

BUSI 4904 Social Impact Project Delivery Practicum
Fall 2024-Winter 2025 Section M

Instructor: [Ms. Emily Jones Joanisse](#) (she/her), Asst. Professor Teaching Stream, MBA, BCS

Class Time: Synchronous and asynchronous work times scheduled based on project and client team availability determined per project team, determined immediately before the term starts. Students are required to select a **1-hr synchronous** period where all group members are available each week for internal and client meetings, a weekday slot between 9 am and 5 pm (or business hours based on client time zone), plus 2 hours of communication asynchronously based on team needs, and project work based on deliverables. *N.B. Additional time may be required based on partner requirements and planned travel to international partner locations, if applicable.*

Office Hours: Upon request; please book time for your project team w/the Instructor via [this link](#).

Email: socialimpacthub@sprott.carleton.ca

Modality: Flipped Classroom (1-1.5 hours synchronous with the Instructor, and/or Team, and/or Client and 1.5-2 hours asynchronous for any recorded lectures, internal and external communication, planning and preparation time for project delivery activities)

Social Impact Project Delivery Practicum

In this course, students will engage in Project-Based Service Learning to tackle real-world challenges by working with various non-profit organizations dedicated to advancing essential social causes. Projects will address pressing issues such as improving health care access for marginalized communities, enhancing opportunities and well-being for youth from low-income backgrounds, combating food insecurity with culturally sensitive meal programs, and supporting immigrant integration through economic empowerment and social services. Through this course, students will develop skills in project management, strategic planning, and problem-solving while contributing to impactful solutions that drive positive change and strengthen both local and global communities.

Pre-requisite(s): A minimum of third year standing in any faculty at Carleton.

1. COURSE DESCRIPTION

This course is designed for students who aspire to:

- Lead and execute impactful projects within non-profits or social enterprises.
- Design and implement strategies that enhance social impact and organizational sustainability.

- Acquire practical experience in tackling real-world challenges, e.g. health, education, food security, and other [Sustainable Development Goals](#).
- Collaborate with leaders, peers, and experts to drive meaningful change and develop skills in project management, strategic planning, and stakeholder communication.

BUSI 4904: Social Impact Project Delivery Practicum offers students an immersive experience in managing and executing projects aimed at addressing sustainable development and social impact issues, via a Project-Based Service Learning (PBSL) approach. This course is designed for those interested in applying their business skills to create positive social impact. Through collaboration with nonprofit organizations, students will tackle real-world challenges by developing actionable strategies, and delivering impactful solutions. The course focuses on practical skills such as project planning, client interaction, and progress assessment, as well as research and analysis, equipping students to effectively manage and drive projects that foster social change and enhance community well-being.

The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

2. COURSE PREREQUISITES

This course is open to students from any faculty at Carleton University who have achieved at least third-year standing. Enrollment is contingent upon successful completion of the application process.

3. COURSE DROP POLICY

The deadline for academic withdrawal follows the dates prescribed by Carleton University: <https://calendar.carleton.ca/academicyear/>

4. LEARNING OUTCOMES

This course provides students with practical experience in managing and executing social impact projects. It aims to equip students with the skills and knowledge necessary to drive meaningful change through effective project delivery. Specific objectives include:

1. Translate client goals into actionable tasks and develop comprehensive project execution plans. (Application)
2. Create and adapt project management strategies, including making timeline adjustments and allocating resources effectively. (Synthesis)
3. Evaluate project progress by preparing detailed status reports and incorporating client feedback. (Evaluation)
4. Demonstrate professional communication skills in a dynamic digital environment, including the ability to gather and effectively utilize feedback. (Application)
5. Apply problem-solving techniques to overcome project challenges and refine strategies as necessary. (Application/Analysis)
6. Conduct thorough research and analysis to support project deliverables, recommendations and decision-making. (Analysis)
7. Support and assess learning outcomes related to project management, client interaction, and team collaboration in the context of social impact initiatives. (Evaluation/Analysis)

5. METHOD OF INSTRUCTION

BUSI 4904 employs a variety of immersive learning methods to equip students with skills in social impact project delivery. The course is structured around weekly meetings that integrate workshops, independent study and

collaborative project-work. Students will engage in practical applications of project management principles, supported by interactive synchronous and asynchronous discussions.

The instructor will guide students through each stage of their projects, offering insights and facilitating internal and external discussions to enhance learning. Students are expected to come prepared by reviewing assigned materials and participating actively in project activities. The course emphasizes student initiative and engagement, with a focus on applying theoretical knowledge to real-world social impact challenges. Active participation and critical thinking are essential as students work on developing and delivering impactful solutions for our social impact partners.

PLEASE NOTE: This course uses Brightspace, Carleton's learning management system. To access your courses on Brightspace, go to <http://carleton.ca/Brightspace>. Any questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or email at ccs_service_desk@carleton.ca. As online resources will be used extensively in this course, you will need to bring an up-to-date laptop to class. Inappropriate use of your wireless/laptop in class will be noted and will affect your grade.

Students will be responsible for reading and responding appropriately to all information distributed through the Brightspace Course Page. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on Brightspace as soon as possible.

Note that Carleton University requires that correspondence with the Instructor be carried out through your Carleton email account only.

6. COURSE MATERIAL

Reading(s)/Textbook(s)/Etc:

1. Stable Internet connection with working laptop, and functioning webcam and mic to enable communication with clients/partners.
2. 37signals. (2022, September 15). [How Basecamp Works - A Quick Overview](#) [Video]. YouTube.
3. Community Engagement UCO. (2017, September 14). [Service Learning Definition](#) [Video]. YouTube.
4. EBLS. (2020, May 15). [This is Experiential Learning](#) [Video]. YouTube.
5. [The Basecamp Guide to Project Management & Project Management Software](#). (2022, August 15). Basecamp by 37 Signals, understand and be able to explain the **key terms**.
6. Kulakov, M. (2024, June 28). [Basecamp 3 Project Management: Learn Essentials to Enhance Your Team's Efficiency](#). Everhour Blog.
7. [How to Create a Work Breakdown Structure](#). (2019, October 1). Lucidchart.
8. [The 17 Goals | Sustainable Development](#). (2015). United Nations | Department of Economic and Social Affairs
9. Yinuo. (2023, September 5). [Fast Facts – What is Sustainable Development?](#) United Nations Sustainable Development.
10. For any students participating in international travel, a valid passport is required with any necessary entry requirements for that country (e.g. Travel visa).

Additional links to content helpful in understanding each week's course material will be shared on Brightspace/Basecamp.

7. EVALUATION

In alignment with the realities of working in non-profits and social impact sectors, your grade will be based on a combination of individual and group contributions, as detailed below:

Group Project Work (65%):

- Customer Satisfaction (CSAT) score, collected via the CSAT feedback from clients each term will be averaged between your two terms. This is based on customer satisfaction with your ongoing communication (e.g. status reports, etc.), timeliness, and the quality of your work products, as communicated in the CSAT forms that will be sent to clients. This will count for forty-five percent (45%) of your mark.
- Public-facing Interim and Annual Report contributions will count for twenty percent (20%) of your mark. Each term, the Sprott Social Impact Hub will create a public-facing report which depicts the work and student learnings gained over the term/year, in terms of their work with our client partners. The interim report on your project team's work will count for seven and a half percent (7.5%) of your mark and the final report will count for twelve and a half percent (12.5%) of your final mark. Full instructions will be provided on Brightspace regarding required contributions, but for examples of industry-standard annual reports, please see <https://www.ocf-fco.ca/publications/annual-reports/>.

Individual Contributions (35%):

- **Peer assessment and individual participation:** Active participation in project teamwork is essential for this course. Your engagement during internal and external meetings will be assessed. Additionally, you should be prepared to address topics uncovered in your asynchronous study periods and to introduce any questions or challenges you encounter, either individually or as a group, in your group meeting with the Instructor (see the [office hours section](#) on how to book meetings with your professor) **Twenty-five percent (25%)** of your mark will be based on your peer assessment value, which will be calculated each term based on a peer assessment form and adjusted by the Instructor and SSIH management team if necessary to contribute to your final mark based also on your interactions with the Instructor and SSIH management team.
- **Individual reflection:** At the end of the first term, you will be asked to submit 1.5 page reflection on lessons learned over the semester based on the project you were working on. At the end of the course, you will revise this reflection and submit a 2 page final reflection on lessons learned. **Ten percent (10%)** of your mark will come from this final reflection.

Note that there will also be opportunities to gain up to 5% in bonus marks over the year, opportunities will be announced as they arise.

8. CONDUCT

Please also refer to the SSIH Standard Operating Procedures (SOPs).

- **Meeting Attendance:** Attendance and active participation are crucial for the success of this course. Regular attendance at scheduled meetings with the professor, project team, and clients is expected. Missing meetings can impact your understanding of the project and your ability to contribute effectively. If you cannot attend a meeting, you are responsible for catching up on what was discussed, including any materials or assignments covered.
- **Punctuality:** Arriving on time for meetings is important to ensure that discussions and work progress smoothly. Late arrivals can disrupt the flow of the meeting and affect the productivity of the team.

- **Deliverables:** All submitted deliverables must be submitted to the client using the Sprott Social Impact Hub word document template and must be spell-checked etc. prior to submission, via Basecamp or Brightspace as noted in the assignment instructions.
- **Team Projects:** Teamwork for the Social Impact Project are central to this course. A significant portion of your course mark (70%) is made up of your client and peers’ assessment of your project work and communication, which means that being present for both your team and your client is essential to you getting a good mark in this course.
- **Team Meeting Participation:** Regular attendance at team meetings is crucial. Missing more than two team meetings without a valid reason may marks being deducted from your final mark. The assessment of team performance will be reviewed and coordinated with the Instructor.
- **Feedback:** Feedback on assignments will be provided through the course's online platform and during designated office hours.
- **Preparation:** Come prepared to discuss any assigned materials and be ready to answer questions related to the project and client needs. Engage with the content and be ready to participate actively in all discussions, proposing next steps and taking ownership of upcoming project tasks.
- **Email Communication:** Communication will primarily take place over Basecamp, except for areas where the topic is a personal matter (e.g. questions regarding a mark received, or accommodation re: health issues). Due to the nature of this course, responses to emails may take up to 48 hours. When contacting the Professor outside of Basecamp, use the subject line “SSIH / Project Client [Name] Project” followed by your name, student ID, and team number.
- **Grading:** If you find the grading requirements unclear, you are encouraged to discuss it with the professor before submission. Grades and feedback may be delayed due to various factors, including the availability of the teaching staff. Reach out to the professor through email or office hours if you have concerns.
- **Grades and Feedback for Participation:** Grades for class participation and peer reviews will not be disclosed as they reflect ongoing engagement throughout the course.

Late Assignments:

Assignments submitted past the due date will receive a penalty of 5% per day. Assignments that are not submitted after 10 days past the due date will receive a grade of 0. Exceptions to this include verifiable illness and emergencies, only when communicated directly to me within three (3) business day following the due date.

9. CLASS SCHEDULE

Note that for international partners, if the required funds are raised for travel, students will spend approximately one week onsite at the partner location eliciting further requirements, feedback, and presenting their work. International travel is likely to occur during reading week in February. More details will be provided once classes start.

Week	Dates	Activities
F1	Sep 3 - Sep 6	<p>Required pre-class prep: items 2-4; Sign into Basecamp and complete the onboarding tasks assigned to you by noon on September 3rd.</p> <p>Project Kick-offs: Overview, team formation, project charter review. Introduction to clients and their mandates. Team roles and tasks defined based on team capabilities assessment, creation of team charter with roles/responsibility areas defined per team member based on client objectives.</p> <p>Required internal deliverable: Team Charter (submitted via Basecamp) due at noon on September 6th.</p>
F2	Sep 9 - Sep 13	<p>Required pre-class prep: items 5-7 completed prior to September 9th</p> <p><i>N.B. This work stretches between week 2 and week 3.</i></p> <p>Baseline Project Charters: Re-baseline project charters. This also includes the development of detailed project plan(s) and work breakdown</p>
F3	Sep 16 - Sep 20	

		structures, including timelines, deliverables, and resource allocation. Roles in the project charter must be updated based on team charter created in Week 1. Submit updated project charter for client sign-off by September 16th, 2024, by 10 am , with any required updates requested by the client made by September 20th, 10 am , to ensure client sign-off by September 20th, end of day .
F4	Sep 23 - Sep 27	Research & Analysis: Begin initial research on client needs, market analysis, and problem identification as per project charter. Use the basics of Sustainable Development methodology to support your work. Required reading: items 8-9
F5	Sep 30 - Oct 4	Ongoing research, analysis and project tasks Progress Reporting: First client-facing status report due on Basecamp by noon on October 4th ; Refine project tasks and plan(s) based on client feedback, update Basecamp tasks based scope refinement providing comments for any changes.
F6	Oct 7 - Oct 11	Ongoing research, analysis and project tasks; update Basecamp tasks based on scope refinement, providing comments for any changes.
F7	Oct 14 - Oct 18	Progress Reporting: Second client-facing status report due on Basecamp by noon on September 18th ; Evaluate progress, client feedback, and adjust project plans as needed. Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
	Oct 21 - Oct 25	Reading Week: No classes. Work on projects continues with team.
F8	Oct 28 - Nov 1	Progress Reporting: Third client-facing status report due on Basecamp by noon on Nov 1st ; Evaluate progress, client feedback, and adjust project plans as needed. Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
F9	Nov 4 - Nov 8	Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter. Client Presentation Preparation: Prepare for client presentations and feedback sessions.
F10	Nov 11 - Nov 15	Progress Reporting: Fourth client-facing status report due on Basecamp by noon on November 15th ; Evaluate progress, client feedback, and adjust project plans as needed. Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter. Client Presentations: Deliver presentations, gather feedback, and adjust projects accordingly.
F11	Nov 18 - Nov 22	Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
F12	Nov 25 - Nov 29	Progress Reporting: Fifth client-facing status report due on Basecamp by noon on Nov 29th ; Evaluate progress, client feedback, and adjust project plans as needed. Final Adjustments to project deliverables: Implement changes based on client feedback; prepare final deliverables.

		Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
F13	Dec 2 - Dec 6	Term-end Deliverables & Client Feedback: Submit finalized project-specific deliverables and annual report artifacts and ensure term-end client evaluations are sent out by noon on December 6th . Peer Evaluation: Conduct peer assessments and reflect on team performance by noon on December 6th .
F14 etc.	Dec 7 - Jan 3	Winter Break: No classes. Continue project work as needed to prepare for the winter term and international trip where applicable.
W1	Jan 6 - Jan 10	Winter Term Kick-Off: Welcome any new team members, revisit project charters and update project plans, address any new challenges, project charter review. Team roles and tasks defined based on team capabilities assessment, creation of team charter with roles/responsibility areas defined per team member based on client objectives. Required internal deliverable: Revised Team Charter (submitted via Basecamp) due at noon on January 10th .
W2	Jan 13 - Jan 17	Pre-class prep – review: items 5-7
W3	Jan 20 - Jan 24	<i>N.B. This work stretches between week 2 and week 3.</i> Baseline Project Charters: Re-baseline project charters. This also includes the development of detailed project plan(s) and work breakdown structures, including timelines, deliverables, and resource allocation. Roles in the project charter must be updated based on team charter created in Week 1. Submit updated project charter for client sign-off by January 20th, 2024 at 10am , with any required updates requested by the client made by September 22nd at 10am to ensure client sign-off by September 24 th by end of day.
W4	Jan 27 - Jan 31	Pre-class prep - review: items 8-9 Research & Analysis: Begin initial research on client needs, market analysis, and problem identification as per project charter. Use the basics of Sustainable Development methodology to support your work.
W5	Feb 3 - Feb 7	Ongoing research, analysis and project tasks Progress Reporting: First client-facing status report due on Basecamp by noon on Feb 7th ; Refine project tasks and plan(s) based on client feedback, update Basecamp tasks based scope refinement providing comments for any changes.
W6	Feb 10 - Feb 14	Ongoing research, analysis and project tasks; update Basecamp tasks based on scope refinement, providing comments for any changes. Prep for onsite.
	Feb 17 - Feb 21	Winter Term Break: No classes. Work on projects continues with team. Field work onsite for International Client (TBC)
W7	Feb 24 - Feb 28	Progress Reporting: Second client-facing status report due on Basecamp by noon on Feb 28th ; Evaluate progress, client feedback, and adjust project plans as needed. Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
W8	Mar 2 - Mar 6	Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.
W9	Mar 9 - Mar 13	Progress Reporting: Third client-facing status report due on Basecamp by noon on Mar 13th ; Evaluate progress, client feedback, and adjust project plans as needed.

		<p>Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.</p> <p>Client Presentation Preparation: Prepare for client presentations and feedback sessions.</p>
W10	Mar 16 - Mar 20	<p>Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.</p> <p>Client Presentations: Deliver presentations, gather feedback, and adjust projects accordingly.</p>
W11	Mar 23 - Mar 27	<p>Progress Reporting: Fourth client-facing status report due on Basecamp by noon on Mar 27th; Evaluate progress, client feedback, and adjust project plans as needed.</p> <p>Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.</p>
W12	Mar 30 - Apr 3	<p>Final Adjustments to project deliverables: Implement changes based on client feedback; prepare final deliverables.</p> <p>Ongoing project tasks: Update Basecamp tasks based on scope refinement, providing comments for any changes. Client deliverables submitted for review/approval as per project charter.</p>
W13	Apr 6 - Apr 8	<p>Progress Reporting: Fifth client-facing status report due on Basecamp by noon on Apr 6th; Evaluate progress, client feedback, and adjust project plans as needed.</p> <p>Term-end Deliverables & Client Feedback: Submit finalized project-specific deliverables and annual report artifacts and ensure term-end client evaluations are sent out by noon on Apr 6th.</p> <p>Peer Evaluation: Conduct peer assessments and reflect on team performance by noon on Apr 6th.</p>

Although the schedule outlined above will be followed as closely as possible, unforeseen circumstances may require adjustments throughout the semester, including changes to assignments, readings, and topics. Additionally, guest advisors relevant to the course content may be invited to present to specific project team(s). Any updates or changes will be communicated through Brightspace/Basecamp.

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <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>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY)			X	

<i>Graduates will be globally-minded.</i>				
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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, followership, 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.

Grading

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

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your professor 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 professor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your professor 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.

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 or at 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.

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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