presenting. You also may not write-up more than one question per week.** There will be **no make-up** papers for those missed. Late submission of individual assignments will not be accepted after discussion on the topic has taken place in class. Please check the individual assignment evaluation criteria for guidance.

Team Project

Students will be required to form into project teams of 3-4 people. The teams will conduct a case study of an information system in an organization of their choice. The case study should focus on a particular issue or theme related to the choice, implementation, or use of a system. Issues include strategic planning, IT governance, Investment priority setting, project management, IT service management, change management, sourcing IT services, post implementation performance review, training, among others. Students are required to conduct background research and interview at least three people in an organization regarding the issue of interest. Ideally interviews should be conducted with both IT and business personnel.

Each team will prepare a write-up of the case consisting of no more 5000 words. Teams will then make a presentation of their case studies to the entire class at a time to be assigned. The case studies should be analytical and go beyond a mere description of the situation in the organizations. They should emphasize the strategic issues being tackled and include recommendations on how key challenges or opportunities might be addressed.

Project deliverables:

Deliverables for the team project include the following: a project proposal, project report, project presentation, and a **peer evaluation**.

- a. The proposal should provide a brief background (1 page) on the issue that has been assigned. It should contain the following: a title for the project, background and rationale, possible sources of information and resources that may be needed, and a project schedule. I will review each project proposal. The proposals must be submitted by the third class meeting.
- b. The project report should be constructed as a business report. It should have a title page, an executive summary page, a table of contents and figures, the report itself, and appropriate appendices and illustrations. It should not be more than 5000 words in length, excluding appendices and illustrations.
- c. Each team will give an in-class presentation of its project lasting no more than 15 minutes. This will consist of 12 minutes for the actual presentation and 3 minutes for questions. The limited presentation time makes it imperative for the group to organize what is to be presented. Visual aids should be used to enliven the presentations. However, these must be well designed and clear. All team members should take part in the presentation
- d. Each student will be required to take part in two peer evaluation exercises. One of the project team presentations and one of his or her peers' involvement and performance in the project team. The evaluation of the presentation should be submitted at the end of the class session in which the presentation was given. The evaluation of team member involvement and performance in the project preparation should be submitted separately to the teacher. If the evaluation is not submitted, up to 5% of the project grade will be deducted.
- e. The project submitted should be original work. A group that submits a project that is not original work will get a final class grade of Zero (0) and be subject to university policy regarding instructional offenses.

Summary of Deliverables

	Deliverable	Submit to	Due Date	% of Grade
1	Project Proposal	Professor	3 rd week of class	-
4	Individual Case Write-up	Professor	By 12:00 noon on assigned date	20
1	Case Presentation	Professor	At the start of class on assigned date.	10

1	Final Project	Professor		20
1	Project Group Peer Evaluation	Professor		-
2-3	Project presentation peer evaluation	Professor	As scheduled	-
1	Final Exam	Professor	As scheduled	40

Assignment Submission

All written assignments including the group project should be submitted to the Professor by **12:00 noon, via cuLearn**, on the day they are due. The assignments should be submitted in **.pdf format. No printed document is required.** All documents should have the student's name, number, email address and course section.

It is the student's responsibility to ensure that all assignments are received in an accessible format on or before the due date. Assignments are due at the time indicated. **Late assignments will normally not be accepted.**

BUSI 4400A IS Strategy, Management and Acquisition– Fall 2017
Tentative Class Schedule

Dates	Topic	Cases/Assignments	Additional Reading	Practitioner's Perspective
Sept 07	<p>Introduction and Class Organization Business and IT challenges for today's organizations</p> <p>Grant, G. and Collins, R. (2016) Chapter 1: Business and IT Challenges in Today's Organization, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p>		<p>Articles: Kappelman, L., McLean, E., Johnson, V., Torres, R., Nguyen, Q., Maurer, C., nd Snyder, M. (2017) The 2016 SIM IT Key Issues and Trends Study, <i>MIS Quarterly Executive</i>, 16 (1), 47-80.</p>	<p>Gartner CIO Agenda and Insights 2017 http://www.gartner.com/imagesrv/cio/pdf/Gartner_CIO_Agenda_2017.pdf</p>
14	<p>IT Leadership Grant, G. and Collins, R. (2016) Chapter 12: The Role of Leadership, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan</p> <p><u>Guest Speaker:</u></p>	<p>IVK-1: The new CIO IVK-2: CIO challenges VK-3: CIO leadership (All students will prepare for discussion in class)</p> <p>Individual Assignment #1</p>		<p>The Essential CIO: Insights from Global Chief Information Officer Study. IBM, 2011.</p> <p>The skill traits of a next-generation CIO CIO.com</p> <p>Heller, M. (2017) Why the CIO Reporting structure matters, CIO.com</p>
21	<p>The cost of IT investments</p> <p>Grant, G. and Collins, R. (2016) Chapter 2: The Value Cycle, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p>	<p>IVK-4: the cost of IT (Group 1)</p> <p>Individual Assignment 2</p> <p><u>Group project proposal due</u></p>		<p>Nicolas Carr's discusses his ideas on "IT doesn't matter" http://www.youtube.com/watch?v=PO2dCaaSDk8&feature=related</p> <p>Wilczek, M. (2017) Headache for the CIO: Shadow IT is soaring as LoBs seek greater autonomy, CIO.com</p>

Dates	Topic	Cases/Assignments	Additional Reading	Practitioner's Perspective
28	<p>The value of IT investments</p> <p>Grant, G. and Collins, R. (2016) Chapter 3: The Engineering Model of Business-IT Alignment, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p> <p>Grant, G. and Collins, R. (2016) Chapter 4: The Agricultural Model, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p>	<p>IVK-5: the value of IT (Group 2)</p> <p>Individual Assignment #3</p>		<p>Finding the Strategy Gaps Avoiding Alignment Traps http://resultsbrief.bain.com/videos/0711/index.htm</p>
October 05	<p>Delivering Value from IT investments</p> <p>Grant, G. and Collins, R. (2016) Chapter 5: The Value Realization Cycle, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p>	<p>IVK-6: Project Management (Group 3)</p> <p>IVK-7: The Runaway Project (Group 4)</p> <p>Individual Assignment #4</p>		<p>Cooper, R. The Stage-Gate Idea-to-Launch process http://www.stage-gate.net/downloads/working_papers/wp_30.pdf</p>
12	<p>Setting IT investment priorities</p> <p>Grant, G. and Collins, R. (2016) Chapter 8: IT Investment Portfolio: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan</p>	<p>IVK-8: IT Priorities (Group 5)</p> <p>Individual Assignment #5</p>		<p>IT Portfolio Management http://c isr.mit.edu/research/research-overview/classic-topics/it-portfolio-management/</p>

Dates	Topic	Cases/Assignments	Additional Reading	Practitioner's Perspective
19	Governing IT services. Grant, G. and Collins, R. (2016) Chapter 6: Governing IT services, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan	IVK-9: IT and the board of directors (Group 6) Individual Assignment #6		An Executive View of IT Governance Why IT Governance should fall to the board
October 26	No Classes- Fall Break			
November 02	Managing Service Operations and Business Continuity	IVK-10: Crisis & IVK-11: Damage (Group 7) IVK-12: Communication (Group 8) Individual Assignment #7		An Introductory Overview of ITIL Version 3 Verizon Suffers Cloud Data Leak Lindros, K. and Tittel, E. (2017) How to create an effective business continuity plan, CIO.com July 18.

Dates	Topic	Cases/Assignments	Additional Reading	Practitioner's Perspective
November 09	<p>Building and managing the digital platform</p> <p>Grant, G. and Collins, R. (2016) Chapter 7: Enterprise Architecture, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan.</p>	<p>IVK-13: Emerging technology (Group 9)</p> <p>IVK-16: Standardization & IVK-17: Innovation ((Group 10)</p> <p>Individual Assignment #8</p>		<p>IT Priorities in the Downturn http://www.computerweekly.com/news/2240117393/IT-Priorities-Feature</p> <p>Emerging Technologies – Jack Shaw http://www.youtube.com/watch?v=9iQbt0uNwz0&feature=related</p> <p>CIOs discuss cloud computing http://www.youtube.com/watch?v=C9WYyO2FKrU</p> <p>Nicolas Carr on cloud computing http://www.youtube.com/watch?v=7ymafpmWBA8&feature=related</p>
16	<p>Sourcing IT Services and Talent</p> <p>Grant, G. and Collins, R. (2016) Chapter 9: Sourcing IT services, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan</p> <p>Guest Speaker: Accenture or Deloitte</p>	<p>IVK-14: Vendor partnering (Group 11)</p> <p>IVK-15: Managing talent (Group 12)</p> <p>Individual Assignment #9</p>		<p>Kaplan, J. (2017) How SaaS industry is becoming a victim of its own success, Datamation, July 10</p> <p>Deloitte: Mind the talent gap http://www.deloitte.com/assets/Dcom-Canada/Local%20Assets/Documents/Consulting/ca_consulting_MindtheGap.pdf</p>
23	<p>Managing IT Service Performance and Risk</p> <p>Grant, G. and Collins, R. (2016) Chapter 10: Measuring IT value delivery, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan</p> <p>Grant, G. and Collins, R. (2016) Chapter 11: ROI, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan</p>	<p>IVK-18: Managing risk (Group 13)</p> <p>Individual Assignment #10</p>		<p>Olavsrud, T. (2017) 9 biggest information security threats through 2019, CIO.com March 28.</p>

Dates	Topic	Cases/Assignments	Additional Reading	Practitioner's Perspective
30	Project Presentations <u>All Projects Documents Due Today</u>			
Dec 07	Harvesting Value from IT Investments Grant, G. and Collins, R. (2016) Chapter 13: It is not about technology: It is about value, in The Value Imperative: Harvesting Value from IT Initiatives, New York, Palgrave MacMillan	IVK-19: Looking forward		
TBA	Final Examinations			

* Case assignments may be adjusted depending on class registration.

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, Accommodations, Etc.

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 Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-

520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation 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 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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For 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

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: <http://carleton.ca/studentaffairs/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/>

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 <http://carleton.ca/ccs/students/>

Important Dates and Deadlines – Fall 2017 Graduate, Undergraduate and Special Students

September 1

Last day for receipt of applications from potential fall (November) graduates.

September 2-3

Residence move in weekend.

September 4

Statutory holiday. University closed.

September 5

Academic orientation (undergraduate and graduate).

Orientation for Teaching Assistants.

All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 6

Fall term begins.

Fall and fall/winter classes begin.

September 15-17

Full and late summer deferred final examinations held.

September 19

Last day of registration for fall term and fall/winter courses.

Last day to change courses or sections (including auditing) for fall/winter and fall term

courses.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2017 and must register for the fall 2017 term.

September 30

Last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees.

October 6

December examination schedule (fall term final and fall/winter mid-terms) available online.

October 9

Statutory holiday. University closed.

October 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 23-27

Fall break. Classes are suspended.

November 1

Application deadline to study at another institution on a [letter of permission](#) for the winter term.

November 10

Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. Late requests will be considered on case-by-case basis.

November 15

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 24

Last day for summative or final examinations in fall term courses before the official examination period (see [Examination Regulations](#) in the Academic Regulations of the University section of the Undergraduate Calendar).

November 25

Winter Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

December 1

Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.

December 8

Fall term ends.

Last day of fall-term classes.

Classes follow a Monday schedule.

Last day for academic withdrawal from fall term courses.

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 term courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

December 9

No classes or examinations take place.

December 10 – 22

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

December 22

All take home examinations are due.

December 25-January 1, 2018

University closed