



BUSI 4709 B | B1
Strategic Management for International Business
Winter 2023

Instructor: Dennis Sakalauskas

Office Hours: By appointment (via email)

Email: dennis.sakalauskas@carleton.ca

Course meets: Mondays 11:35am – 3:25pm

Pre-requisites & precluded Courses:

Fourth- year standing in BCom (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement. Precludes additional credit for BUSI 3629, BUSI 4609

Course Calendar description from the 2022/2023 University calendar:

Development and implementation of strategies within and across international markets. Emphasis on developing strategic perspectives that incorporate the environment, the state of the industry, and the capabilities of the firm. Integrates skills, concepts and theories learned in functional areas.

Course Description and Objectives:

In an international business context, managers make critical decisions that transcend functional areas. As a capstone course, *Strategic Management for International Business* brings together ideas and skills developed in functional areas (e.g. international marketing, finance, accounting, human resource management, etc.) into a coherent whole.

More often than not, international business careers starting with concentrating in a functional area of business are likely to transition and move into positions with increasing management responsibility careers progress. This integration will underscore how the functional elements of a business are interrelated and equally important.

Strategic Management for International Business gets to the root of the challenges of developing and implementing strategies in global industries. This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm.

Specifically, this course addresses (but is not limited too) the following key strategic challenges and decisions facing global organizations:

1. **Where to compete?**
2. **Which products to offer around the globe?**
3. **Where to locate the various activities of the firm?**
4. **How to position and leverage a competitive advantage?**
5. **How to implement an effective global business and management strategy?**

Upon completion of this course, students should be able to:

- Identify the importance of each business function to firm performance and explain possible causes of firm performance;
- Identify interdependencies of business functions when analyzing business situations and providing recommendations;
- Apply conceptual frameworks to evaluate and analyze practical business problems;
- Articulate strategic perspectives that links the environment, the state of the global industry and the capabilities and position of the firm;
- Evaluate a company's Business Plan and question its underlying assumptions;
- Identify and implement appropriate responses to business situations;
- Discuss decision making processes and their influence on strategic decision making and firm performance;
- Work and contribute to an interdependent, collaborative, and professional team environment.

Relevant Required Materials for this course:

A) Reading Material (required):

Articles have been carefully selected for this course consisting of the most relevant international expansion and operations theories, models, practical recommendations and strategic information and literature from the most reputable international business sources such as the Harvard Business Review (HBR), M.I.T. Sloan School of Management, Ivey Western Business School, etc. The specific articles are highlighted in the readings in the course outline (**see course schedule**) as well, which is also the very same list of articles posted on Brightspace. All articles can be located through the online Carleton University library and/or through Iveypublishing.ca.

B) International Business Simulation (required):

Marketplace Business Simulation, International Corporate Management

(<http://www.marketplace-simulation.com/>).

COURSE DESIGN:

As a capstone course, the key assumption driving the design of this course is that International Business Managers need not only be able to think in an integrated manner but make decisions that reflect this thinking. Therefore, the focus will be towards three levels of integration:

1. Theoretical integration: students must understand the interdependencies of business functions to make decisions. Theoretical integration will be the focus of readings, lectures, videos and ongoing class discussions.
2. Applied integration: students must understand the importance of each main function in an international business firm, but also trace many possible causes of an international firm's performance. Applied integration will be the focus of class discussions and ongoing in-class exercises.
3. Practical integration: students must draw on the above two skills to implement responses to international business situations, challenges and opportunities. Students need to acknowledge the multiple approaches that managers may use to identify and resolve strategic issues, including the sources of biases in this process. Practical integration will be achieved through the management of a simulated international organization, ongoing class exercises and with extensive opportunities for participation in each and every class.

COURSE PHILOSOPHY:

- Executive decisions will be required, even with imperfect information. There are few certainties when dealing with companies or employees in an international context. This includes the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, while there may be few "right" answers, managers must still act. They must still make decisions. This is the real management challenge. For this course therefore, we all must be open to new ideas, international business opinions, and points of view. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and a strong work ethic.

- Discussions will be best when all students arrive to each class fully prepared to participate. This includes having read all reading assignments prior to class. It also includes participating in class discussions.
- High performance standards. It is mandatory for all participants to pursue high performance standards and goals that challenge us to maximize our learning.
- We will endeavor to be creative, while always applying the highest level of professionalism. Once again, participation is a key part of this course, while always supporting our peers and keeping the levels of professionalism the highest standard.

MARKETPLACE SIMULATION:

This course will employ the *Marketplace Simulation* (www.marketplace-simulation.com) as a key part of the practical learning. The exercise is a transformational learning process.

Participants will engage in a practical and engaging simulation to be as close as possible to what it is like to compete in the fast-paced, competitive market where international customers are demanding and with intense competition. Please note the following regarding the marketplace-simulation:

- Moreover, in the simulation, students run, manage and operate their own company, struggling with business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting, etc. Students are given complete control of a simulated business and must manage its operations through several decision cycles.
- There will be extensive opportunities to analyze the situation, plan a business strategy to improve it and then execute that strategy out into the future. Incrementally, teams will learn to adjust their strategy as they discover the nature of real-life decisions, including the available options, linkages to other parts of the business, trade-offs and potential outcomes.
- Market potential will rise and fall on local and worldwide economic and political conditions and the business venture will be challenged by fluctuating exchange rates and tariffs between regions.
- Decisions are typically due the same day each week (see course outline), so that students will have time to review the results prior to executive briefings with *results available within 48 hours of decisions.*

EXECUTIVE BRIEFINGS:

Executive briefings are structured regular meetings between teams and the Professor (Coach / Consultant), providing the opportunity to receive guidance running their simulated companies and applying theoretical material. Team members **must arrive prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions.** NOTE: The Coach will not provide solutions to the team but rather raise questions and issues pertaining to the simulation.

- Meetings can be led by the President and a written agenda must be provided containing the topics to be addressed and the persons responsible for them.
- Each and every student must be prepared to defend the analysis and logic behind the team's decisions and plans.
- There will be occasional opportunities to provide teams with adequate guidance executive briefings may happen outside of class time.

COURSE REQUIREMENTS & METHODS of EVALUATION:

The breakdown of the total course grade is as follows:

Self-assessed Participation	5%
Marketplace Simulation Performance	10%
Team Business Model Presentation (10%) and Financial Pitch Written Report (15%)	25%
Individual Venture Capital Investment – Performance Assessment	5%
Summary and Future Outlook to the Board – Presentation	10%
Individual Letter to Successor	25%
Quiz	20%
Total	100%

Marketplace Simulation Performance:

The simulation performance will be assessed based on the *Cumulative Balanced Scorecard*. The *Cumulative Balanced Scorecard* is the most effective indicator of the multidimensional performance of the simulated organization as it includes all functional areas, plus short-term and long-term customer and stockholder considerations.

At the end of the exercise, teams will be assessed based on the order of cumulative performance. The performance of teams depends upon the nature of competition between them. While the value of the simulation is important for the overall course, it is also equally important to note that effective and active contribution to the team's performance is critical as it also impacts some of the other key deliverables for the course.

Value: 10% of Total Grade

Team Business Plan Pitch (Presentation and Written Report):

The Business Plan Pitch requires students to think critically and develop an integrative view of the firm. Students are asked to think through and organize a comprehensive strategic plan that incorporates high-level strategic thinking as well as tactical details.

Team Business Plan Pitch – Presentation:

The Business Plan Pitch Presentation (of a Business Model) are to be a maximum of 10 minutes (excluding questions from the audience) with each team member must present at least one content slide (see course schedule). Teams are to assume this presentation is being presented *to venture capitalists* (for a request for funding and future investment opportunities. This helps firms articulate and formalize their strategy and an opportunity to receive additional funding to implement their strategies. Total course value: 10%

Team Business Plan Pitch – Written Report

The *Team Business Financial Plan Written Report* will be an opportunity to formalize a business model to Venture Capitalists for additional funding and investment. The report (presented to Venture Capitalists) and once again is to be assumed it is being submitted to Venture Capitalists (who attend the Venture Capital Expo). Total course value: 15%

NOTE: See APPENDIX #1 for specific details regarding the recommended format, outline and sample of a grading rubric evaluation criteria for the Business Plan Presentation AND the Financial Pitch Written Report.

Total course value: 25%

Venture Capital Investment – Individual Performance Assessment:

Students will have the opportunity as Venture Capitalists at the *Venture Capital Fair* (see course schedule for dates).

In particular, during the Venture Capital Expo (event) students will have the opportunity to put themselves in the shoes of venture capitalists and evaluate the business plans of other (non-competing) companies. So, individual students will review and evaluate other (non-competing) companies. During

The opportunity also allows students to apply integrated knowledge and hone analytical skills, as well as being a powerful way to realize how potential investors perceive and understand a company's international business and management plan. This exercise also helps firms seeking investment to strengthen their strategy as they receive feedback and are questioned by their peers.

Venture capitalists (individual students) will complete an evaluation form and make final investment decisions.

The evaluation of the submitted individual (other) company performance assessment will be determined by the performance of the investment portfolio of each investor. As venture capitalists, students must maintain total confidentiality concerning all information provided by the firms seeking investment.

NOTE: See APPENDIX #2 for further instructions, format the necessary form as well as the SAMPLE of a GRADING RUBRIC evaluation criteria for the Individual (Venture Capital) Performance Assessment.

Value: 5% of Total Grade

Summary and Future Outlook to the Board – Final Presentation:

The *Team Summary and Future Outlook to the Board Presentation* finalizes the simulated exercise. In this presentation teams are asked to discuss their original plan, performance since the plan was presented, assessment of future potential, and lessons learned. The summary and future outlook to the board will be presented towards the end of the semester (see course schedule).

Please NOTE: The order of the presenting teams will be randomly assigned at the class. This final presentation to the board provides closure to the simulated exercise.

Teams are asked to provide an explanation of how the company has performed and an assessment of future potential. *Each team has 12 minutes to present their report to the board (excluding questions from the audience).*

Given that other students are familiar with the simulation environment and you are reporting to the Board of Directors, it is strongly recommended to avoid detailed description of known facts (that the Board of Directors with extensive experience in the industry would be aware). Rather teams are strongly encouraged to focus on strategy, what is unique about your company and the impact your decisions had on your performance. Moreover, it is also recommended that the presentation should include the following:

1. *Company overview*: include the company's executive team, company objectives, products/services, customer segments and regions of operation.
2. *Assessment of strategy and performance*: Review of performance during the second year of business, deviations from the business plan, discussion of key events and decisions that affected the company.
3. *Assessment of current situation and preparation for the future*: discuss how your firm is positioned vis-à-vis the competition and how it is prepared to compete in the future.
4. *Lessons learned*: benefits of the simulation and lessons for the business world.

NOTE: Please See APPENDIX #3 for recommended outline, format and also the SAMPLE of a GRADING RUBRIC evaluation criteria and also for the Summary and Future Outlook Final Presentation to the Board Presentation.

Value: 10% of Total Grade

Letter to Successor:

This *Individual assignment* is aimed at facilitating concepts and theoretical with practical integration. Therefore, students are to write a memo to *their successor* outlining the company's current situation ***from the perspective of their functional area*** and discussing their major learning during the course of the simulated two years of operation.

As a key part of this individual submission, students are also expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned. Moreover, a series of future recommendations must be included in this letter to the successor from the perspective of the Executive Position for which the student owned/held for the majority of the marketplace simulation.

NOTE: See APPENDIX #4 for specific details regarding the recommended format and Sample of a Grading Rubric evaluation criteria for the Letter to Successor.

Value: 25% of Total Grade

Individual Participation:

Individual contribution assessment is from executive briefings / class participation performance. *Every Executive must demonstrate mastery of the information and decisions within his/her areas of responsibility and integrate their responsibilities with the rest of the organization* so as to maximize the total performance of the firm

The self-assessed participation and contribution will be a weekly self-assessment by filling out a weekly brief questionnaire provided by the Professor with answering 4 or 5 questions based on student's self-assessment of their participation that week.

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

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

1. Preparation
2. Class participation
3. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)

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

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

Total course value: 5%

Quiz:

One in-class 2.5 hour quiz will focus on class material, discussions, and topics presented to date of the quiz. The Quiz will encompass all material throughout the semester. This provides the opportunity to apply the learning developed in the course.

Total course value: 25%

KEY NOTES Regarding Course Requirements | Marketplace Simulation:**1. Assignments and Quiz**

Students unable to write the quiz, participate in presentations, or complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or accommodation. Extension may only be granted when supported by a medical certificate and or appropriate documents to support the reason for the deferral.

2. Working in Teams and Executive Positions**A) Teams:**

The Marketplace simulation is a major effort that can only be accomplished in a team. Successfully working in teams is thus a major requirement of this course and a significant part of your grade.

Although, unlikely a student can “be fired” from the team. This will result in a far less opportunity to participate, but also to be a part of the evaluation process of the simulation and many other deliverable projects.

Once again, although very unlikely, in the event that a team requests the dismissal of one team member, then documentation supporting the reasoning (i.e. screenshots of emails indicating a team member’s refusal to participate and help the team) is required.

This is how it works in the management of a team with the human resources process in any company, and therefore would be expected in this course. Nothing less.

B) Executive Positions

Each student participant must take on a major leadership role as a part of the Executive Team, which consist of one or two of the following:

- VP Marketing
- VP Market Research
- VP Sales Management
- VP Human Resources Management
- VP Manufacturing and Production
- VP Finance and Accounting

NOTE:

1. A student may take more than one role.
2. The Team must develop responsibilities of each role so to help balance the work.
3. It is recommended Teams form a ***work plan***, allocating the expected number of hours for each role, so once again to help balance the work amongst the team.

The President

One of our goals is to develop management skills of all students. Hence, ***everyone will also take on the responsibility of managing the team and serve for a period of time as the President of the company.*** This delegation of the President **must be managed by the Team**. The President *will* manage the schedules and meetings, oversee the assignment of tasks, monitor overall performance (balanced scorecard) and help the team in every way possible to achieve a strong business performance.

3. Peer Evaluations

One peer evaluation is to be completed later in the semester for each person on the team. This evaluation is due, respectively, at the end of semester.

NOTE: Significant *deviation in performance above or below the norm* can adjust individual student grades for the activity being evaluated. That is, the grade on the Business Plan, Report to the Board and Simulation Performance could be adjusted up or down depending upon the feedback the instructor receives from the rest of the team for each assignment.

4. Questions to the Business Coach

The HELP files in the software contain all of the directions you will need to participate in the strategic business simulation. Nonetheless, there is a tendency for students to ask the Business Coaches for help rather than look in the HELP files.

Therefore, for this reason, the instructor/coach will assign a fee of \$10,000 to answer any question already addressed in software. Therefore, be sure to review the details of the software before addressing either Coach with questions.

5. Executive Meetings

To facilitate executive meetings, it is strongly recommended that each team member prepare his/her work in advance. The Executive should know the problems and tradeoffs of his/her area of responsibility. When the Executive Committee meets as a whole, it is also strongly recommended that each Executive have *a plan of action to recommend to the team.*

The Executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

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

<p>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></p>				X
<p>BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i></p>				X
<p>BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i></p>				X

Course Schedule: Fridays: 11:35am – 3:25pm**Lecture Topic Themes, Readings and Course Deliverables / Assignments:****Week 1 January 13**

Topic: Introduction to strategic international management – Part I

Reading: Course Lectures / Lecture Slides

Week 2 January 20

Topic: Introduction to strategic international management – Part II

Reading: Course Lectures / Lecture Slides

Marketplace: Introduction and Team Formation

Week 3 January 27

Topic: Market Demand, Strategic Pricing and Strategic Brand Planning

Reading: Course Lectures / Lecture Slides

Marketplace: Team Executive Positions and Tutorial

Introduction of individual team members, roles, and team goals

Week 4 February 3

Topic: Preparing a Business Plan and Situation Analysis

Review and Development of the Presentation of a Business Model

Reading: See Course Pack Articles' List

Marketplace: Round 1 Decisions Due, Executive Briefings

Week 5 February 10

Topic: Competitive Advantage

Reading: See Course Pack Articles' List

Marketplace: Round 2 Decisions Due, Executive Briefings

Week 6 February 17

Topic: Global Market Segmentation and Strategic Positioning
Reading: Market-Based Management, Chapters 9 & 10
Marketplace: Round 3 Decisions Due, Executive Briefings
 Outline of Business Plan Presentation

Week 7 February 24

Winter Reading Week Break

Week 8 March 3

Topic: Strategic Alliances
Reading: See Course Pack Articles' List
Marketplace: Round 4 Decisions Due, Executive Briefings

Week 9 March 10

Topic: Venture Capital Expo (Event)
Reading: See Course Pack Articles' List
Marketplace: Round 5 Decisions Due, Executive Briefings
 Business Plan Pitch Presentation
 Business Plan Written Report due by 11:35am

Week 10 March 17

Topic: Strategic Global Innovation
Reading: See Course Pack Articles' List
Marketplace: Round 6 Decisions Due, Executive Briefings

Week 11 March 24

Topic: Strategic Change Management
Reading: See Course Pack Articles' List
Marketplace: Round 7 Decisions Due, Executive Briefings
Quiz

Week 12 March 31

Topic: Strategic Change Management
Reading: See Course Pack Articles' List
Marketplace: Round 8 FINAL Decisions Due, Executive Briefings
Final Team Presentations
Summary and Future Outlook – to the Board

Week 13 Wednesday, April 12

Topic: Course Summary and the Future of Management Strategy

Due: Individual Letter to the Successor posted to the clearly labeled folder on Brightspace by April 14th by 5:00pm.

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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

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

Requests for Academic Accommodation

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

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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/>
-