TIMG 5103, Design Thinking for Tech Firms - 20771 - D [0.5 credit]

Summer 2025

Time and Place
May 5, 2025 – June 17, 2025, Mondays & Wednesdays (in person, Nicol Bldg 4030, 6:05pm to 8:55pm). The course is also offered on Brightspace (Look for TIMG5103D Design Thinking for Tech Firms (SEM) Summer 2024).

Instructor: Stoyan Tanev, PhD, Associate Professor, TIM Program: stoyan.tanev@carleton.ca

The delivery of the course is a cooperation with Spring2 Innovation Inc. Spring2 Innovation is a training and consulting firm specializing in design thinking. It enables organizations to tackle communication gaps, innovation challenges, customer feedback loops, and new product launches by helping teams align, think creatively, and solve the right problems—so they can grow with purpose and impact. The course will include several Guest talks by Nilufer Erdebil, Founder and CEO of Spring2Innovation, an award-winning design thinking and innovation expert and a TEDx and TEC/Vistage speaker.

Course materials
Access to online course sessions, course materials and recorded videos will be provided through the CU Brightspace system: https://carleton.ca/brightspace/. To access Brightspace you should use your CU credentials and select the TIMG5103D Design Thinking for Tech Firms (SEM) Summer 2025.

Office hours
The instructor could be contacted via email. He will be available during class and for group meetings by appointment depending on availability.

Target audience
The course addresses the needs of graduate students registered in the Technology Innovation Management (TIM) program. Students in other programs are welcome to attend this course depending on space availability. However, all students will need to meet the high academic standards of the TIM program. For non-TIM students, a preliminary meeting with the professor will be required before admission to the course is granted.

Calendar description
TIMG 5103, Design Thinking for Tech Firms - 20771 - D [0.5 credit]. The TIMG 5103 courses offer an in-depth exploration of advanced topics in technology innovation management. Every course delivery focuses on a different topic. The topic of the present course is Design Thinking for Technology Firms. The course will focus on a deeper exploration of the theory and practice of design thinking and design in general in the context of technology-driven businesses.

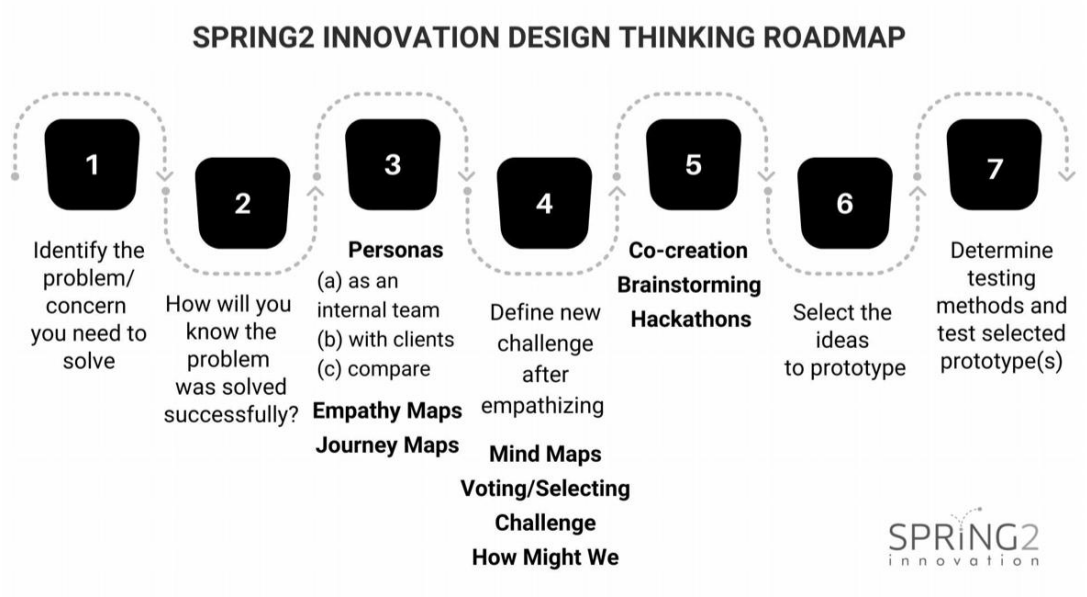
Detailed Course Description

The course will focus on familiarizing and adopting design thinking competencies by engaging in a specific design project. It will follow the logic of the Design Thinking approach proposed by Liedtka, Ogilvie, and Brozenske in their book *The Designing for Growth Field Book: a step-by-step project guide* (Second edition, 2019), Columbia Business School. The Design Thinking approach consists of aligned activities focusing on answering four key questions:

What is? *What if?* *What wows?* *What works?*

What is explores the current reality of a problem situation. "*What if*" envisions a new future situation that will address many of the existing issues in the problem situation. "*What wows*" makes choices about the future situation. "*What works*" brings the design team to action. The step-by-step guide around those four questions could be visualized as follows.

The design thinking approach developed by Liedtka et al. (2019) will be complemented with the practical wisdom and tools described by Nilufer Erdebil (Spring2Innovation Inc) in her recent book *Future Proofing by Design: Creating Better Services and Teams in the Public Sector Through Design Thinking.* Spring2 Innovation, 2023.



The course will enable students to:

- Adopt design thinking practices in the context of technology innovation management and competitive business strategy development.
- Enhance design thinking practices by adopting advanced competitive intelligence activities.
- Examine and frame problem domains using structured methods of gathering observations, breaking cognitive biases, and generating creative ideas for potential solutions.
- Apply the frame creation approach to shape solutions meeting the needs of key stakeholders.
- Develop a strategic innovation toolkit and learn when and how to apply design thinking and innovative problem-solving tools and exercises.
- Practice empathy in applying a human-centered approach to design techniques, such as user research, user experience, prototyping, and journey mapping.
- Assess group dynamics and improve team performance through tools and processes designed to enhance collaboration and iteration in development.
- Guide teams to draw from a wide range of professional experiences and create stronger collaboration dynamics to enhance their approach to innovation.

Class sessions

Class sessions will include a combination of in-person and online lectures, video recordings, interactive discussions, student workshops & presentations. Video recordings of class sessions will be available on the course site within Brightspace.

Paul Menton Centre

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre (PMC) for Students with Disabilities to complete the necessary letters of accommodation. After registering with PMC, make an appointment to meet and discuss your needs with your instructor at least two weeks prior to requiring accommodation for assignments or presentations. This is necessary in order to ensure sufficient time to make the necessary arrangements.

Course assignments

Each TIM student registered in TIMG 5103 course will work individually and in groups of 5 or 6 students to perform tasks in class, participating in group design workshops and informal group meetings to deliver the assignments. Once formed, each group should establish a clear project management structure that will help collaboration between group members and maximize the value of the deliverables. The group members' tasks should be defined and agreed upon every week. Communication with external clients should be concise, clear, and meaningful.

The assignments are as follows.

1. ***Assignment # 1 (group assignment, 20%):*** Outcomes of *What is?/Empathize* design project phase.
2. ***Assignment # 2 (group assignment, 30%):*** Outcomes of the *What if?/Ideate* design project phase.
3. ***Assignment # 3 (group assignment, 30%)****:* Outcomes of the *What wows?/Prototype* project phase.
4. ***Take home exam (individual assignment, 20%):*** *Will be provided at the last class session.*

Student evaluation and assignment grading

Final grade will be assigned using the following mark allocation:

	Assignment	**Deliverable**	**Date**	**%**
1	Summary of outcomes of related to the • "*What is?"* question using the tools and templates described in the *Designing for Growth Field Book* • *"Empathize"* step of the *Future Proofing by Design* book	List outcomes related to the *What is?/Empathize* design project phase	Wednesday, May 21	20
2	Summary of outcomes related to the • "*What if?"* question using the tools and templates described in the *Designing for Growth Field Book* • *"Ideate"* step of the *Future Proofing by Design* book	List outcomes related to the *What if?*/*Ideate* design project phase	Wednesday, June 4	30
3	Summary of outcomes related to • "*What wows?"* question using the tools and templates described in the *Designing for Growth Field Book* • *"Prototype"* step of the *Future Proofing by Design* book	List of filled templates and outcomes related to the *What wows?* /*Prototype* design project phase.	Monday, June 16	30
4	*Take home exam*	Details will be provided during the last class session.	Thursday, June 26	20
Total				100

Plagiarism

Plagiarism, including copying and handing in for credit someone else's work, is a serious instructional offense that will not be tolerated. Please refer to the section on instructional offenses in the Graduate Calendar for additional information. A case of plagiarism will be referred to the Chair of the department and the Carleton University Ethics Committee. The instructor will not deal with the matter directly. The University has clear processes to deal with students who are suspected of plagiarism.

Group work and free loaders

There is zero tolerance for free loaders. A free loader refers to an individual who takes advantage of team members' efforts without contributing much in return. Group work is an important component of this course. Group conflicts are to be dealt with by the group in a way that is fair, respectful and fast.

Class schedule

Session	Date	Topic	Assigned readings & activities
1	Monday, May 5: 6:05-8:55pm	● Introduction to course objectives ● Detailed description of Assignments ● Introduction to DTh practices ● Student group formation	● Course outline ● Materials provided by the Instructor ● Selected articles from the list of publications provided in the course outline
2	Wednesday, May 7: 6:05-8:55pm	● Introduction to the DTh process suggested by Liedtka et al. (2019): *Setting strategic boundaries* ○ Step 1: Identify an Opportunity ○ Step 2: Scope Your Project ○ Step 3: Draft Your Project Brief ○ Step 4: Make Your Plans	● Materials provided by the Instructor and the Guest Speaker ● Steps 1-4 in *The Designing for Growth Field Book: a step-by-step project guide* ● Ch. 1 "Introduction to Design Thinking" in N. Erdebil (2023) *Future Proofing by Design* ● Q&A
3	Monday, May 12: 6:05-8:55pm	● Deeper familiarization with the DTh process and tools suggested by Liedtka et al. (2019) ● Design Thinking session focusing on the "*What is?*" question ○ Step 5: Do Your Research ○ Step 6: Identify Insights ○ Step 7: Establish Design Criteria ● Guest talk by Nilufer Erdebil: *Empathize* ○ Personas ○ Empathy maps ○ Journey maps	● Materials provided by the Instructor and the Guest speaker ● Introducing steps 5-7 in *The Designing for Growth Field Book: a step-by-step project guide* ● Ch. 2: "Empathize" in N. Erdebil's *Future Proofing by Design* ● Q&A
5	Wednesday, May 14: 6:05-8:55pm	● Design Thinking workshop focusing on the *What is?*/*Empathize* design project phase	● Q&As focusing on the challenges of performing the steps related to the *What is?*/*Empathize* design project phase ● Group work focusing on the deliverables of the *What is?*/*Empathize* design project phase
	Monday, May 19	Victoria Day, no classes	

6	Wednesday, May 21: 6:05-8:55pm	● Guest talk by Nilufer Erdebil: *Defining and reframing problems* ○ The 5 Whys approach ○ Fishbone diagrams ○ Mind maps ● Interactive discussions focusing on the progress with producing the deliverables related to the "*What is?*"/*Empathize* project phase	● Ch. 3: "Define" in N. Erdebil's *Future Proofing by Design* ● Interactive discussions focusing on the progress with Assignment # 1
7	Monday, May 26: 6:05-8:55pm	● Design Thinking workshop focusing on the "*What if?*" question ○ Step 8: Brainstorm ideas ○ Step 9: Develop concepts ○ Step 10: Create napkin pitches ● Guest talk by Nilufer Erdebil: *Ideate* ○ Creating psychological safe zones ○ Brainstorming techniques ○ Entity position maps	● *Submission of Assignment # 1* ● Materials provided by the Instructor and Guest Speaker ● Introducing steps 8-10 of Liedtka et al.'s Design thinking approach ● Ch. 4: "Ideate" in N. Erdebil's *Future Proofing by Design*
8	Wednesday, May 28: 6:05-8:55pm	● Design Thinking workshop focusing on the steps related to the *What if?*/*Ideate* design project phase	● Q&As focusing on the steps related to the *What if?*/*Ideate* design project phase ● Group work on Assignment # 2
9	Monday, June 2: 6:05-8:55pm	● Guest talk by Nilufer Erdebil: Prototype and test	● Materials provided by the Guest Speaker ● Chapters 4 (Prototype) & 5 (Test) in N. Erdebil's *Future Proofing by Design* ● Introducing steps 11-12 in *The Designing for Growth Field Book: a step-by-step project guide*
10	Wednesday, June 4: 6:05-8:55pm	● Group work on Assignment # 2	● *Submission of Assignment # 2*
11	Monday, June 9: 6:05-8:55pm	● Group presentations focusing on progress with Assignment # 3	● Group presentations and feedback from Instructor and Nilufer Erdebil ● Interactive discussion
12	Wednesday, June 11: 6:05-8:55pm	● Design Thinking workshop focusing on the *What wows?*/*Prototype* design project phase	● Group work focusing on Assignment # 3
13	Monday, June 16: 6:05-8:55pm	Presentations of Assignment # 3	● Group presentations of Assignment # 3 to evaluation jury.

Take home exam should be delivered by 11:59pm, Thursday, June 26.

Key readings

Erdebil, Nilufer. (2023). *Future Proofing by Design: Creating Better Services and Teams in the Public Sector Through Design Thinking.* Spring2 Innovation.

Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). The Designing for Growth Field Book: a step-by-step project guide (Second edition), Columbia Business School.

Dorst, K. (2015). *Frame Innovation – Create New Thinking by Design*. London, MIT Press.

Recommended books

Dunne, D. (2018). *Design Thinking at Work: How Innovative Organizations are Embracing Design.* Rotman-UTP Publishing. https://doi.org/10.3138/9781487513788.

Diderich, C. (2020). *Design Thinking for Strategy. Innovating Towards Competitive Advantage.* Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-25875-7

Bethune, K. (2022). *Reimagining Design. Unlocking Strategic Innovation*. MIT Press.

Brown, T. (2009). *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation*. HarperCollins, New York.

Dekker, Teun den (2020). Design Thinking. Groningen, Noordhoff.

Cross, N. (2023). *Design Thinking. Understanding How Designers Think and Work*. 2nd edition. London: Bloomsbury.

Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. New York: Simon and Schuster.

Liedtka, J., Hold, K., & Eldridge, J. (2021). *Experiencing Design. The Innovator's Journey*. New York: Columbia Business School Press.

Martin, R. (2009). *The Design of Business: Why Design Thinking is the Next Competitive Advantage*. Harvard Business School Press.

Articles

Auernhammer, J., and Roth, B. (2021). "The Origin and Evolution of Stanford University's Design Thinking: From Product Design to Design Thinking in Innovation Management." *Journal of Product Innovation Management*, 38:623–644. https://doi.org/10.1111/jpim.12594

Bailetti, T., Tanev, S., & Keen, C. (2020). "What Makes Value Propositions Distinct and Valuable to New Companies Committed to Scale Rapidly?" *Technology Innovation Management Review*, 10(6): 14-27. http://doi.org/10.22215/timreview/1365

Baker III, F.W., and Moukhliss, S. (2020). "Concretising Design Thinking: A Content Analysis of Systematic and Extended Literature Reviews on Design Thinking and Human-Centred Design." *Review of Education*, 8: 305-333. https://doi.org/10.1002/rev3.3186.

Buchanan, R. (2019). "Surroundings and Environments in Fourth Order Design." *Design Issues*, 35 (1): 4–22. doi: https://doi.org/10.1162/desi_a_00517

Camillus, J.C. (2008). "Strategy as a wicked problem." *Harvard Business Review*, Vol. 86, pp. 98-101.

Carlgren, C., Rauth, I., and Elmquist, M. (2016). "Framing Design Thinking: The Concept in Idea and Enactment," *Creativity and Innovation Management*, 25(1): 38-57. https://doi.org/10.1111/caim.12153

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Dell'Era, C., Magistretti, S., Cautela, C., Verganti, R. and Zurlo, F. (2020). "Four kinds of design thinking: From ideating to making, engaging, and criticizing." *Creativity and Innovation Management*, 29: 324–344. https://doi.org/10.1111/caim.12353

Diderich, C. (2022). "Five ways how design thinking and digital transformation complement each other." *Insight*, No. 209, September issue, published by innovate.d, Switzerland. https://docs.innovate-d.com/insights/2022/insight-209-dt_dt_complement.pdf

Dorst, K. (2015a). "Frame creation and design in the expanded field." *she ji The Journal of Design, Economics, and Innovation,* 1 (Autumn): 22-33 http://dx.doi.org/10.1016/j.sheji.2015.07.003

Dorst, K. and Watson, R. (2023). "There is no such thing as strategic design." *Design Studies*, 86(May): 101185, https://doi.org/10.1016/j.destud.2023.101185

Dorst, K. (2006). "Design problems and design paradoxes." *Design Issues*, 22(3): 4-17. DOI:10.1162/desi.2006.22.3.4

Erikson, T. (2022). "Negotiating possible futures." *Journal of Business Venturing Design*, 2(1): 100014. https://doi.org/10.1016/j.jbvd.2023.100014

Goldschmidt, G. and Matthews, B. (2022). "Formulating design research questions: A framework." *Design Studies*, 78: 101062. https://doi.org/10.1016/j.destud.2021.101062

Govers, M., and van Amelsvoort, P. (2023). "A theoretical essay on socio-technical systems design thinking in the era of digital transformation." *Gruppe. Interaktion. Organisation.*, 54: 27–40. https://doi-org.proxy.library.carleton.ca/10.1007/s11612-023-00675-8.

Jaskyte, K., & Liedtka, J. (2022). "Design thinking for innovation: Practices and intermediate outcomes." *Nonprofit Management and Leadership*, 32(4): 555–575. https://doi.org/10.1002/nml.21498

Jiao, R., Luo, J., Malmqvist, J., & Summers, J. (2022). "New design: opportunities for engineering design in an era of digital transformation." *Journal of Engineering Design*, 33(10): 685-690. doi:10.1080/09544828.2022.2147270

Johansson-Sköldberg, U., Woodilla, J., & Çetinkaya, M. (2013). "Design Thinking: Past, Present and Possible Futures." *Creativity and Innovation Management*, 22, 121–46. https://doi.org/10.1111/caim.12023

Kamble, S., Rana, N., Gupta, S., Belhadi, A., Sharma, R., and Kulkarni, P. (2023). "An effectuation and causation perspective on the role of design thinking practices and digital capabilities in platform-based ventures." *Technological Forecasting and Social Change*, 193: 122646. https://doi.org/10.1016/j.techfore.2023.122646.

Kolko, J. (2018). "Divisiveness of design thinking." *Interactions*, 25(3): 28–34. https://doi.org/10.1145/3194313

Kretschmer, T., & Khashabi, P. (2020). "Digital transformation and organization design: An integrated approach." *California Management Review*, 62(4): 86-104. doi:10.1177/0008125620940296

Lamba, P., & Jain, N. (2022), "Overcoming challenges faced by digital entrepreneurs: a design thinking approach." *Development and Learning in Organizations*, 36(6): 12-14. https://doi-org.proxy.library.carleton.ca/10.1108/DLO-11-2021-0195

Liedtka, J. (2018). Why Design Thinking Works. *Harvard Business Review*, Sept-Oct: 72-79. https://hbr.org/2018/09/why-design-thinking-works

Liedtka, J. (2020). "Putting technology in its place: Design thinking's social technology at work." *California Management Review*, 62(2): 53-83. https://doi.org/10.1177/0008125619897391

Liedtka, J. (2015). "Perspective: Linking Design Thinking with Innovation Outcomes through Cognitive Bias Reduction." *Journal of Product Innovation Management*, 32(6): 925-938. https://doi.org/10.1111/jpim.12163

Liedtka, J., and Locatelli, G. (2023). "Humanising complex projects through design thinking and its effects." *International Journal of Project Management*, 41(4): 102483. https://doi.org/10.1016/j.ijproman.2023.102483

Madureira, L. (2019). "Design Thinking: The New Mindset for Competitive Intelligence?" *CI Magazine*, 24(1): https://www.scip.org/page/Design_Thinking_for_CI

Magistretti, S., Bianchi, M., Calabretta, G., Candi, M., Dell'Era, C., Stigliani, I., & Verganti, R. (2022). "Framing the multifaceted nature of design thinking in addressing different innovation purposes." *Long Range Planning*, 55(5): 102163. https://doi.org/10.1016/j.lrp.2021.102163

Magistretti, S., Pham, C., & Dell'Era, C. (2021). "Enlightening the dynamic capabilities of design thinking in fostering digital transformation." *Industrial Marketing Management*, 97: 59-70. https://doi.org/10.1016/j.indmarman.2021.06.014

Magistretti, S., Ardito, L., & Messeni Petruzzelli, A. (2021). "Framing the Micro-foundations of Design Thinking as a Dynamic Capability for Innovation: Reconciling Theory and Practice." *Journal of Product Innovation Management*, 38: 645–667. https://doi.org/10.1111/jpim.12586

Marx, C. (2022). "Design Thinking for Digital Transformation: Reconciling Theory and Practice." In: Meinel, C., & Leifer, L. (Eds.), *Design Thinking Research, Understanding Innovation*, Springer Nature Switzerland AG, Cham, pp. 57-77. https://doi.org/10.1007/978-3-031-09297-8_4

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Micheli, P., Wilner, S., Bhatti, S., Mura, M., & Beverland, M. (2019). "Doing design thinking: Conceptual review, synthesis, and research agenda." *Journal of Product Innovation Management*, 36(2): 124-148. https://doi.org/10.1111/jpim.12466.

Oliveira, M., Zancul, E., & Salerno, M. (2024). "Capability building for digital transformation through design thinking." *Technological Forecasting and Social Change*, 198: 122947. https://doi.org/10.1016/j.techfore.2023.122947.

Onetti, A., Zucchella, A., Jones, M., & McDougall-Covin, P. (2012). "Internationalization, innovation and entrepreneurship: business models for new technology-based firms." *Journal of Management & Governance*, 16: 337–368, https://doi.org/10.1007/s10997-010-9154-1

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Sobel, L., & Schweitzer, J. (2022). "Understanding the role of design as a practice for strategy development." *Proceedings of the Innovation and Product Development Management Conference*, Hamburg, Germany. http://hdl.handle.net/10453/159150

Stephens, J. P., & Boland, B. J. (2015). "The aesthetic knowledge problem of problem-solving with design thinking." *Journal of Management Inquiry*, 24(3): 219–232. https://doi.org/10.1177/1056492614564677

Vendraminelli, L., Macchion, L., Nosella, A., & Vinelli, A. (2023). "Design thinking: Strategy for digital transformation." *Journal of Business Strategy*, 44(4): 200-210. https://doi.org/10.1108/JBS-01-2022-0009

Verganti, R., Dell'Era, C., & Swan, K.S. (2021). "Design thinking: Critical analysis and future evolution," Guest Editorial of the Special Issue: Design Thinking and Innovation Management: Matches, Mismatches and Future Avenues. *Journal of Product Innovation Management*, 38: 603-622. https://doi.org/10.1111/jpim.12610

Wang, G. (2022). "Digital reframing: The design thinking of redesigning traditional products into innovative digital products." *Journal of product innovation management*, 39(1): 95-118. https://doi-org.proxy.library.carleton.ca/10.1111/jpim.12605

Weedon, S. (2019). "The Core of Kees Dorst's Design Thinking: A Literature Review." *Journal of Business and Technical Communication*, 33(4): 425-430. DOI: 10.1177/1050651919854077

Appendix: ADDITIONAL INFORMATION

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

The minimum passing grade for the course is B-.

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

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

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

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Academic Integrity

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

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection,

tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! http://sprott.carleton.ca/students/undergraduate/learning-support/

Centre for Student Academic Support

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

Important Information:

- Students must always retain a hard copy of all work that is submitted.

- All final grades are subject to the Dean's approval.

- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting http://carleton.ca/ccs/students/