



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**TOMS - 5314 (I) SUPPLY CHAIN MANAGEMENT  
SUMMER 2022**

Instructor:	Saroj Koul
Email:	<a href="mailto:saroj.koul@carleton.ca">saroj.koul@carleton.ca</a>
Phone:	819-360-7237
Office:	7007, Nicol Building (Contract Instructors Office)
Office Hours:	By appointment and online via ZOOM any day. Also, a ZOOM <b>pre-class chat</b> shall be held on Saturday, July 2, 2022: (8.00 PM – 9.00 PM), and recordings will be available on Brightspace.
Course Timings:	TOMS 5314(I): Thursday, 6:05 PM - 8:55 PM, Nicol Building 4030
Class Meeting:	There shall be four in-person/hi-flex and two online classes in the term. = In-person/Hi-flex classes shall take place on Thursday, July 7, July 14, July 21 & July 28. = Online classes shall take place on Thursday, August 4 and August 11, 2022.
Learning Modality:	Each week, attending class for this course will normally require the following time commitment (excluding readings and assignments): <ul style="list-style-type: none"> <li>• 12 hours In-person/Hi-flex*</li> <li>• 06 hours Online synchronous (i.e., delivered in real-time)</li> </ul> <p>* For the Summer 2022 term, students who are unable to attend class In-person will be able to participate remotely. Students are required to have reliable, high-speed internet access, a computer (ideally with a webcam), and a headset with a microphone.</p>

**A. COURSE OVERVIEW**

Supply Chain Management is about the management of material and information flows in multi-stage production-distribution networks. Driven by fierce global competition and enabled by advanced information technology, many companies have taken initiatives to reduce costs and at the same increase responsiveness to changes in the marketplace. This course will give students the knowledge and the tools necessary to develop, implement, and sustain strategies for managing supply chain issues.

The critical themes of supply chain management are emphasized in this first-level course specifically designed for MBA classes to be delivered as 0.25 credit course. These include organizational, strategic and operational aspects of managing the Supply Chain from domestic and international perspectives; Outsourcing strategies, supplier relationship and information sharing, supplier networks, contracting and procurement management, logistic integration, the



role of information technology, and supply chain performance and metrics. As such, we will emphasize limited topics in the course keeping in mind that at the end of the course, you would have developed the abilities to

1. recognize and solve a supply chain problem
2. present and discuss a supply chain management issue intelligently with staff and management
3. identify the necessary skill set that would be required to solve a complex supply chain problem
4. realize impact of decisions/actions in the supply chain area on other functions of the organization.

## **B. CALENDAR DESCRIPTION**

Organizational, strategic and operational aspects of managing the supply chain from domestic and international perspectives. Outsourcing strategies, supplier relationship and information sharing, supplier networks, contracting and procurement management, logistic integration, the role of information technology, and supply chain performance and metrics.

**Course Prerequisites:** BUSI 5801.

## **C. LEARNING OBJECTIVES and LEARNING OUTCOMES**

Upon completion of this course, students should have:

1. developed an understanding of the Supply Chain drivers and their interrelationships with other functions of a company, such as marketing and manufacturing.
2. become familiar with a variety of supply chain management problems so as to recognize a supply chain issue and solve a complex supply chain problem.
3. gained an understanding to perceive the impact of decisions and actions of supply chain area on other functions of the organization, and be able to
4. recognize the change management implications when executing collaborative supplier strategies.

## **D. COURSE ORGANIZATION**

The format of the course consists of a mixture of lectures, exposing the relevant material, case discussions on supply chain approaches and applications, and in-class problem-solving. Students are required to read the assigned reading materials before the respective class. In addition, for some cases and/or selected readings, a written report will be required (due two hours before the beginning of the class by email), will be marked and will contribute to the overall course evaluation. Learning will also be enhanced through a set of review problems assigned to practice some of the quantitative approaches discussed in class. The answers to these problems are not to be handed in but should assist in preparing for exams and in-class problem solving and discussion.

### **COURSE TEXTBOOK (s):**

1. D. Simchi-Levi, P. Kaminsky, and E. Simchi-Levi *Designing and Managing the Supply Chain*, 3rd Ed., McGraw-Hill Irwin.
2. W. Stevenson and M. Hojati, *Operations Management*, 4th Ed., (2018) McGraw-Hill Ryerson.

**Note:** Only specific chapters or some parts from the textbooks are required. Any supplementary lecture notes and readings will be available on Brightspace. One copy of each main textbook is on reserve in the Library.

Please note that you do not require to buy a textbook to succeed in our upcoming course. Following **electronic resources are connected via ARES** for your use. Either one of the Chapters or their parts is required. Details will be available on the Brightspace.

**Source One:** [electronic resource] ARES

1. Supply Chain Management Best Practices by D Blanchard, 3<sup>rd</sup> ed. Hoboken, New Jersey: Wiley, 2021
2. Global Supply Chain and Operations Management - A Decision-Oriented Introduction to the Creation of Value by Ivanov, Dmitry., Alexander. Tsipoulanidis, and Jö. Schönberger. 3<sup>rd</sup> ed. (2021), Cham: Springer International Publishing AG.
3. Supply Chain Engineering and Logistics Handbook - Inventory and Production Control by Erick C. Jones, 1st ed. (December 2019), Publisher Boca Raton, CRC Press.
4. Hugos, M.H. Essentials of Supply Chain Management. 4<sup>th</sup> ed. Hoboken, NJ: Wiley, 2018.
5. Flynn, Barbara B. Global Supply Chain Quality Management: Product Recalls and Their Impact. Ed. Barbara B. Flynn. Boca Raton: CRC Press, 2015.

Also, OM Textbooks listed below are available on RESERVE in the main Library.

6. S. Chopra, *Supply Chain Management*, 5th ed., Prentice-Hall, 2012.
7. D. Simchi-Levi, P. Kaminsky, and E. Simchi-Levi *Designing and Managing the Supply Chain*, (3rd Ed.) McGraw-Hill Irwin.

**Source Two: Magazine, Newsletters and Reports:**

1. Supply Management magazine is the premier publication for procurement and supply chain professionals globally. This website provides daily news and opinion and exclusive content, in addition to access to magazine articles dating back more than 15 years. There is also a dedicated jobs website— jobs.supplymanagement.com – with the latest vacancies.
2. Council of Supply Chain Management Professionals (CSCMP) State of Logistics Report: CSCMP releases the annual "State of Logistics Report®" presented by Penske Logistics every year in June and delivered by author Rosalyn Wilson, with additional commentary by a panel of industry leaders, representing various areas within the supply chain, the annual "State of Logistics Report®" is widely used by supply chain management and logistics professionals and organizations as the premier benchmark for US logistics activity.
3. The World Bank - Logistics Performance Index (LPI): The LPI is an interactive benchmarking tool created to help countries identify the challenges and opportunities they face in their performance on trade logistics and what they can do to improve their performance.

## **CASE STUDIES**

We will use four (4) case studies in the course and one (1) simulation in the course. All four case studies are uploaded on Brightspace. There are also instructions in Ares, tagged 'Simulation Instructions' that students can follow to create a free Harvard Business Student Account. Please prepare the case studies and basic concepts for the simulation exercise before the session in which they are to be discussed.

The cases are as follows:

- 1) Sport Obermeyer (Chapter 2)
- 2) Barilla SpA (A) (Chapter 5)
- 3) Zara (Chapter 9)
- 4) Walmart Changes Tactics to meet international tastes (Chapter 10)

Students are required to read the specific chapter and the associated case material prior to the respective class. For some cases, a written report will be required (due three hours before the beginning of the class) and will contribute to the overall course evaluation. Learning will also be enhanced through a set of review problems assigned to practice some of the approaches discussed in class. The answers to these problems are not to be handed in but should assist in preparing for exams and in-class problem solving and discussion.

## **ONLINE SIMULATIONS from Harvard Business Publishing**

1. Global Supply Chain Management Simulation by J.H. Hammond (Product#: 8623-HTM-ENG)
2. Supply Chain Management Simulation: Root Beer Game (Product#: 6619-HTM-ENG)

The Global Supply Chain Management Simulation is designed to teach supply chain design, demand forecasting, resource allocation, and production planning concepts. During the simulation experience, students design the global phone manufacturer's product line, forecast demand, choose a set of suppliers with different costs, lead times and capacities, and allocate production among their chosen suppliers. The Simulation is repeated over four years, allowing students an opportunity to refine their decision processes each year after learning from the feedback they receive about the previous year's results.

In the root beer game, students play one of four roles: factory, distributor, wholesaler, or retailer. In each simulated week, they must examine inventory, anticipate demand, and send orders to the adjacent connection in the supply chain, thus allowing rapid ordering decisions while dealing with limited information, a lack of demand visibility, and shipping delays. Different scenarios help students explore the root causes of the bullwhip effect while realizing techniques for controlling it.

## **USE OF SOFTWARE**

You may use any software package which contains Management Science models. Microsoft Excel software tool or other tools introduced in the Modeling Business Decisions course can also be used.

**EXAM DATE:**

Release of Question Paper:	<b>Thursday, August 4, 2022 [10.00 am]</b> (Uploaded on Brightspace)
Submission of Individual Take-home:	Due by <b>Sunday, August 21, 2022 [11.59 pm]</b> (Uploaded on Brightspace)

**Drop Course Policy:**

The deadline for academic withdrawal is the last day of classes (each term).

**Grading Scheme:**

Class Participation	15% (Individual)
Case Presentation / Write-up	20% (Group)
Simulation	20% (Group)
Final Examination	45% (Individual)
<b>TOTAL</b>	<b>100%</b>

**PREPARATION AND PARTICIPATION:**

***Class Participation*** – Contribution to Class Discussions (15%) The general guidelines are: Read all the required readings and participate in class discussions as actively and constructively as possible. I will grade each student's participation in class discussions. The continuum of the instructors' evaluation ranges from 0 to 3. The minimum possible mark for participation in each class discussion is 0, and the maximum is 3. Therefore, the total highest mark for participation in class discussions throughout the course is 15, and the lowest is 0 (the first session will not be counted).

The instructor will evaluate your participation in class discussion by applying the following criteria:

1. Did the student participate in today's class discussion (other than the assigned role of case presenter or case discussant- as there are separate marks assigned for that)?
2. Was there evidence that the student's participation in the discussion was based on his or her knowledge of the required readings? Did the student really read ALL readings assigned for a given class, or was the student's discussion based only on his or her past experience and/or common sense? (For classes in which readings/cases are required)
3. Was the student's discussion appropriate and to the point?
4. Did the student contribute to class learning?

Class discussions provide an opportunity to manifest your creative abilities.

***Class Presentation & Case Write-up*** (20%) There will be four (2) cases discussed in this course. Two (or three) member groups shall be formulated depending on the class enrollment. Each group will be making one (1) case presentation (8 PPT slides). Each member in the group will be responsible for a part of the presentation. Evaluation Rubrics shall provide the detailed marks break-up. Marks will be based on the group performance. In addition, groups will be required to hand in a write-up for one (1) case. This case should be other than the one your group is presenting. To assist you in completing this assignment a set of questions for each case that we expect to see answered

in your write up will be provided in the preceding class and/or given at the end of the case. These questions will also form the basis of our discussion in class. When handing in the case write-up DO NOT just repeat case facts. Rather, you need to analyze the material given in the case when answering the case questions. Case write-ups should be precise and to the point, not exceeding typed six (6) pages' double spaces.

Make sure that you give the rationale behind all your recommendations. Finally, clarity of writing is an important part of communication. Marks will be taken off if the case submission is not well written. It should be noted **that the case write-ups are due before it is discussed in the class**. No case write-up submissions will be accepted for grading after the discussion has begun. Please note that the managerial reports will not be returned after being marked. However, they will be available for consultation at the instructor's office. Be sure to keep a copy for yourself.

Further tips for Case Analysis are appended to the course outline. What skills you will develop:

- 1) Ability to understand client needs and scope.
- 2) Apply quantitative and qualitative concepts taught in this course
- 3) Ability to collect relevant information, analyze it, and present it effectively.
- 4) Ability to develop a professional report
- 5) Presentation Skills
- 6) Teamwork and Collaboration

**Simulation Exercise** (20%) There will be two (2) Web-based Simulation exercises in a group setting. First, there will be a preparation round to understand the specific concepts and the various decision-making characteristics used to operate the Simulation. Then, in practice round, groups play a basic round. Finally, a competition round will be held. Each group simulation outcome shall include the web-based competition rating (4%) and a reflection (6%) (Two slides PPT – 6 bullet points total) on the group's learnings.

**Final Examination** (45%) Format of the exam will be discussed in the class. The structure of the exam and examples will be provided. The final exam aims to test knowledge acquired during the course. Questions will be asked from the material covered in the class, including cases, class notes and readings. The Examination may consist of short essay questions, qualitative and quantitative or analysis of a mini-case, selected topic or recent trends, which you would be expected to analyze and make recommendations.

We strongly recommend that you periodically review the required readings, case assignments, practice problems, and the notes you make during class discussions.

Students are advised that exam papers will not be returned after being marked. They will be available for consultation only at the instructor's office. If a participant is unable to sit for the final exam, the School's office will determine the eligibility for a deferred final examination. It should be noted that deferred examinations are not granted to participants who make travel plans that conflict with the examination period. Further, the final grade in the course is subject to Dean's approval.

**Approach for Case-study/Simulation Exercise:** These are brief descriptions of a situation in which an organization finds itself at a point in time. Basically, a case study is only a story, a description of events usually in chronological order. These events provide one source of information you will need to answer the questions posed. Other source is the lecture material and research articles discussed in the class. The main purpose of the case assignment is to identify the organisation's problem(s)/ opportunities and utilize theories and ideas you have learned in this course to make decisions on how to solve those problems. You may feel uncomfortable making such decisions even after you have done a thorough analysis of all the information in the case. Some of what you consider to be key pieces of information may be missing, but this is part of everyday reality. Management decisions are never made based on complete information.

The four cases will also be discussed in class. You may be called upon to discuss some aspect of a case during the case discussion. You should come to class prepared to discuss any and all aspects of the problem(s)/opportunities in the case and of the decisions you make.

The following steps are a suggested framework. You can modify them as necessary:

- 1) Preview the Case - You may read rapidly or skim through the case, taking notes and jotting down the important ideas. Discover the parameters of the problem and keep in mind the questions that have been asked
- 2) Read the Case – Once you have reviewed the case, read it in detail. While reading in detail, you should be looking for major problems, variables, constraints, limitations, and alternatives. Keep in mind the relevant literature which may help in solving the case. Note down the relevant points
- 3) Identify the causes for the problem and the type of relationship between the problem and the causes.
- 4) Identify alternative solutions and try to determine what is the best solution
- 5) Give a recommended solution and a plan for implementation (action plan). The action plan should attempt to solve both present and future problems. Undesirable solutions that may occur in the future should also be addressed during this stage. Try to answer what, who when and why. For example, what should be done, when it should be done, who should do it and why should it be done. Give clear rationale for the recommendation.
- 6) Conduct risk analysis. In other words, what things could go wrong if your client/organization implements your recommendations, and how organization can prepare for least damage incase unwanted situation occurs. What are suggestions you can give to the firm for smooth implementation of your recommendations.
- 7) Writing should be well organized, logical, clear and free of any grammatical or spelling mistakes. You must support statements with facts.

**Team Approach:** An interactive learning environment provides the maximum potential to explore and truly grasp the material of the course. To facilitate interactive discussion teams will be formed. It will be necessary for the teams to meet outside of class to discuss the case analyses. In addition, during class, teams may be given topics for discussion and/or small tasks to accomplish. Good group dynamics are essential. You are strongly advised to speak to the instructor about group problems as soon as they arise, rather than waiting until it is too late. Instructors will do their best to help mediate group problems as needed.

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. 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.

**Late Assignments:**

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

**Deferred Final Examination:**

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

**Course Schedule:**

Session	Topics	Readings
S-1 <i>In-Class</i>	Overview of the course <b>Chapter 1</b> - Introduction to Supply Chain Management <i>Learning Outcome:</i> o Defining SCM for manufacturing and Services o Strategic importance of SCM; The Development chain o Key issues in SC Management	<b>Chapter-1 &amp; 2</b>  <i>Handout available</i>  Practice Problems
	<b>Chapter 2</b> - Inventory Management and Risk Pooling <i>Learning Outcome</i> o Different types of inventory and their role o Risk pooling; Centralized versus Decentralized systems <i>Case-study:</i> Sport Obermeyer (Chapter 2) <i>Case Question:</i> Q1 How should Wally think (both short-term and long-term) about sourcing in Hong Kong versus China? What kind of sourcing policy do you recommend?	
S-2 <i>In-Class</i>	<b>Chapter 3</b> – Forecasting Demand <i>Learning Outcome</i> - Forecasting Demand o Five basic demand patterns, Judgmental forecasting methods, o Time-series forecasting methods, Linear regression forecasting models o Forecasting errors and performance; Choosing the appropriate forecasting technique	<b>Chapter-3 &amp; 5</b> <i>Handout available</i> Practice Problems



<b>Session</b>	<b>Topics</b>	<b>Readings</b>
S-2 <i>In-Class</i>	<p><b>Chapter 5</b> -The Value of Information</p> <p><i>Learning Outcome:</i></p> <ul style="list-style-type: none"> <li>o The Bullwhip Effect; Information sharing</li> <li>o Information for Coordination; Information and Lead Time Reduction</li> <li>o Information and various trade-offs</li> </ul> <p><i>Case study</i> - Barilla SpA (Chapter 5)</p> <p><i>Case Question:</i></p> <p>Q1 In the environment in which Barilla operated in 1990, do you believe JITD would be feasible? Effective? If so, which customers would you target next? How would you convince them that JITD program was worth trying? If not, what alternatives would you suggest combatting some of the difficulties that Barilla's operating system faces?</p>	<p><b>Chapter-3 &amp; 5</b></p> <p><i>Handout available</i></p> <p>Practice Problems</p>
S-3 <i>In-Class</i>	<p><b>Chapter 6</b> - Supply Chain Integration</p> <p><i>Learning Outcome:</i></p> <ul style="list-style-type: none"> <li>o Push, Pull, and Push-Pull systems; Impact of lead-time;</li> <li>o Demand-driven strategies</li> </ul> <p><b>Chapter 9</b> - Procurement and Outsourcing Strategies</p> <p><i>Learning Outcome:</i></p> <ul style="list-style-type: none"> <li>o Outsourcing: Benefits and risks</li> <li>o Make/Buy decision, Procurement strategies</li> </ul> <p><i>Case study</i> – ZARA (Chapter 9)</p> <p><i>Case Questions:</i></p> <p>Q1 What are the key issues involved in deciding what to make internally and what to buy from outside suppliers.</p> <p>Q2 What are the roles that outsourcing and procurement play in the supply chain?</p>	<ul style="list-style-type: none"> <li>o <b>Chapter- 6 &amp; 9</b></li> <li>o <i>Handout available</i></li> <li>o Practice Problems</li> </ul>
S-4 <i>In-Class</i>	<p><b>Chapter 10</b> - Global Logistics and Risk Management</p> <p><i>Learning Outcome:</i></p> <ul style="list-style-type: none"> <li>o Global market forces</li> <li>o Risk sources and their characteristics; Managing global risks</li> <li>o Issues in Int'l SCM; Regional differences in logistics</li> </ul> <p><i>Case study</i> - Walmart Changes Tactics to meet Int'l tastes (Chapter 10)</p> <p><i>Case Questions:</i></p> <p>Q1 What are the sources of risk faced by the global supply chain and how can the firm mitigate the various risks?</p>	<p><b>Chapter-10</b></p> <p><i>Handout available</i></p> <p>Practice Problems</p> <p><i>Case Presentations</i></p>
S-5 <i>Online</i>	<p>Simulation-1</p> <ul style="list-style-type: none"> <li>o Explanations and Instructions</li> <li>o Hands-on practice round</li> <li>o Competition round</li> </ul>	Practice Strategy
S-6 <i>Online</i>	<p>Simulation-2</p> <ul style="list-style-type: none"> <li>o Explanations and Instructions</li> <li>o Hands-on practice round</li> <li>o Competition round</li> </ul>	Practice Problems

**Contribution to Program Learning Goals (MBA):**

<b>MBA Learning Goal</b>	<b>Not Covered</b>	<b>Introduced</b>	<b>Taught but Not Assessed</b>	<b>Taught <u>and</u> Assessed</b>
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>				✓
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>				✓
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>			✓	
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>				✓
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>			✓	

**ADDITIONAL INFORMATION**

**Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

**Group work**

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

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Academic Regulations**

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

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

### **Requests for Academic Accommodation**

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

#### **Pregnancy obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://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: <https://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, 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: <https://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](https://students.carleton.ca/course-outline)

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

### **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](https://carleton.ca/csas)

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

### **Important dates and deadlines**

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>