



## Managing Change – BUSI 4105 A WINTER 2024

<b>Professor:</b>	Abdel Hamou-Lhadj, P.Eng., M.Sc., M.B.A., C.Dir.
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<b>Email:</b>	<a href="mailto:abdel.hamou-lhadj@carleton.ca">abdel.hamou-lhadj@carleton.ca</a> For any email queries, in the subject column write your course code.
<b>Office Hours:</b>	By appointment only I am generally available right after class for questions/comments.
<b>Class Times:</b>	Monday 6:05pm – 8:55pm / January 8, 2024 – April 10, 2024
<b>Website:</b>	Course materials will be posted on Brightspace. Please attend classes!

**Teaching Modality:** This course will be taught in person at the University’s premises in Ottawa.

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**Required Textbook:** Cawsey, T. & Desza, G, & Ingols, C. (2022). Organizational Change: An Action-Oriented Toolkit. 4th Edition.

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### **Pre-requisites and Precluded Courses**

Prerequisite(s): third-year standing, and one of BUSI 2101, BUSI 2702, BUSI 3602, PSYC 2801 (with a grade of C- or higher in each).

### **Course Information from [University Undergraduate Calendar](#)**

An overview of current thinking about change management. Topics covered include understanding the forces for and barriers to change, diagnosing the environment around change and implementing change.

### **Course Description**

One of the most prominent workplace fallacies is the desire to maintain the status quo because “that’s the way it’s always been”. More than ever before, the world of business is characterized by change. This course will explore theories, models, and concepts relevant to organizational change, to enable us to understand why change is so synonymous with modern business operations. At the conclusion of the semester, a large portion of the students in this class will be graduating and will be ready to enter the workforce. As a result,

the class will be organized in a professional manner, a setting that attempts to replicate the workforce as much as possible. This is done to prepare students for the next set of challenges they will face.

In attempt to mirror the reality of workplace requirements in the 21st century and develop your skillset in different capacities, you will have the opportunity to take part in group and individual submissions, as well as in group and individual presentations. You can also contribute to class discussions and exercises based on practical scenarios that challenge you to come up with innovative solutions. The intent is that each of these experiences will help equip you with skills necessary to make a positive difference at your organization. Keep in mind that in a strong majority of industries, the issues that face your firm often face the industry, meaning your direct competitors are burdened with the same challenges you are. In being effectively responsive to the changing environmental conditions or new opportunities that have become available, it will enable your firm to react more quickly than your competitors.

Students bring an unbelievable amount of value to the classroom; you all have unique backgrounds, experiences, and perspectives, and the more you can share your ideas with the class, the broader our learning source becomes. Because of that, the course will be taught in seminar fashion. For it to work, it will require constant interaction between students and the instructor. As such, your grades will be heavily impacted by your willingness and ability to share your thoughts, opinions, and perspectives with the class.

## Learning Objectives

- To introduce you to the core themes, issues, and theoretical models in the change management discipline.
- To emphasize how change impacts the workforce regardless of the industry, firm, or organizational unit.
- To ignite healthy debates/discussions amongst a group of unique minds, experiences, and perspectives.
- To equip you to take initiatives to identify and address inefficiencies when you transition to the workforce.
- To enable you to work with all stakeholders to analyze and improve ineffective organizational practices.
- To prepare you, as much as possible, for an increasingly dynamic workforce defined by constant transition.

## Contribution to Program Learning Goals ([BCom](#), [BIB](#))

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>CHECK (X) ONE PER ROW</b>				
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				<b>X</b>
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise, and interest of all members.</i>				<b>X</b>
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				<b>X</b>

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				X
<b>B15 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally minded.</i>		X		

## Course Format

This is a fourth-year business course. Contrary to first- and second- year courses, students in the course are expected to have learned core business concepts and should thus take the opportunity to reflect and draw upon this knowledge when submitting assignments and participating in class exercises/discussions. Given that, the focus of this course is to enable students to think outside of the box and challenge themselves and others to come up with creative and sophisticated solutions to change-related dilemmas.

Weekly classes will cover some of the core concepts that are currently being discussed, synthesized, and analyzed in the world of change management. Each class will build on the preceding class, with topics growing in complexity over the course of the semester. While most of the concepts in the field of change are defined by relatively simple ideologies, we will use class time to attempt to take these concepts and draw upon our understanding of them to enable us to apply such concepts to more sophisticated scenarios in specific organizations, and the workplace in general.

The classes will proceed in a structured manner. In the first half of every class, we will have a brief discussion of the readings, concepts, and ideologies from that week's topic. In the second half of class, we will elaborate on the concepts discussed by undertaking a case or an exercise that will enable us to apply what we are learning to a real-life situation. Given the way the classes build on previous topics, the cases will grow in complexity and comprehensive nature throughout the course. The idea is that by the end of the course, you will have had the experience of dealing with the dilemmas that arise in organizations and will thus be equipped to suggest and design appropriate changes to respond strategically to such issues.

## Course Calendar

Week	Date	Topic	Readings	Activities
1	JAN 8	Introduction to Organizational Change <ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Introduction to the Course</li> <li>▪ Review of the Syllabus</li> </ul>	<u>Core:</u> Course Syllabus <u>Informational:</u> None	
2	JAN 15	Identifying the Opportunity for Change <ul style="list-style-type: none"> <li>▪ How do we define change</li> <li>▪ Categories of change</li> <li>▪ Organizations in a post-covid world</li> </ul>	<u>Core:</u> Textbook, chap. 1 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Duxbury, Linda, Halinski, Michael. (2021). "Remote, Office, or Hybrid? Employee Preferences for Post-pandemic Work Arrangements". Conference Board of Canada.</li> <li>▪ Nadler, D.A., &amp; Tushman, M.L. (1989). "Organizational frame bending: Principles for managing reorientation". Academy of Management Executive, 3(3): 194-204</li> </ul>	<u>Exercise 1:</u> 'A Letter of Complaint'

Week	Date	Topic	Readings	Activities
3	JAN 22	Models and Frameworks for Initiating Change <ul style="list-style-type: none"> <li>▪ Lewin's 3 stages of change</li> <li>▪ Kotter 8-step model</li> <li>▪ ADKAR model</li> <li>▪ Change/path model</li> </ul>	<u>Core:</u> Textbook, chap. 2 and chap. 5 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Kotter, J.P. (2012). "Leading Change". Harvard Business Press.</li> <li>▪ Burnes, B. (2004). Burnes, B. (2004). "Kurt Lewin and the planned approach to change: a re-appraisal". Journal of Management studies, 41(6), 977-1002</li> </ul>	<u>Case 1:</u> Group discussion
4	JAN 29	Building Urgency for Change <ul style="list-style-type: none"> <li>▪ Discussion on external factors and change</li> <li>▪ Barriers and drivers</li> <li>▪ PESTEL analysis</li> </ul>	<u>Core:</u> Textbook, chap. 4 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Schneider, F., Brief, A. And Guzzo, R. (1996). "Creating a Climate and Culture for Sustainable Organizational Change". Organizational Dynamics, 24 (4), 7-19</li> </ul>	<u>Simulation 1:</u> Discussion on core themes shaping change
5	FEB 05	Optimizing the Timing of Change <ul style="list-style-type: none"> <li>▪ Issue identification</li> <li>▪ Impact identification and description</li> <li>▪ Excessive change</li> </ul>	<u>Core:</u> Textbook, chap. 3 and chap. 6 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Hoffstede, G. (2010). "Dimensionalizing Cultures: The Hofstede Model in Context". Online Readings in Psychology and Culture</li> <li>▪ Lorsch, J.W. &amp; E. McTague (2016). "Culture is not the culprit". Harvard Business Review 94(4) 96-105</li> </ul>	<u>Exercise 2:</u> 'Design and Present a Change'
6	FEB 12	Planning and Preparing for Change <ul style="list-style-type: none"> <li>▪ Building urgency for change</li> <li>▪ Creating strategic coalitions</li> </ul>	<u>Core:</u> Textbook, chap. 8 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Kotter, J.P. (1998). "Winning at change". Leader to leader, 10(Fall), 27-33</li> <li>▪ Garvin, David A., and Michael A. Roberto (2005). "Change Through Persuasion". Harvard Business Review 83 (2) (February): 104-112</li> </ul>	<u>Simulation 2:</u> Planning your change implementation  <b>INDIVIDUAL ASSIGNMENT SUBMISSION</b>
	<b>FEB 19</b>	<b>Winter Break, No Class</b>		
7	FEB 26	Communicating Change <ul style="list-style-type: none"> <li>▪ Change milestones</li> <li>▪ Developing a communication plan</li> <li>▪ Change leader types</li> </ul>	<u>Core:</u> Textbook, chap. 9 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Kim, C. and Mauborgne, R. (2003). "Tipping Point Leadership". Harvard Business Review. April</li> </ul>	<u>Case 2:</u> Group discussion
8	MAR 04	Managing Reactions to Change <ul style="list-style-type: none"> <li>▪ Change readiness</li> <li>▪ Managing resistance to change</li> <li>▪ Developing resilience to change</li> </ul>	<u>Core:</u> Textbook, chap. 7 <u>Informational:</u> <ul style="list-style-type: none"> <li>▪ Kegan, R. &amp; Lahey, L.L. (2001). "The Real Reason People Won't Change". Harvard Business Review. November</li> <li>▪ Choi, M. (2011). "Employees' attitudes toward organizational change: A literature review". Human Resource Management, 50(4): 479- 500</li> </ul>	<u>Case 3:</u> Group discussion

Week	Date	Topic	Readings	Activities
9	MAR 11	Designing & Implementing Change <ul style="list-style-type: none"> <li>Action planning tools</li> <li>Influence strategies</li> <li>Mitigating unintended consequences</li> </ul>	<u>Core:</u> Textbook, chap. 10 <u>Informational:</u> <ul style="list-style-type: none"> <li>Kotter, J. P., &amp; Schlesinger, L. A. (1989). "Choosing strategies for change". Readings in strategic management, 1, 294-306.</li> <li>Eisenstat, R., Spector, B., Beer, M. (1990). "Why Change Programs Don't Produce Change". Harvard Business Review, December</li> <li>Sirkin, H.L., Keenan, P., Jackson, Alan. (2005). "The Hard Side of Change Management". Harvard Business Review, October</li> </ul>	<u>Case 4:</u> Group discussion
10	MAR 18	Technology and Change <ul style="list-style-type: none"> <li>The impacts of tech on change</li> <li>What the future holds in change</li> </ul>	<u>Core:</u> Textbook, chap. 11 <u>Informational:</u> <ul style="list-style-type: none"> <li>Bower, J. and Christensen, C. (1995). "Disruptive Technologies: Catching the Wave". Harvard Business Review, January-Feb. 43-53</li> <li>The Economist, 2014, 01/18: "The future of jobs. The onrushing wave"</li> </ul>	<u>Activity:</u> Group presentations  <b>TIER 1 GROUP PRESENTATION SUBMISSION</b>
11	MAR 25	Examining Change from a Corporate Perspective <ul style="list-style-type: none"> <li>Senior management's role in change decisions</li> </ul>	<u>Core:</u> None <u>Informational:</u> <ul style="list-style-type: none"> <li>Kim, C. and Mauborgne, R. (2003). "The Tipping Point of Change". Harvard Business Review 81 (4) (April), 60 to 69</li> <li>Malhotra, N. &amp; Hinings, C.R. (2015). "Unpacking continuity and change as a process of organizational transformation". Long Range Planning 48: 1-22</li> <li>Nicholson, N. (2002). "What Stays the Same: The Challenge of Managing the Human Animal in the 21st Century". in Organization 21C (ed. Subir Chowdhury), Prentice Hall: Toronto, pg. 241-255</li> </ul>	<u>Activity:</u> Group presentations  <b>TIER 2 GROUP PRESENTATION SUBMISSION</b>
12	APR 08	Examining Change from a Research Perspective <ul style="list-style-type: none"> <li>Change discussions in research context</li> <li>Brief intro to key research elements</li> </ul>	<u>Core:</u> None <u>Informational:</u> <ul style="list-style-type: none"> <li>Van Ven, A. &amp; Poole, M. (2005). "Alternative Approaches for Studying Organizational Change". Organization Studies, 26(9), 1377-1404</li> <li>Langley, A., Smallman, C., Tsoukas, H., &amp; Van de Ven, A. (2013). "Process Studies of Change in Organization and Management: Unveiling Temporality, Activity and Flow". Academy of Management Journal, 56 (1) 1–13.</li> </ul>	<u>Activity:</u> Group presentations  <b>TIER 3 GROUP PRESENTATION SUBMISSION</b>

Note: While every attempt will be made to keep to the calendar listed above, unforeseen circumstances may necessitate modifications throughout the semester.

## Grading Scheme

To obtain a passing grade for the course, all students must complete the following deliverables:

Deliverable	Description	Type	Weight
Contribution to Peer Learning	Attending classes and participating in classroom discussions and activities	Individual	10%
Individual Assignment	Analyzing a change management case study provided by the professor	Individual	20%
Group Assignment	Analyzing the business impact of a recent or emerging change on modern organizations	Group	10%
▪ Presentation		Group	20%
▪ Report		Individual	5%
▪ Peer Evaluation			
Final Exam	In-class, closed-book exam taking place during the exam week	Individual	35%

### **Contribution to Peer Learning (10 pts)**

Students are encouraged to actively participate in class discussions by being adequately prepared (i.e., having attentively read and reflected on the assigned readings). It is student's contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion.

While attendance is a pre-requisite to participation, it is the quality, not the quantity, of contribution that earns the grades. It is also recognized that on some days there may be insufficient time to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution.

### **Individual Assignment (20 pts)**

Each student will complete an individual assignment focused on applying the concepts from the readings and those discussions in class to the analysis of a selected case. There are 5 selected cases proposed in this course and referenced in a list posted on Brightspace. Each student will be required to select one (and only one) of those cases and hand in an analysis report for it. The report must be in the Microsoft Word format.

For this assignment, the depth of the case analysis and the quality of the report are critical aspects. Detailed content and report format specifications will be discussed in class and described in a separate document posted on Brightspace.

### **Group Assignment (35 pts)**

**Presentation: 10 pts / Report: 20 pts / Peer Evaluation: 5 pts**

Students will be assigned into groups of 4 or 5 members. Each group will select a recent or an emerging change theme that has (or may have) business impacts, describe the change and its characteristics, and analyze the impacts on organizations, using the concepts and techniques discussed in class and any other relevant means resulting from the groups' research efforts.

For this assignment, groups are expected to deliver an in-class presentation where they share their research findings with the class and hand in a report (one week after their presentation) describing the selected change and associated business impacts in greater detail, using valid qualitative and quantitative arguments. The presentation must be in the Microsoft PowerPoint format and the report in the Microsoft Word format. For

both the presentation and the report, detailed content and format specifications will be discussed in class and described in a separate document posted on Brightspace.

Recognizing that not all contributions in every group meet expectations, students will be asked to participate in a peer evaluation process by attributing grades to their group members for their contributions to the group deliverables (i.e., the presentation and the report). Each group member should complete and submit via Brightspace a Peer Evaluation form provided by the professor (no handwritten evaluations or different forms will be accepted). These peer evaluations are mandatory and strictly confidential – None of the students will have access to the forms after submission.

Note: Not completing the Peer Evaluation form, or completing it without due honesty and diligence, will result in a 10% penalty subtracted from the student's group project grade.

### **Final Exam (35 pts)**

An examination will be given in class. The final exam will be based on all the concepts, theories, frameworks, and techniques from the course textbook, as well as those discussed in class. Students may find the final exam very difficult if classes are missed – as the key concepts are reviewed each week – which is the basis of the exam. If the exam is missed due to illness or emergency, the student must apply with appropriate documentation to the Registrar's to write in the official Deferred Exam Period in the following term.

### **Course Rules of Engagement**

1. **Checking Brightspace regularly** – It is the student's responsibility to access Brightspace regularly for any course updates, announcements, or additional materials. For major information items, the professor will use the Announcement feature of Brightspace.
2. **Communicating via emails** – Email communications with students are done through their student email accounts. It is the student's responsibility to check their emails as the professor will be sending important messages through this medium. Emails sent to the professor should adhere to the following:
  - Emails must include the course ID in the email subject.
  - Urgent emails must include "Urgent" in the email subject.
  - Emails must indicate the student's name and number in the signature.
  - Emails must use proper greetings and refer to the professor as "Professor X".

For emails sent on weekdays, the professor will respond to urgent emails within 24 hours and to non-urgent emails within 48 hours. For emails sent on the weekends, the professor will respond to urgent emails within 48 hours and to non-urgent emails within 72 hours. Should the professor not respond as per the rules above, it is the student's responsibility to email the professor again; there is always a possibility of issues with electronic messaging.

The professor reserves the right not to respond to individual clarification request emails, when a Brightspace announcement to the whole class or a class discussion is warranted. In addition, the professor will not send grades or any private student information (group members' email addresses, etc.) via email.

3. **Respecting classmates' desire to learn** – During class time, students must turn off cell phones, beepers, and other electronic communication devices. The use of laptops has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, any noise coming from the use of laptop computers will not be tolerated.

4. **Arriving late or leaving early** – These are not acceptable. The class period starts at a defined time and students must be in class for the start of the class. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, students must plan to arrive no later than the start of class (if not sooner). In addition, the class is over when the allocated time is completely up or when the professor dismisses the class. Meetings for other classes, appointments with advisors, work excuses and many other personal reasons are not considered “excused” absences.

Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. The professor reserves the right to reduce the student’s final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if attendance and punctuality problems are deemed to have interfered with that student’s learning or the learning of other students.

5. **Participating in class** – Students are expected to attend, take notes, and participate in class. They are also expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work examples and other organizational (professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and the professor. It is essential that students complete the assigned textbook readings before coming to class; assignments are based on the assigned textbook readings. Supplemental readings can be provided to enhance student’s understanding of the material; however, they remain not mandatory.
6. **Following assignment instructions** – Students are expected to carefully read the instructions for written assignments described in the course outline and associated materials. They should always use a title for their work and strictly follow the instructions regarding page limit/font size/margins, as well as the required document formats, for the written submissions. In any case, students should not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (7<sup>th</sup> Edition).
7. **Cheating, plagiarism, and other instructional offences** – They are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, students are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Sprott website at Academic Programs \_ Useful Links \_ Paper Writing Guidelines.

Students must keep duplicates of all their deliverables. For the student’s protection, they are required to always keep a copy of their written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be the student’s responsibility to provide a copy of their written submissions.

8. **Respecting deadlines** – All deadlines must be respected; assignments must be handed in at the date/time at which they are due. In general, no late assignment will be accepted or graded. Deadline extensions may be granted only under exceptional circumstances (e.g., illness, family emergency) supported by appropriate documentation. Requests for a deadline extension must be communicated at least 24 hours before the deadline. Computer failure, printing problems, work for other classes and many other artificial excuses will not be accepted.

A student may not miss the day when they are scheduled for the quiz or the presentation in class. Under unusual circumstances, the student has 24 hours from the time they have missed the exam to contact the professor about their absence. Without an appropriate reason and documentation, the student will receive zero for the missed exam or presentation. No make-up activity or assignment will be allowed.



9. **Requesting a re-marking** – From time to time, students have legitimate concerns about marks they have received on assignments and exams. If a student feels that any assignment handed back to them has not been marked appropriately for the work they have submitted, they do have recourse for re-marking. However, to be eligible for re-marking, the student must adhere to the following guidelines:
1. Indicate in writing specifically what the concerns are. This does not mean that they simply say: “I think I deserve more marks.” They must clearly indicate where the marker made a mistake in their marking of the assignment. In this regard, the student must refer to the class notes, excerpt in the textbook, etc., and provide all the relevant references supporting their claim.
  2. After completing #1 above, they must re-submit the assignment with their comments back to the professor within one week of the mark being communicated to them. If an assignment is not resubmitted following the above guidelines, the professor will regard the mark as originally assigned to be the final mark for that deliverable. No marks will be changed later.
  3. It is important to note that the professor reserves the right to re-mark the entire assignment in question and to either leave the mark as is or to change it positively or negatively as required.
  4. No make-up activity or assignment can be undertaken to improve student’s assignment or course mark. Unless under very exceptional circumstances, the weight on final grades of the exams and the assignments cannot be changed from what is outlined above.

## 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).

### 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.

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](http://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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal

evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](http://carleton.ca/pmc)

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, and a 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](http://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 for 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](http://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**

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

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

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

### **Important Information**

- Students must always retain a 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, to respond to your inquiries, please send all emails 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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