



Carleton
University

Sprott
School of Business

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 6902F
FALL 2022
RESEARCH METHODOLOGY IN BUSINESS
LAST UPDATED: AUGUST 29TH 2022**

Instructor: Dr. Luciara Nardon

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Schedule: Thursdays 11:35 a.m. to 2:25 p.m., NI 4050

Modality: In person (_0_ hrs asynchronous and/or _36_ hrs synchronous)

INTRODUCTION

Carrying out research in the Management field is both exciting and daunting. It is exciting because organizations and their environments are very dynamic and therefore present new opportunities for advancing management research and practice. Management researchers can draw from a vast array of potential topics of study that portend significant impact on the life of organizations and those who work in them. It is daunting because it is almost impossible to arrive at one universal truth about phenomena. Different research approaches and methods can give different, complementary, or contrasting views of issues under investigation. There is almost no prospect of a single or right answer to solving organizational challenges. Yet doing management research is valuable and rewarding for researchers, practitioners, and society. In this course we embark on a journey to explore how high-quality research may be effectively done in the Management field.

Pre-requisites & precluded Courses:

Registration in the PhD in Management program or permission of the School of Business. The School of Business enforces all prerequisites. Also offered, with different requirements, as BUSI 5982, for which additional credit is precluded.

Course Calendar description from the 2022/2023 University calendar:

The study of research techniques commonly used in research on business and management issues. The development of knowledge of these methodologies and their application, and their possible use in the thesis research of the student.

CONTRIBUTION TO LEARNING GOALS OF THE PROGRAM (PHD):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<p>PH1 Research Knowledge and Understanding <i>Graduates will have an understanding of research philosophies, designs, methodologies and techniques foundational to conducting advanced academic research.</i></p>				X
<p>PH2 Scholarly Research <i>Graduates will be able to conduct scholarly research on complex issues facing organizations.</i></p>			X	
<p>PH3 Communicate Research Work and Results <i>Graduates can communicate complex ideas, research activities and results to academic, practitioner and student audiences both orally and in writing.</i></p>		X		
<p>PH4 Professional Activities and Functions <i>Graduates can effectively teach, conduct research and participate in professional organizations and networks in academic and other public and private sector organizations.</i></p>	X			

Specific Course Learning Outcomes:

Upon completion of this course students are expected to have developed an understanding of:

- ◆ The nature, purposes, and approaches to research in the field of management
- ◆ Research design approaches and their elements.
- ◆ The nature of quantitative and qualitative research
- ◆ Quantitative and qualitative research methods
- ◆ Aspects of quantitative and qualitative data analysis
- ◆ Ethics in management research

- ◆ How to write up management research reports
- ◆ Practical considerations in conducting research in the Management field

READING(S)/TEXTBOOK(S)/REQUIRED MATERIALS:

- ◆ Bell, E., Bryman, A., and Harley, B. *Business Research Methods*, Oxford, UK: Oxford University Press. ISBN: 978-0-19-8869443
- ◆ Mullaney, T. S. and Rea, C. *Where Research Begins: Choosing a research project that matters to you (and the world)*, Chicago, USA: The University of Chicago Press. ISBN: 978-0-226-81744-6

Note: these books have been ordered through the Carleton bookstore. You can also find new and used versions for sale on Amazon.ca and likely at other used bookstores.

- ◆ To access the additional readings, login to Brightspace and click on this course's site. Each week's readings are accessible from the related 'module'. Look for the 'ARES Reserves' link and click it. You can navigate by 'tags', which reflect each week's topic, or by searching for the author's/authors' name(s). Once you've found the paper you want, click on the title. Then click 'view item'. You should be able to download a copy of the paper. Alternatively, you can find the articles for yourself by using the Business Source Complete database from the library's website and entering the appropriate search terms.

Pedagogical Approach:

This course employs a 'traditional' graduate seminar format which may be quite different from your undergraduate or MBA educational experience. There are no lectures in this course. The majority of class time will be used for discussion of readings, and you will each take a turn leading the discussion. As graduate students, the onus is on you to drive your learning experience and as such, you are jointly responsible for what you learn in this class. This course requires your attention and engagement. **There is little point in coming to class unless you have read and thought about the material for that class. There is also little point in coming to class unless you are engaged and participating in the discussion.**

The first part of each class (1 hr. 45 minutes approx.) will be used to discuss the assigned readings for the week. We will then take a break. When we return to class, we will either have a guest speaker or will discuss topics related to your Ph.D. program and course assignments.

Course Etiquette:

Since we will be a relatively small group, I would appreciate hearing from you in advance if you cannot make a class. Otherwise, we will be waiting on you.

COURSE REQUIREMENTS & METHODS OF EVALUATION:

The assignments of this class are developed in order to provide students with skills required for completing the PhD program and engaging in a successful academic career. As such, evaluation of this course consists in three main components, as explained below:

Dissertation Review	20%
Literature Review	40%
Research Proposal	20%
Class contribution	20%
Total	100%

Descriptions of the various assignments for the course have been posted to Brightspace. Please take the time at the beginning of the semester to read through all of the assignments. This course is quite intense. Planning ahead is essential!

Dissertation Review (Due October 18th)

One of the best ways to learn what writing a Ph.D. dissertation involves is to read and review a successful dissertation. For this assignment, pick a completed Ph.D. dissertation on a topic that interests you. You will find a complete assignment description on Brightspace.

Literature Review (Due Dec 6th)

Students will choose a research topic of interest and conduct a literature review. This can be a topic you are thinking of researching for your dissertation or another topic that interests you. See the assignment description in Brightspace for more information.

Research Proposal (Due Dec 22nd)

Students will choose a research question to design a research study to address it. Your final submission should comply with [SSHRC doctoral award guidelines](#). Your proposal should not be more than two pages and include the research question(s), context, objectives, methodology, significance and expected contribution to advancing knowledge. See the assignment description in Brightspace for more information.

Please note: your Certificate of Completion for TCPS 2: CORE training should be included as an appendix.

Class contribution

Students should come prepared to discuss all required readings assigned for the session as well as engage in the practice activities assigned. Effective participation means (a) active, (b) substantive, and (c) continuous (d) contribution. Class participation is a very important part of success in this course.

Several articles and chapters are required reading for each class. It is essential that you read the articles before class and submit your reflection on the whole set of readings (see Brightspace). Thoughtful engagement with the material is critical to support meaningful contribution and support your learning.

In each session a student will be assigned the role of discussion leader for a portion of the material. Discussion leaders are responsible for preparing questions to motivate class discussion, providing a brief overview of the articles assigned for each session and leading the class discussion. Seminar leaders should strive to assist their colleagues to understand how the assigned readings inform our understanding and application of business research methods. Please avoid long presentations. Rather, focus on motivating discussion around important issues.

Course Schedule at a Glance:

Class	Date	Topic	Deliverables	Special Notes
1	September 15	Course Introduction & Overview		
2	September 22	Research Philosophies	Weekly Briefing	
3	September 29	Developing a Research Project	Weekly Briefing	
4	October 6	Research Design/Writing a Research Proposal/ Research Ethics	Weekly Briefing	Guest Speaker: Matthew Gertler, Business and Government Info Librarian
5	October 13	Research Design/Literature Reviews	Weekly Briefing (include literature review proposal)	Guest Speaker: Leslie MacDonald-Hicks, REB
6	October 20	The Role of Theory in Business Research	Weekly Briefing Dissertation Review	Guest Speaker: Judy Senecal, Reference Librarian (Mendeley & NVivo)
	October 24-28	READING WEEK		NO CLASS
7	November 3	The Nature of Quantitative Research	Weekly Briefing (include Literature Review Article List)	
8	November 10	Quantitative Research Approaches	Weekly Briefing	Guest speaker: Jane Fry, CU Data services
9	November 17	The Nature of Qualitative Research	Weekly Briefing	
10	November 24	Qualitative Research Approaches	Weekly Briefing (include literature review summary table)	
11	December 1	Mixed Methods Research	Weekly Briefing	Guest speaker: Amanda Bradford Janke, Manager Research Services and Initiatives
12	December 8	Writing Your Dissertation	Weekly Briefing Literature Review	
	December 22	Research Proposal	Research Proposal	

WEEKLY READINGS

Class 1: Introduction

Bell et al., 2022, chapter 1

Mullaney & Rea, 2022, introduction

- Devinney, T. M. and D.S. Siegel (2012), “Perspectives on the art and science of management scholarship,” *Academy of Management Perspectives*, 26(1) 6-11.
- Mowbray, Susan and Christine Halse (2010), “The purpose of the PhD: theorizing the skills acquired by students,” *Higher Education Research & Development*, 29(6), 653-664.
- Pifer, M. J, and Baker, V.L. (2016) Stage-based challenges and strategies for support in doctoral education: a practical guide for students, faculty members, and program administrators, *International Journal of Doctoral Studies*, 11: 15-34.

Second Part of Class:

- Haas, Christina and Linda Flower (1988), “Rhetorical Reading Strategies and the Construction of Meaning,” *College Composition and Communication*, 39(2), 167-183.
- University of Manitoba Academic Learning Centre (n.d.) “SQ3R Reading Strategy,” available online at:
https://umanitoba.ca/student/academiclearning/media/SQ3R_Reading_Strategy_NEW.pdf

Class 2: Research Philosophies

Bell et al., 2022, chapter 2

Mullaney & Rea, 2022, chapter 1

- Farjoun, Moshe, Christopher Ansell and Arjen Boin (2015), “Pragmatism in Organization Studies: Meeting the Challenges of a Dynamic and Complex World,” *Organization Science*, 26(6), 1787-1804.
- Wilkins, S., Neri, S. and Lean, J. 2019. The role of theory in the business/management PhD: How students may use theory to make an original contribution to knowledge, *The International Journal of Management Education*, <https://doi.org/10.1016/j.ijme.2019.100316>
- Cunliffe, A. (2011) Crafting Qualitative Research: Morgan and Smircich 30 Years on, *Organizational Research Methods*, 14(4): 647-673.

Second Part of Class

- Bravata, Dena M., Divya K. Madhusudhan, Michael Boroff and Kevin O. Cokley (2020), “Commentary: Prevalence, Predictors, and Treatment of Imposter

- Syndrome: A Systematic Review,” *Journal of Mental Health and Clinical Psychology*, 4(3), 12-16.
- Bothello, Joel and Thomas J. Roulet (2019), “The Imposter Syndrome, or the Mis-Representation of Self in Academic Life,” *Journal of Management Studies*, 56(4), 854-861.

Class 3: Developing a Research Project

Bell et al., 2022, chapter 3 and 4

Mullaney & Rea, 2022, chapter 2 & 3

- Davis, Murray S. (1971), “That’s Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology,” *Philosophy of the Social Sciences*, 1(4), 309-344.
- Tsang, E. W. K. (2022) That’s interesting! A flawed article has influenced generations of management researchers, *Journal of Management Inquiry*, 31(2): 150-164.
- Bartunek, J. M., S.L. Rynes, and R.D. Ireland (2006), “What makes management research interesting, and why does it matter?” *Academy of Management Journal*, 49(1), 9-15.
- Edmondson, A. C., and S.E. McManus (2007), “Methodological fit in management field research,” *Academy of Management Review*, 32(4), 1155-1179.

Second Part of Class:

- Evaluating dissertations. Discuss with your supervisor/mentor how s/he/they evaluate(s) dissertations.
- Mullins, Gerry and Margaret Kelly (2002), “‘It’s a PhD, not a Nobel Prize’: how experience examiners assess research theses,” *Studies in Higher Education*, 27(4), 369-386.

Class 4: Literature Reviews

B Bell et al., 2022, chapter 5

Mullaney & Rea, 2022, chapter 4 & 5

- Webster, Jane and Richard T. Watson (2002), “Analyzing the Past to Prepare for the Future: Writing a Literature Review,” *MIS Quarterly*, 26(2), xiii-xxiii.
- Paul, Justin and Alex Rialp Criado (2020) “The art of writing a literature review: What do we know and what do we need to know?” *International Business Review*, 29(4), <https://doi.org/10.1016/j.ibusrev.2020.101717>
- Williams, Jr. Ralph I., Leigh Anne Clark, W. Randy Clark and Deana M. Raffo (2021), “Re-examining systematic literature review in management research: Additional benefits and execution protocols,” *European Management Journal*, 39(4), 521-533.

- Palmatier, Robert W., Mark B. Houston and John Hulland (2018), “Review articles: purpose, process, and structure,” *Journal of the Academy of Marketing Science*, 46, 1-5.
- Assessing journal quality. Check out: <https://abdc.edu.au/research/abdc-journal-quality-list/>

Second Part of Class

- **Guest Speaker:** Matthew Gertler, Business and Government Information Librarian. Matt will provide an overview of services for grad students at the MacOdrum Library, plus briefly discuss using Mendeley for citation management.

Class 5: Writing a Research Proposal/Research Ethics

Bell et al., 2022, chapter 6 and 7

Mullaney & Rea, 2022, chapter 6

- Thorpe, A. S. (2014). Doing the Right Thing or Doing the Thing Right: Implications of Participant Withdrawal. *Organizational Research Methods*, 17(3), 255–277. <https://doi.org/10.1177/1094428114524828>
- Greenwood, M. (2016). Approving or Improving Research Ethics in Management Journals. *Journal of Business Ethics*, 137(3), 507–520. <https://doi.org/10.1007/s10551-015-2564-x>
- How to... Design a Research Study, from Emerald Publishing: <https://www.emeraldgrouppublishing.com/how-to/research-methods/design-a-research-study>
- Shariatmadari, David (2018), “A real-life Lord of the Flies: the troubling legacy of the Robbers Cave experiment,” *The Guardian*, April 16. Available online at: <https://www.theguardian.com/science/2018/apr/16/a-real-life-lord-of-the-flies-the-troubling-legacy-of-the-robbers-cave-experiment>

Optional Reading

- <https://carleton.ca/gradpd/research-project-planner/>

Second Part of Class

- **Guest Speaker:** Leslie MacDonald-Hicks, on behalf of the CU Research Ethics Board. Leslie will provide an overview of the research ethics process and answer any questions you may have.

Class 6: The Role of Theory in Business Research

- Shepherd, D. A., and Roy Suddaby (2017), “Theory building: A review and integration,” *Journal of Management*, 43(1), 59-86.
- Corley, Kevin G., and Dennis A. Gioia (2011), “Building theory about theory building: What constitutes a theoretical contribution?” *Academy of Management Review*, 36(1), 12–32.
- Murray, Jeff B., Deborah J. Evers and Swinder Janda (1995), “Marketing, Theory Borrowing, and Critical Reflection,” *Journal of Macromarketing*, 15(2), 92-106.
- Cornelissen, J., Hollerer, M. A., and Seidl, D. (2021) “What theory is and can be : forms of theorizing in organizational scholarship,” *Organization Theory*, (2): 1-19.
- Lundberg, C. C. (2004) Is there really nothing so practical as a good theory?, *Business Horizons*, 47(5): 7-14.

Second Part of Class

Guest speaker: Judy Senecal, reference library (Mendeley and NVivo)

October 24 – 28 Reading Week

Class 7: The Nature of Quantitative Research

Bell et al., 2022, chapter 8 and 9

- Highhouse, S. (2009), “Designing experiments that generalize,” *Organizational Research Methods*, 12(3), 554-566.
- Sparrowe, Raymond T. and Kyle J. Mayer (2011), “From the Editors: Publishing in AMJ – Part 4: Grounding Hypotheses,” *Academy of Management Journal*, 54(6), 1098-1102.
- Suddaby, Roy (2010), “Editor’s Comments: Construct clarity in theories of management and organization,” *Academy of Management Review*, 35(3), 346-357.

Second Part of Class

- Download Qualtrics software: <https://carleton.ca/its/qualtrics-survey/>
- Try to complete one of two of the six online courses under Learning to Use Qualtrics for Research: <https://basecamp.qualtrics.com/page/learn-to-use-qualtrics-research-core>

Class 8: Quantitative Research Approaches

Bell et al., 2022, chapter 10-14

Optional: Bell et al., 2022, chapters 15-16

Look at the quantitative articles you have identified for your literature review. Which methods are they using? Come prepared to discuss your observations considering the chapters assigned for this week.

Second Part of Class

- **Guest Speaker:** Jane Fry, from CU Data Services. Jane will discuss how students can access secondary data via the CU Library, plus discuss data management.

Class 9: The Nature of Qualitative Research

Bell et al., 2022, chapter 17-19

- Welch, C. and Piekkari, R. (2017) How should we (not) judge the ‘quality’ of qualitative research? A re-assessment of current evaluative criteria in International Business, *Journal of World Business* 52: 714-725.
- Savall, Henri, Veronique Zardet, Marc Bonnet and Michel Peron (2008), “The Emergence of Implicit Criteria Actually Used by Reviewers of Qualitative Research Articles: Case of a European Journal,” *Organizational Research Methods*, 11 (3), 510-540.
- Dunwoodie, K., Macaulay, L. & Newman, A. (2022) Qualitative interviewing in the field of work and organizational psychology: Benefits, challenges and guidelines for researchers and reviewers, *Applied Psychology*, DOI: <https://doi.org/10.1111/apps.12414>

Second Part of Class

- Lindgreen, Adam, Roger Palmer, Joelle Vanhamme and Michael Beverland (2003), “Finding and Choosing a Supervisor,” *The Marketing Review*, 3(2), 147-166. Pre-publication copy available here: <https://orca.cardiff.ac.uk/55307/1/Article%2048.pdf>
- Gatfield, Terry (2005), “An Investigation into PhD Supervisory Management Styles: Development of a dynamic conceptual model and its managerial implications,” *Journal of Higher Education Policy and Management*, 27(3), 311-325.

Class 10: Qualitative Approaches

Bell et al., 2022, chapter 20-24

Optional: Bell et al., 2022 Chapter 25

Look at the qualitative articles you have identified for your literature review. Which methods are they using? Come prepared to discuss your observations considering the chapters assigned for this week.

Second Part of Class

- Morrison Straforini, Carol (2015), “Dissertation as Life Chapter: Managing Emotions, Relationships, and Time,” *Journal of College Student Psychotherapy*, 29, 296-313.
- Grover, Varun (2007), “Successfully Navigating the Stages of Doctoral Study,” *International Journal of Doctoral Studies*, Volume 2, 9-21. Available here: <http://www.ijds.org/Volume2/IJDSv2p009-021Grover21.pdf>

Class 11: Mixed Methods Research

Bell et al., 2022, chapter 26 and 27

- Bryman, Alan (2007), “Barriers to Integrating Quantitative and Qualitative Research,” *Journal of Mixed Methods Research*, 1(1), 8-22.
- Morgan, David L. (2007), “Paradigms Lost and Pragmatism Regained. Methodological Implications of Combining Qualitative and Quantitative Methods,” *Journal of Mixed Methods Research*, 1(1), 48-76.

Look at the articles you have identified for your literature review. Is there any article using mixed methods? Come prepared to discuss your observations considering the chapters assigned for this week.

Second Part of Class

Guest Speaker: Amanda Bradford, Manager Research Services and Initiatives. Amanda will speak to us about funding opportunities and preparing grant proposals.

Class 12: Writing Your Dissertation

- Barley, S. R. (2006), “When I write my masterpiece: Thoughts on what makes a paper interesting,” *Academy of Management Journal*, 49(1), 16-20.
- Pollock, T. G. and J. E. Bono (2013), “Being Scheherazade: The importance of storytelling in academic writing,” *Academy of Management Journal*, 56(3), 629-634.
- Beals, Fiona, Joanna Kidman and Hine Funaki (2020), “Insider and Outsider Research: Negotiating Self at the Edge of the Emic/Etic Divide,” *Qualitative Inquiry*, 26(6), 593-601.
- Calendar regulations: <https://gradstudents.carleton.ca/resources-page/thesis-requirements/>

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 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

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

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 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

Survivors of Sexual Violence

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

Accommodation

for

Student

Activities

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

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

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of

permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

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 <https://carleton.ca/its/get-started/new-students-2/>

Special Information for Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's symptom reporting protocols.

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be

maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
