

**Managing the Family Enterprise**  
**BUSI 3611 A**  
**Winter 2024**

**Instructor:** Dennis Sakalauskas

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

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

**Modality:** In-person on campus lectures

**Pre-requisites & precluded Courses:**

Third year standing, and BUSI 1105 or BUSI 1002, and of BUSI 2101, BUSI 2121, BUSI 2702.

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
Participation	Sessions 2 to 13	5%
Team Case-based – Application Exercises	See Course Outline	Best 2 / 3 cases 20%
Team Family Enterprise Management Plan Presentation	March 15 <sup>th</sup> or March 22 <sup>nd</sup>	15%
Individual Letter to the Board of Directors	April 8th by 5:00pm EST	20%
Final Exam	See Final Exam Schedule	40%

## **Course Description**

How family businesses are different, what makes them different and how to effectively manage these differences. Challenges arising from the tension between family and business pressures from governance, management and succession planning perspectives.

Moreover, this course seeks to synthesize learning from previous courses taken, particularly related to entrepreneurship, business development, organizational management, strategy, marketing strategy and/or strategic management. Emphasis is on the role of family-based entrepreneurs starting a new venture (business) and the management of *growing their company, while also implementing novel strategies and necessary supporting tactics for long-term sustainability.*

This course also explores the *knowledge* of growing a family-based small business, but more importantly the *practical application* of truly developing a business idea, but also the management of the business over various generations. This includes concepts and decisions involved with the family-based decisions, managing of people, marketing, social media, online marketing, management strategy and strategies to build, but also to sustain the growing *family business.*

The theoretical part of the course involves learning of managing a new and growing business through review, analysis and in-depth discussions of strategic concepts, lectures, class discussions, case reviews and guest presenters.

The applied part of the course is explored at the strategic level - the long-term policy-making/planning stage - and at the family-based enterprise's business operating level, or short-term decision-making/implementation stage. The point of view is always that of a family business owner/entrepreneur, CEO and/or Board of Directors who must direct, make decisions, (which are financially beneficial), and take action to ensure long-term leadership over generations in competitive markets.

It will involve the development and management of a *real* evolving family enterprise management plan, which includes transition of next generations as well as the rigorous review and strategic recommendation of various case study situations. The overall thinking behind this course is that of a seminar course format that will focus on class discussion and involvement of each student in the class. Between cases, family enterprise and start-up business models, participants will have a thorough understanding of well over 100 new ventures, start-up companies' strategies and family enterprises.

## **Learning Outcomes and Course Objectives**

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

1. Demonstrate an improved knowledge of the key differences between family and non-family businesses. Students will leave the course with an appreciation of the advantages / disadvantages of family ownership and how to manage these effectively.
2. Comprehend the unique challenges arising from management and ownership succession in a family-owned firm as well as recognizing and responding to common issues.

3. Apply the points of view of an effective action-seeking family-based business owner / entrepreneur and/or board of directors who are required to grow the business, generate significant investments, and brand awareness, retain an extensive customer base, motivate employees in a growing family-based enterprise, but also to take those points-of-view and make effective marketing, management and financial business decisions.
4. Turn any challenge in to a business opportunity, deal with unprofitable customers and recovering from business crises through new business strategies, while appropriately questioning and criticizing traditional *family-based* entrepreneurial, start-up, marketing and management techniques and systems and creating the most effective marketing strategy solutions.
5. Appreciate the special importance of governance in family-owned enterprises and form a working knowledge of critical governance structures and leverage the most relevant and modern business, sales and marketing techniques and working knowledge of best practices and how to apply / customize them for family businesses.

### **Course Structure**

This course emphasizes a way of thinking about managing a family enterprise and business sustainability; but also, to essentially make effective decisions through the use of case summaries, a team family enterprise plan, relevant strategic business planning and family business governance, marketing and management discussions, and a review of all concepts with a final exam.

Moreover, the overall structure also calls *for ongoing class participation throughout the entire course*, so to best leverage the knowledge of concepts from all participants and integrate it to the application of companies seeking leadership in managing and growing family enterprises.

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

<b>Program Learning Goal</b>	<b>Competencies Not Covered</b>	<b>Competencies Introduced (only)</b>	<b>Competencies Taught But Not Assessed</b>	<b>Competencies Taught and Assessed</b>
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				<b>X</b>

<p><b>BC2 Collaboration</b>  <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i></p>				X
<p><b>BC3 Critical Thinking</b>  <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i></p>				X
<p><b>BC4 Communication</b>  <i>Graduates will be effective and persuasive in their communications.</i></p>				X

**Required Material**

A rigorous and **most relevant course pack list** containing the most relevant family enterprise and entrepreneurship articles and case studies from the Harvard Business Review, M.I.T. Sloan and other entrepreneurship education peer-review centres is listed in a clearly marked folder on this course’s online Brightspace Page.

**Please see the list of relevant articles and case studies listed in the clearly marked folder on Brightspace**, which are available in ARES in the Carleton University Library. Also, the very **same list of articles are highlighted in this syllabus via the course schedule**, whereby all are articles link directly to the key theme based on the topics to support each reading article.

**Methods Used to Evaluate Student Performance**

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

Class Lecture Individual Participation	5%
Team Case-based Application Exercises (Best 2 / 3 cases)	20%
Team Family Enterprise Management Plan	15%
Individual Outlook Memo – Report	20%
Final Exam	40%

## **Teams**

Teams will be formed of 5 or 6 people and will be grouped at the first class. Each team must designate a person to coordinate the delivery of projects (see due dates in course outline).

**NOTE:** You are responsible for managing your team, including highlighting opportunities for the group to improve and to continuously offer recommendations for the team to work effectively and efficiently together. If groups have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. a file describing the problem, detailed challenges, detailed missed meetings, etc). This is in line with the human resources management of a modern company or organization.

## **Individual Participation**

Family-based business and entrepreneurs must work in teams, present and must always be active participants in all aspects of the business. This will also be the case for this course, whereby several opportunities will occur *during the lectures and discussions* through case studies, facilitation exercises and the team presentations.

The lectures are designed to be very interactive, so opportunities for class participation are *at each* lecture class. In addition, countless opportunities for contribution and/or participation will be available during the case study discussions, following group presentations and during brainstorm/team workshops throughout all lectures.

Participation will be self-assessed each week starting the second session. The evaluation will consist of approximately three to four key questions:

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

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

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

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

### ***5/5 Excellent***

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages group discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Most important, if this person was absent from class, the class would surely miss out, and discussions would be *far* less dynamic. Attends and participates in a meaningful way with relevant, useful questions and discussions at all presentations for which they are not presenting.

***4/5 Very good***

Ideas shared are relevant and often pushes discussions in the right direction. The student's opinion is well argued and defended. Arguments are always consistent. The student is an important person to the group's discussions. Attends and actively participates in all presentations, for which they are not presenting.

***3/5 Good***

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

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

No participation. The student is not prepared and/or does not share ideas in the class. Does not attend the presentations for which they are not presenting.

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

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

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

Value: 5% of total course grade

**Team Case-based Application Exercises**

The aim will be to implement a specific or series of family enterprise, strategic start-up and business management and operations techniques which is related to sessions prior to the presentation dates, so to apply learning from the course to the presentations.

Content must always consider strategies related to the management of a family enterprise, helping a family business which has already started and to enhance family enterprise business development, building brand awareness and driving brand preference, managing customer relationships, e-business and online marketing solutions, customer service management and/or sales management strategies.

These exercises also give students the opportunity to practice strategic family enterprise factors, recognize emerging new entrepreneurship business strategies and analyze web business for marketing and sales tactics as well as managing customer relationships and growing family-based businesses and organizations. Case studies occur during the sessions and all students have the opportunity to contribute.

**Process, Outline and Evaluation Criteria:**

Note: Please see APPENDIX #1 for the process, format, guidelines and a Sample of a grading rubric evaluation criteria for the Team Case-based Application Exercises for this course.

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

## **Team Family Enterprise Management Plan**

### **Objective:**

This team-based assignment should encompass the development and management of a family enterprise plan (e.g. a plan for governance, generation transition, growth, for repositioning, for internationalization, etc.). The plan should culminate with a series of recommendations that will help facilitate the future family management of the business, drive long-term management, future investment, appeal to consumers and to create business sustainability.

The aim will be to implement governance, management and marketing techniques which is related throughout the semester, so to apply the specific family enterprise management learning from the course to the analysis and recommendations of the family enterprise.

Teams are required to identify a suitable family enterprise for which to analyze and provide relevant recommendations and this process should begin as soon as is possible after the course start dates.

The completed family enterprise management plan should be developed with the assumption that it is delivered to:

- Ownership or CEO
- Board of Directors
- Investors
- Future Collaborators / Partners
- Media / PR opportunities and other future stakeholders

### **Process:**

Teams will analyze and develop strategies and a management plan for family business transition over generations that will allow the family business to grow, continue to gain market leadership, and most importantly be viable over a long period of time (i.e. 10 years). This should also include the implications of the recommended strategies.

The family enterprise management plan will be delivered via a completed presentation, which should be developed with the assumption that it is being delivered to ownership, CEO, family board of directors and/or potential investors and partners of the business.

### **Primary Research:**

Primary market research must be a key part of the information students have obtained to make strategic recommendations for the business and development plan. This market research must include a discussion / interview with at least one person involved in the family business **or** within the industry of the business being created and developed.

### **Topic Choice:**

NOTE: Specific topics for the family enterprise selected will be discussed during the first 1 – 2 lectures. Please note the chosen family business **cannot be based on a family business presented or worked on in another course and/or a family business that is currently being worked outside of this course.**

*The following are the key milestones for the Family Enterprise Management Plan:*

**Timeline:**

<u>Step</u>	<u>Objective</u>	<u>Due Date</u>
Step #1:	Project Topic Proposal	February 2 <sup>nd</sup> by 5:00pm
Step #2:	Primary Research (Interview/Survey)	by week #8
Step #3:	Team Presentations	March 15 <sup>th</sup> <u>or</u> March 22 <sup>nd</sup>

**Process, Outline and Evaluation Criteria:**

NOTE: Please see APPENDIX #2 for information for each TEAM-BASED STEPS #1, #2, #3 of the Family Enterprise Management Plan as well as the Sample of a grading rubric evaluation criteria for the Final Team Presentation.

Value: 15% of total course grade.

**Individual Letter to the Board of Directors**

**Objective:**

This *individual* assignment involves a strategic follow-up memo report with **your own perspectives** based on your team's family enterprise management plan presentation for the chosen family-based enterprise. It also involves drawing on comparisons of other successful family-based businesses and ultimately providing additional long-term strategic management and marketing recommendations for the same company to further help its long-term brand success in the marketplace.

Essentially, the perspective will be of a family member (mother, father, cousin, etc.). Moreover, this individual assignment is aimed at facilitating concepts and theoretical with practical integration. Therefore, students are to write a memo (letter) to the Board of Directors outlining the company's current situation ***from the perspective of their position within the family*** and discussing their major learning during the course and the family enterprise management plan.

As a key part of this individual submission, students are also expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned. Moreover, a series of future recommendations must be included in this letter to the Board of Directors from the perspective of the position in the family.

Essentially, this follow-up individually written plan report consists of three key parts:

1. Your perspectives of the overall enterprise, the future of the business as well as the anticipated market reaction to the team's recently provided recommendations.
2. To further provide your own brief, but strategic consultation for additional long-term family enterprise management recommendations.



3. Drawing comparisons of your long-term strategic management and marketing recommendations with successful businesses competing in the marketplace, as well as successful enterprises reviewed throughout the semester with the course material.

Ultimately, this individual assignment provides participants with the opportunity to remain connected to what is happening in the marketplace by analyzing specific family-based businesses, but also enhance the previously provided strategic management and marketing recommendations.

### **Process, Outline and Evaluation Criteria:**

NOTE: Please see APPENDIX #3 for the process, outline, format and the Sample of a Grading Rubric evaluation criteria for the Individual Memo Letter to the Board of Directors.

Value: Individual Final Future Plan Report 20%

### **Final Exam**

The final 3-hour exam will occur in person during the formally University examinations schedule in April. It is a closed-book exam and it will draw on all class material, supported by all articles, videos, lectures, discussions and case studies reviewed throughout the entire course.

Value: 40% of total course grade.

### **Course-specific policies:**

The standards of professionalism apply.

### **E-mail guidelines:**

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

### **Course Attendance**

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

### **Late submissions and Request for deferrals**

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

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

**Course Schedule: BUSI 3611 A Managing the Family Enterprise**  
**Fridays 11:35am – 2:25pm**

<u>Date</u>	<u>Lecture Theme &amp; Topics</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>
January 12	Understanding Family Enterprises and Business Intelligence	<i>Course Syllabus &amp; outline Review and In-class Lecture Notes / Slide Presentations</i>	Team Formation and Topics Discussed for the Team Family Enterprise Management Plan
January 19	Product and/or Service Idea Generation – Part I: Development and Market Launch	<i>Course Syllabus &amp; outline Review and In-class Lecture Notes / Slide Presentations</i>	Participation #1  Brainstorm Exercise – Team Family Enterprise Plan
January 26	Product and/or Service Idea Generation – Part II: Value to Consumers and Investors  Misconceptions of Family Enterprises, Opportunities and Prevalence	<i>Why Great New Products Fail? (Simester)</i>  <i>Differences Between Family and NonFamily Firms (Anderson)</i>	Participation #2
February 2	Marketing Implementation Strategies, the Extended Marketing Mix and Management for Family Enterprises	<i>The CEO of Canada Goose in Creating Homegrown Luxury Brands (Reiss &amp; Dani)</i>  <i>Demystifying Families in Business: Module 1 – The Family (Wing, Keulen &amp; Morton)</i>	Participation #3 <b>Brief Project Proposal due by 5:00pm</b>

February 9	Business Family Brand Planning Process – Part I: Developing a Core Business Strategy for Family Enterprises	<i>Worried About Strategy Implementation? Don't overlook Marketing's Role (Slater et al.)</i>	Participation #4 <b>Team Application Exercise #1</b>
February 16	Business Family Brand Planning Process – Part II: Long-term Family Enterprise Planning	<i>Build a Family Business that Lasts (Lachenauer)</i>  <i>Success Tips for Family Business Owners, Employers and Professionals (Alderson)</i>	Participation #5 <b>Team Application Exercise #2</b>
February 23	Winter Break		
March 1	Investment and Crowdfunding Strategies for Family Enterprises and Start-Ups  Family Enterprises and Core Business Management Values – Part I	<i>Crowdsourcing in a Time of Empowered Stakeholders (Wilson et al.)</i>  <i>How to Balance a Family Business with Values: 13 Tips (Forbes Coaches Council)</i>	Participation #6
March 8	Family Business Management, Core Values – Part II Compensation Challenges and Opportunities	<i>Governance, Advisors and Boards (Alderson)</i>  <i>Compensating in Family Employees in a Family Business (Davis)</i>	Participation #7 <b>Team Application Exercise #3</b>

March 15	Strategic Alliances for Family Enterprises, Start-ups and New Business  Succession, transfer of ownership to the next generation	<i>Strategic Alliances That Work: Should You Build a Strategic Alliance? (Kelly &amp; Schaan)</i>  <i>Succession (Alderson)</i>	Participation #8 <b>Team Family Enterprise Management Plan Presentations</b>
March 22	Family Enterprise Management Plans – Opportunities and Brand Plan Team Analysis	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #9 <b>Team Family Enterprise Management Plan Presentations</b>
March 29	Holiday Good Friday – No Lecture Class		
April 5	Future of Managing Family Enterprises	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #10
Wednesday, April 10	Future of Managing Family Enterprises Final Exam Review	<i>In-class Lecture Notes / Slide Presentations</i>	Participation #11

**DUE: Individual Letter to the Board – by April 8<sup>th</sup> by 5:00pm posted to the clearly labeled folder on Brightspace.**



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## ADDITIONAL INFORMATION

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodation**

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

#### **Pregnancy Accommodation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

#### **Survivors of Sexual Violence**

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

#### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

#### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material,

misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity>.

### **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

### **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

### **Important Information:**

- Students must always retain a copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2>
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