



Carleton
University

Sprott
School of Business

**Carleton University
Sprott School of Business**

**BUSI 2703 A:
INTRODUCTION TO INTERNATIONAL BUSINESS
Winter 2024
(In-person version)**

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Class Days and Times: Fridays @ 8:35 am - 11:25 am

Office Hours: Fridays @ 12:00 - 2:00 pm or by appointment. Appointment bookings will be on first come first serve basis. Email based queries are also welcome.

TA: **TBA**

COURSE MODALITY

This course will be offered in an in-person modality whereby students and the instructor will hold lecture-based classes in an assigned classroom on campus on scheduled days/dates in three-hour weekly sessions. For other course activities, including consultations with the instructor and group work please see below and in the detailed guidelines posted on Brightspace.



PREREQUISITE

- Prerequisite(s): second year standing. No credit for students in B.Com. or BIB.
- Precludes additional credit for BUSI 1701, BUSI 2701.

N.B: This course outline provides you with most of the information you will need to know to organize yourself for the lectures, prepare for and complete group projects, and individual assignments. It is, therefore, important that you:

Please read carefully all the information provided in this course outline.

If in doubt, please consult the course instructor.

UNIVERSITY CALENDAR (2023/2024) COURSE DESCRIPTION

BUSI 2703 [0.5 credit]

Introduction to contemporary businesses in a complex economy, their role in society and their history. Examination of the various functions that come together to define a business with an emphasis on all forms of business communications.

Lectures three hours per week.

COURSE OBJECTIVES

As an introduction to the broad field of international business this course will particularly focus on the principles and practices of contemporary international business with a special eye on the emerging international business environment that is currently being (re)shaped by the global geopolitical tensions and conflicts in a post-COVID-19 pandemic period.

A wide range of international business topics will be covered including: history and significance of international trade and investment, theories of international trade and investment, characteristics of international business environments and the impacts of culture and the political, economic, ethical and legal systems on corporate strategy and practices as well as on the influence of international institutions -- including the characteristics and effects of regional trade blocs, global commercial and financial institutions -- on managerial functions and corporate behaviour, practices and performance in an international context. Business

communication in its various contemporary forms will also be examined, practiced, and emphasized.

Specifically, the aims of this course are five-fold:

- (a) First, the course will provide the student with a broad and systematic overview of international business field by introducing the student to basic theoretical, conceptual, empirical, and methodological traditions that underpin the context, operation, and flow of international business. This discussion includes the conduct of international trade, the institutions and agreements that provide structure for global commerce and investment and the organizations, both large and small, which facilitate international business. This material is meant to provide an integrated framework that allows the student to understand various aspects of international business and managerial functions not as individual facts but as parts of a systematic whole. This provides a basis for more advanced courses that address specific aspects of international business and international management.

- (b) The second objective of the course is to introduce and enrich student awareness of a diversity of world views (including Indigenous knowledges and world views) as they pertain to contemporary international business – theoretically and practically.

- (c) Thirdly, the course aims to heighten students' awareness of current issues in the field and how they are related to the theories on and practices of contemporary international business. Awareness by international business managers of current issues is crucial because every country and business manager must address on an on-going basis emerging opportunities and concerns with international trade and foreign investment. While many of these issues may persist over time, their importance varies in unpredictable ways with profound implications for management. This is evidently crucial and apropos in this period as we endeavour to make sense of the international business implications of the emerging advances in technology (e.g., Artificial Intelligence, Quantum Computing, etc.) as well as about the ongoing global tensions and

conflicts in a post-COVID-19 pandemic era. As such, international business students (i.e., prospective managers) require an understanding not only of basic principles but of how global and regional forces, events and trends manifest themselves and their impact on countries, businesses, and individuals on a daily basis and ultimately on international business practice and intellectual foundations. Discussions in class, quizzes, case study analysis, company and country analyses, and final exam will critically highlight and focus on these issues.

- (d) The fourth objective of the course is to enhance the student's individual and group-oriented learning tools and skills, including research, analytical, critical thinking, and teamwork skills necessary to comprehend, evaluate, critique, synthesize and present complex material/issues in the international business field. These have become even more critical and essential as virtual and remote-based approaches such as online learning and work-from-home have become salient and may be here to stay in some form or another.

- (e) Fifthly, the course aims to augment/refine students' communication skills. Success in university and in the student's later career will depend largely on their ability to communicate ideas clearly and convincingly. Facility in communication goes beyond being able to read and write clearly. The capacity to reason systematically, to analyze complex issues and to evaluate and integrate information from multiple digital and non-digital sources coupled with the proficiency to interact with, present and understand others in virtual and non-virtual environments are increasingly the basis for effective communication in this emerging era.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- (a) Identify and critically analyze the main aspects of globalization and regionalism and their relationship with and implications for the contemporary international business environment; and how national, regional and global environmental factors (political, socio-cultural, economic, legal, technological, ethical and ecological) affect/influence/shape the processes and outcomes of international business especially as they undergo transformation by the forces unleashed by the ongoing geopolitical tensions and trade wars and the efforts at recovery in a still uncertain conditions of post-COVID-19 Pandemic milieu.
- (b) Articulate and apply the main theories and models of international trade and investment as viewed from multiple perspectives and worldviews.
- (c) Understand the nature of contemporary business organizations (e.g., multinational firms) including their key strengths and weaknesses and the sources of such attributes, their role in the conduct of international trade and investment, and the different modes they engage with diverse international markets.
- (d) Appreciate how international business firms are managed and the various strategies and key decisions managers make in their bid to effectively compete in the highly dynamic and complex global business environment.
- (e) Design and conduct – individual and team-based -- international business research that is buttressed by well-grounded theoretical, empirical, and practical insights; as well as demonstrate an adeptness at accessing, utilizing, and deploying electronic (and non-digital) sources of information/data for international business research.

- (f) Communicate effectively – orally and in written form; including the writing of professional correspondence and project reports, online oral presentation of research assignments/results as well as fruitful and harmonious peer interaction in the context of diverse cultures as facilitated by both virtual and non-virtual based platforms.

- (g) Demonstrate a clear understanding and acquisition of effective individual and teamwork skills necessary in today's -- and in the emerging post-COVID-19 pandemic -- academic and work/career environments.

TEXTBOOK AND OTHER RESOURCES

The following textbook (e-book or print copy if accessible) is required for this course:

Hill, Charles W., G. Tomas M. Hult, Thomas McKaig and Frank Cotaie (2021) *Global Business Today*, 6th Canadian edition, McGraw-Hill Ryerson.

In addition to the textbook, key/required material are assigned from other sources including articles periodicals, videos, podcasts, etc.). **Required readings (articles) will also be accessible via Ares (library reserve facility). Ares will not hold the e-book version of the textbook. Additional resources on Indigenous Knowledge are accessible on Brightspace courtesy of Carleton University Collaborative Indigenous Learning Bundles (CUCILB).**

Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to or of relevance to international business. Supplementary readings will be posted separately on Brightspace. A list of pre-recorded videos and podcasts for asynchronous sessions will be provided on Brightspace.

EDUCATIONAL TECHNOLOGY REQUIREMENTS

The primary platforms for the course will be Brightspace, MyCarletonOne and Zoom. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, MS Office, etc.) for their individual and group-based activities.

As such, students will need access to: (a) laptop/desktop/mobile device with reliable, high-speed connection to the internet plus audio/visual accessories or in-built webcam, microphone, speakers, etc.; and (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:

- (a) access, upload & download course material posted on Brightspace.
- (b) answer quizzes on Brightspace.
- (c) watch and listen to pre-recorded videos/podcasts.
- (d) take Brightspace hosted online tests and exams.
- (e) utilize other Brightspace functionalities.
- (f) receive and send emails to the instructor and fellow classmates.
- (g) conduct individual and group research.
- (h) compose, prepare, and post reports (for individual and group-based assignments); and,
- (i) prepare and make online presentations.

N.B: The downloadable MS Office software suite is available to students at no charge while they have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

COURSE STRUCTURE AND DELIVERY

As noted in the course modality section above, this course will be delivered in person on campus. Meeting on scheduled days/dates in 3-hour sessions per week this course will be structured on a lecture format around five (5) broad activities:

(a) Class Engagement

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions, quizzes, tests, and exam). As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. The use of discussion forums on Brightspace will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's secure email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that class attendance (taken and recorded) for the whole duration of each lecture meeting/session is mandatory for each and every student throughout the semester. Thus, 10% (out of the allocated 15%) of the course marks will be assigned to class attendance.

(b) Quizzes

To encourage students to engage with the assigned course material, each course participant will take a total of **five (5) scheduled quizzes** of their choice (out of 10 scheduled quizzes).

(c) Individual Case Study Assignment

Each student will conduct a case study analysis and hand in a written report on **one chapter-based assignment** (case study, management focus or country focus) as selected by each student on Sessions 1 and 2 of the Semester. Assignment selections will close on Session 3 of the semester. Individual written reports (in soft copy version) are to be uploaded/submitted on Brightspace as per individually assigned/specified due dates. Assignment guidelines and a schedule of individual case allotments will be posted on Brightspace.

(d) Final Exam

Students will be required to sit an in person, digital **formal final examination** as scheduled and subsequently administered by the University Examination Services. The in-person exam will be taken in the spaces assigned by the University. The Exam

package will be delivered, and responses uploaded on Brightspace on the specified date scheduled by the University.

University policy on deferred exams (Section 4.3 of the calendar) will be followed. Specifically, **4.3.1 Deferred Final Examinations** stipulates that:

Students who are unable to write a final examination because of a serious illness/emergency or other circumstance beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

For further details, please refer to:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/examinations/#deferred-term-work>

(e) Term Group Project

Course participants will be required to take part in a **group-based project**. Groups will be formed during the first and second sessions of the semester. This assignment, to be undertaken in four phases/stages, will entail an in-depth assessment of a multi-national corporation/enterprise (MNC/MNE) to determine its key strengths and weaknesses in the context of the global economy. Each group will prepare a written report for each phase of the project. Moreover, each group will also participate in an oral presentation of their term project on a scheduled date. **Group presentations can be delivered live/in-person, pre-recorded or a combination of both.** Digital copies (e.g., video recording such as MP4, voice over Powerpoint slides, PowerPoint slides, etc.) of group reports (for each phase) are to be uploaded/submitted on Brightspace on the assigned/specified due dates. **Team members must attend class in person even when**

presentations are pre-recorded. This will offer the opportunity for presenters to field the questions in person from the audience.

The detailed requirements of this project – specified in a set of guidelines and marking rubrics -- are provided separately on Brightspace.

A **Library Workshop Session** (Conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **January 26th, 2024.**

The instructor will be available on **Tuesdays (12:00-2:00pm)** for one-hour long online (Zoom) consultation per group with individual project teams on as needed basis. Group appointment bookings will be on a first come first serve basis.

ASSESSMENT

(1) Class Participation (10% attendance)	15 %
(2) 5 Quizzes	5%
(3) Individual Case Study Assignment	10 %
(4) Final Examination (in-person, digital)	25 %
(5) Term Group Project: MNE Assessment	
(i) Phase 1: MNE Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Group Oral Presentation	10%
(iv) Phase 4: Final Report	20%
Total	100%

NOTE:

Satisfactory in-term performance:

- (a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).
- (b) Students must participate and receive a mark (above zero) in each of the above five evaluation components to receive a passing grade.

BUSI 2703 A – Winter 2024 (In person Version) – Lecture Schedule, Course Topics, Case Study and Project Due Dates

Session	Date	Time	Topic	Key Readings, Activities/Deadlines
1	January 12 th , 2024	8:35 am - 11:25 am	<ul style="list-style-type: none"> Introduction and Course Overview 	<ul style="list-style-type: none"> Individual case selection Project Groups formation & Project/Topic Selection Instructor Lecture Notes/Guidelines Videos/podcasts <p>Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles</p> <ul style="list-style-type: none"> Hill, Hult, McKaig & Cotae (2021) Chapter 1 <p>Moahi, K. H. (2007) "Globalization, Knowledge Economy and the implication for Indigenous Knowledge", <i>International Review of Information Ethics</i>, 7 (09): 55-62.</p>
			<ul style="list-style-type: none"> Perspectives, History, Significance, and Future of International Business 	
			<p>Globalization</p>	
2	January 19 th , 2024	8:35 am - 11:25 am	<p>Country Differences in Political Economy</p>	<ul style="list-style-type: none"> Hill, Hult, McKaig & Cotae (2021) Chapter 2, 3 & 4 <p>Rohlfer, S. & Y. Zhang (2016) "Culture studies in international business: paradigmatic shifts", <i>European Business Review</i> 28(1): 39 – 62.</p>
			<p>The Cultural Environment</p>	

			Ethics in International Business	<p>Zurba, M. & R. Bullock (2020) "Bioenergy development and the implications for the social wellbeing of Indigenous peoples in Canada", <i>Ambio</i> 49:299-309.</p> <ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts
3	January 26 th , 2024	8:35 am - 11:25 am	Library Workshop Session	<p>Mr. Matthew Gertler (Business and Government Information Librarian)</p> <ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts <p>McComber, Alex and Amelia McGregor (2021) "Ethics of Research with Indigenous Peoples", Carleton University Collaborative Indigenous Learning Bundles</p>
				Last Day for Individual Case Study Selection
4	February 2 nd , 2024	8:35 am –11:25 am	International Trade Theories	<p>Hill, Hult, McKaig & Cotae (2021) Chapter 5, 6 & 7</p> <ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts <p>Term Project: Phase #1 report is due.</p>
			Government Policy and International Trade	
			Foreign Direct Investment	
5	February 9 th , 2024	8:35 am - 11:25 am	Regional Economic Integration	<ul style="list-style-type: none"> • Hill, Hult, McKaig & Cotae (2021) Chapter 8, 9 & 10
			The Foreign Exchange Market	

			The International Monetary System	<ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts
6	February 16 th , 2024	8:35 am - 11:25 am	The Strategy of International Business	<ul style="list-style-type: none"> • Hill, Hult, McKaig & Cotae (2021) Chapter 11, 12, & 13
			Entering Developed and Emerging Markets	<ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines
			Exporting, Importing, and Countertrade	<ul style="list-style-type: none"> • Videos/podcasts
February 19th, - 23rd, 2024	Winter Break – Classes Suspended			
7	March 1 st , 2024	8:35 am - 11:25 am	Global Marketing and R&D	<ul style="list-style-type: none"> • Hill, Hult, McKaig & Cotae (2021) Chapter 14 & 15 • Instructor Lecture Notes/Guidelines
			Global Production, Outsourcing and Logistics	<ul style="list-style-type: none"> • Videos/podcasts <p>Term Project: Phase #2 report is due.</p>
8	March 8 th , 2024	8:35 am - 11:25 am	Global Human Resource Management	<ul style="list-style-type: none"> • Hill, Hult, McKaig & Cotae (2021) Chapter 16 • Instructor Lecture Notes/Guidelines

			International Business in Developing Economies	<ul style="list-style-type: none"> • Videos/podcasts <p>Ahmed, F. E. (2013) "The Market at the Bottom of the Pyramid: Understanding the Culture of Poverty", <i>Perspectives on Global Development and Technology</i> 12: 489-513.</p> <p>Bremmer, I. (2005) "Managing Risk in an Unstable World", <i>Harvard Business Review</i> 83 (6): 51-59.</p> <p>Prahalad, C.K. and Allen Hammond (2002) "Serving the World's Poor, Profitably," <i>Harvard Business Review</i> 80 (9): 48-57.</p> <p>Schrader, C. J. Freimann & S. Seuring (2012) "Business Strategy at the Base of the Pyramid," <i>Business Strategy and the Environment</i> 21: 281–298.</p>
9	March 15 th , 2024	8:35 am - 11:25 am	Ecological Environment	Johnston, A. (2000) "Indigenous Peoples and Ecotourism: Bringing Indigenous Knowledge and Rights into the Sustainability Equation," <i>Tourism Recreation Research</i> , Vol. 25(2): 89-96.
			Resource Curse	Thimm, T. (2019) "Cultural sustainability – a framework for Aboriginal tourism in British Columbia," <i>Journal of Heritage Tourism</i> , Vol. 14 (3): 205–218
			Population Ageing	<ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts

10	March 22 nd , 2024	8:35 am - 11:25 am	Group presentations	<p>Project: Presentation Digital Reports (Phase 3) for this session must be submitted before presentations begin</p> <p>Project: Final Digital Reports (Phase 4) for presentations made this session are due a week later</p> <ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts
March 29th, 2024 GOOD FRIDAY -- STATUTORY HOLIDAY – UNIVERSITY CLOSED				
11	April 5 th , 2024	8:35 am - 11:25 am	Group presentations	<p>Project: Presentation Digital Reports (Phase 3) for this session must be submitted before presentations begin.</p> <p>Project: Final Digital Reports (Phase 4) for presentations made this session are due a week later</p> <p>Project: Final Digital Reports (Phase 4) for previous session group presentations are due during this session</p> <ul style="list-style-type: none"> • Instructor Lecture Notes/Guidelines • Videos/podcasts

12	April 10 th , 2024 Classes follow a Friday Schedule	8:35 am - 11:25 am	Group presentations Course Wrap Up	<ul style="list-style-type: none">• Instructor Lecture Notes/Guidelines• Videos/podcasts• Project: Presentation Digital Reports (Phase 3) for this session must be submitted before presentations begin.• Project: Final Digital Reports (Phase 4) for previous session group presentations are due during this session.• Project: Final Digital Reports (Phase 4) for presentations made this session are due a week later.
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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
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
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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.

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

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

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.

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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