Institute of Technology Entrepreneurship and Commercialization

Foundations of Digital Transformation & Entrepreneurship – 14899 – TIMG 5008 – A

Time and place
Jan 05, 2026 – Apr 8, 2026, Wednesdays, 18:05 to 20:55 pm, Nicol Building, Room 3030

Instructor
David Hudson, PhD, Adjunct Professor, Technology Innovation Management Program, Sprott School of Business; e-mail: davidhudson@cunet.carleton.ca **NOTE – I do not have a cmail.carleton.ca address.**

Class sessions & course materials
Access to online course sessions, course materials and recorded videos will be provided through the new CU Brightspace system: https://carleton.ca/brightspace/. To access Brightspace you should use your CU credentials and select the "TIMG5008A Digital Transform and Entrepren (SEM) Winter 2026" course. To join a class session, you need to select *Video Conferencing Links / Zoom*, then *Zoom Meeting*, then *TIMG 5008 Online Channel-Wednesdays 18:05pm-20:55pm*. All recorded lectures will be linked to the Brightspace page for each lecture.

Office hours
The instructor can be reached via email (davidhudson@cunet.carleton.ca) and will be available for meetings by arranged appointments.

Calendar description
Antecedents, patterns, and consequences of agile digital business transformation, digital business development, digital business model innovation, disruptive digital technology, digital entrepreneurship, marketing and sales for a digital age. Managing digital business transformation and development of new digital value propositions in new and existing companies. Prerequisite(s): TIMG 5001 and TIMG 5002.

Target audience
The course is designed for graduate students registered in the MDTE and the MENT options of the Technology Innovation Management (TIM) program. Students in other TIM program options and other programs are welcome to attend this course depending on space availability. However, all students will need to meet the academic standards of the TIM program. A preliminary meeting with the professor may be required before admission in the course is granted.

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.

Objective
Enable students to acquire the competences to

- Distinguish between management, innovation and entrepreneurship practices focusing on a) using emerging digital technologies to enhance operational efficiencies (digitization or digital transformation of business processes), and b) pursuing the development of new digital value propositions, i.e., configuring people, processes and digital technologies to rapidly develop and innovate new digital offerings (digital entrepreneurship) as part of established and new companies, public and private organizations.
- Adopt digital transformation, innovation and entrepreneurship theories, frameworks and tools to develop actionable insights that are valuable to managers and leaders of organizations in the public and private domains.
- Conceptualize and formulate the key elements of a company's digital transformation strategy: from a comprehensive evaluation of the business process improvement capacity of digital technologies such as blockchain, cloud computing, AI, IoT and cybersecurity, to creating a vision for new digitally inspired value propositions, to generating insights about what digital offerings customers are willing to pay for, to figuring out the technology and process platforms that would power the new digital offerings, to designing accountability frameworks that enable managers to achieve their strategic goals.
- Assess how the adoption of emerging digital technologies impact organizational strategy and ability to deliver on corporate expectations, operational needs, and mission priorities.

Student groups
The class will be split in groups. Each student will work individually and in one of the groups to perform tasks in class, participate in informal group meetings and contribute to delivering the assignments. The constructive collaboration among group members is part of the group assignments. Leaving and changing groups for any reason will not be tolerated. Once formed, each group should establish a project management structure that will help collaboration between group members and maximize the value of the deliverables. Group members should meet on a weekly basis.

Group work and free loaders
There will be zero tolerance for free loaders. A free loader is an individual who takes advantage of team members' efforts without contributing 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. In case a non-contributing student is excluded from a group, he/she will do the assignment individually.

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.

Course assignments

Assignment # 1 (group assignment, 25%): Digital transformation literature review
Search academic research databases (examples of such databases include Web of Science Core Collection; EBSCO; Business Source Complete; Google Scholar; or other databases) to create a list of 12-15 peer-reviewed academic articles on digital transformation with a focus on a specific subtopic of your group's choice. For example, you can search by using the following keywords: "digital transformation" AND "disruption" or "disruptive innovation"; "digital transformation" AND "value propositions"; "digital transformation" AND "business process improvement"; "digital transformation" AND "entrepreneurial opportunity"; "digital transformation" AND "competitive advantage"; etc.

Examine the 12-15 selected articles and engage in group discussions to identify key insights, lessons learned, frameworks and ideas that could be used by real businesses. Synthesize the results in the form of a ppt presentation (15 slides max) in a way that you can share what you have learned with the class.

Deliverables: Each group is to prepare a complete presentation (ppt or pdf document) and present a 10-minute summary in class. Submit via Brightspace. The core of your group deliverable is a critical synthesis of your literature selection.

Evaluation will be based on the following:

- How appropriate is the list of the selected research articles? Do the articles fit the content and the context of the course?
- How useful are the articles in providing a basis for developing practical insights for real life businesses pursuing digital transformation?

- The value/quality of the critical synthesis of the literature as well as the digital transformation insights and lessons learned from the articles.
- Quality, structure and clarity of the presentation slides and the presentation itself.
- Appropriate use of citations to the literature in the body of the presentation and a list of references at the end.

AI Use Expectations: Use of AI for this assignment is optional but appropriate. Refer to Brightspace under TIM Project and Thesis Completion for appropriate tools and guidance for their use.

If you choose to use AI:

- The literature search and mapping can be AI-enabled.
- The critical synthesis of the literature must be student-group-lead and not AI output. Evaluation will consider evidence of student-group's own voice and absence of unedited AI text.
- The critical synthesis must be more than per-paper summaries: it must be a discussion of how your literature advances understanding of DT in one or more of the following ways:
    - Comparison, contrast, and synthesis of findings.
    - Identification of actionable insights for practice.
    - Analysis of strengths and limitations of the research.
- Disclose the tool(s) you used and how you used them (e.g. prompts) in your submission.

Assignment # 2 (group assignment, 25%): Digital transformation case study

Consider the digital transformation of a firm based on a case study from the academic literature. Case studies may be found in the same databases as used for Assignment 1 and using similar searches to those described above with the addition of "case study" as a keyword. The firm does not need to be identified by name; however, the case study must describe a real-world digital transformation activity or project in a company. You may wish to use other academic and non-academic literature to support your case study analysis.

The case should be selected by the entire group (i.e., group members must agree on the selected case). Discuss the digital technologies, digital transformation approaches or other business aspects of the case and how any learnings can be applied in practice to digital transformation. Use one or more of the frameworks discussed in the lectures and apply the framework(s) as part of your analysis.

Note that both academic and practitioner literature addressing digital transformation in the chosen firm may be used for this assignment. Care must be taken with non-peer reviewed material (i.e., most practitioner literature) to avoid simple marketing or other literature with limited analytical content.

Deliverables: Each group is to prepare a complete presentation (15 slides max; ppt or pdf document) and present a 10-minute summary in class. Submit via Brightspace. The core of your group deliverable is a discussion of the case as an example of digital transformation.

Evaluation will consider the following:

- How appropriate is the selected case?
- Does the case selected fit the content and the context of the course?
- How was the course material applied in the analysis of the case?
- Quality of the digital transformation insights and lessons learned from the articles.
- Quality, structure and clarity of the final presentation slides and the presentation itself.

AI Use Expectations: Use of AI for this assignment is optional but appropriate. Refer to Brightspace under TIM Project and Thesis Completion for appropriate tools and guidance for their use.

If you choose to use AI:

- The literature search for case material can be AI-enabled.
- You may use AI tools to generate a preliminary case analysis of the company's digital transformation. Demonstrate how you cross-checked AI-generated claims against credible sources and flag inaccuracies found.
- The application of the course material, specifically the frameworks, to the case must be student-group-lead and not AI output. Note how the AI case analysis compares or contrasts with your application of the course frameworks.
- Evaluation will consider evidence of student-group's own voice and absence of unedited AI text.
- Disclose the tool(s) you used and how you used them (e.g. prompts) in your submission.

Assignment # 3 (group assignment, 30%): Digital transformation innovation project

Each group will propose a digital transformation project for an imaginary firm, leveraging quantum technology as a key enabler. The focus should be on how the proposed transformation could be approached by the firm, rather than on the technical details of quantum technology itself.

The objectives of this assignment are to:

- Identify a business opportunity or challenge where quantum technology could unlock new value. The firm is imaginary but should be realistic and the use of quantum technology should align with the firm's overall (imaginary) strategy.
- Articulate how the digital transformation project, enabled by quantum technology, could be approached. Consider how frameworks from the course apply, and the high-level implementation approach the firm will pursue.

This assignment is very open-ended. To guide your group, I recommend that the group pursue some of all the following steps:

- **Choose an industry:** Select an industry (e.g., finance, healthcare, logistics, manufacturing).
- **Create an imaginary firm:** Briefly define their firm's mission, vision, and current digital maturity.

- **Identify a business challenge or opportunity:** Identify a specific business problem or opportunity that could benefit from digital transformation. The problem or opportunity could be operational/internal or customer facing/new value creating.
- **Research quantum applications:** Explore how a quantum technology (e.g., quantum computing, quantum sensing, quantum communication, quantum security, etc.) can be applied in their chosen industry. Focus on value creation, not technical implementation.
- **Propose a digital transformation project:** Define a project that uses quantum technology to address the identified challenge or opportunity. The proposal should explain how quantum technology creates new value.
- **Create a high-level implementation roadmap:** Outline a high-level plan for how the firm would implement the project, including key stages, resources needed, and potential risks or barriers.

Additional guidance may be provided in class.

Deliverables: Each group is to prepare a complete presentation (15 slides max; ppt or pdf document) and present a 10-minute summary in class. Submit via Brightspace. The core of your group deliverable is a proposal for a digital transformation project that leverages quantum technology.

Evaluation will consider the following:

- Clarity of statements regarding the firm and industry background, business challenge/opportunity, quantum technology application, value proposition, and implementation roadmap.
- Application of the course material within the project proposal.
- Supporting material from academic or practitioner sources.

AI Use Expectations: Use of AI for this assignment is optional but appropriate. Refer to Brightspace under TIM Project and Thesis Completion for appropriate tools and guidance for their use.

If you choose to use AI:

- Any literature searches can be AI-enabled.
- You may use AI tools to support your brainstorming process for business challenges/ opportunities, quantum applications and DT projects (above).
- The application of the course material must be student-group-lead and not AI output.
- Evaluation will consider evidence of student-group's own voice and absence of unedited AI text.
- Disclose the tool(s) you used and how you used them (e.g. prompts) in your submission.

Take home exam (individual assignment, 20%):
A take home exam will be posted on Brightspace at the last lecture for the term.

Student evaluation and assignment grading

Final grades will be assigned using the following mark allocation:

	Assignment	Deliverable	Date	%
1	Digital transformation literature review (Group)	1a: 10-minute presentation in class	Wednesday, Jan 28	25
		1b: Final presentation slides submitted	Wednesday, Feb 4	
2	Digital transformation case study (Group)	2a: 10-minute presentation in class	Wednesday, Feb 25	25
		2b: Final presentation slides submitted	Wednesday, Mar 4	
3	Digital transformation innovation project (Group)	3a: 10-minute presentation in class	Wednesday, Apr 1	30
		3b: Final presentation slides submitted	Wednesday, Apr 1	
4	Take home exam (Individual)	To be provided via Brightspace at the last lecture.	Wednesday, Apr 1 Due: Apr 23	20
Total				100

Lecture schedule

Lecture	Date	Topic	Assigned Reading and Other Details
1	Wednesday, Jan 7	**Foundations of digital transformation & entrepreneurship** Introduction to course objectives Discussion of assignments Student group formation	This course outline document Ch 1 of Lang, V. (2021). Digital Fluency: Understanding the Basics of Artificial Intelligence, Blockchain Technology, Quantum Computing, and Their Applications for Digital Transformation Ch 1 of Rogers, D. (2016). The Digital Transformation Playbook
2	Wednesday, Jan 14	**Digital transformation in established firms - why is this difficult?** Discussion / group work on Assignment # 1	Ch 1-6 of Ross et al. (2019). Designed for Digital. How to Architect Your Business for Sustained Success
3	Wednesday, Jan 21	**Digital technologies –** Industry guest speaker Discussion / group work on Assignment # 1	Ch 2-4 of Lang, V. (2021). Digital Fluency: Understanding the Basics of Artificial Intelligence, Blockchain Technology, Quantum Computing, and Their Applications for DT
4	Wednesday, Jan 28	**Assignment # 1 group presentations**: **DT lit reviews**	10 minutes maximum per group
5	Wednesday, Feb 4	**Quantum and DT** – lecture and discussion Discuss Assignments # 2 and 3	Brian Cox Explains Quantum www.youtube.com/watch?v=BHEhxPuMmQI Quantum Computers Explained https://www.youtube.com/watch?v=JhHMJCUmq28&t=2s Ch 2 of Lang, V. (2021). Digital Fluency… Assignment # 1 ppt/pdf charts due (submit via Brightspace)
6	Wednesday, Feb 11	**Data and DT** Discussion / group work on Assignment # 2	Ch 4 of Rogers, D. (2016). The Digital Transformation Playbook

Break	Wednesday, Feb 18	**Break**	
7	Wednesday, Feb 25	**Assignment # 2 group presentations: DT case studies**	10 minutes maximum per group
8	Wednesday, Mar 4	**Introduction to design thinking and application to DT** Guest speaker – Stoyan Tanev	Materials provided by Guest speaker Dorst, K. (2015). Frame Innovation: Create New Thinking by Design Assignment # 2 ppt/pdf charts due (submit via Brightspace)
9	Wednesday, Mar 11	**Digital value propositions and business models**	See Brightspace
10	Wednesday, Mar 18	**Experimentation for DT**	Ch 5 of Rogers, D. (2016). The Digital Transformation Playbook
11	Wednesday, Mar 25	**Assignment # 3** Discussion / group work	
12	Wednesday, Apr 1	**Assignment # 3 group presentations: DT innovation project**	10 minutes maximum per group Assignment # 3 due (submit via Brightspace) Take home exam distributed via Brightspace

Take home exam is due before midnight on Apr 23, 2026 – submit via Brightspace.

Recommended literature

Main textbooks

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

Keyhani, M., Kollmann, T., Ashjari, A., Sorgner, A., & Hull, C., Eds. (2022). *Handbook of Digital Entrepreneurship*. Edward Elgar Publishing, Northampton, MA, USA.

Lang, V. (2021). Digital Fluency: Understanding the Basics of Artificial Intelligence, Blockchain Technology, Quantum Computing, and Their Applications for Digital Transformation. Apress Media, California

Ross, J., Beath, C., & Mocker, M. (2019). *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Rogers, D. (2016). *The Digital Transformation Playbook.* Columbia University Press.

Ronteau, S., Muzellec, L., Saxena, D., & Trabucchi, D. (2023). *Digital Business Models*. Walter de Gruyter GmbH, Berlin/Boston

A more detailed literature list

1. Digital transformation

a) Books

Bota-Avram, C. (2023). Science Mapping of Digital Transformation in Business. A Bibliometric Analysis and Research Outlook. Springer.

Girasa, R. & Scalabrini, G. (2022). Regulation of Innovative Technologies - Blockchain, Artificial Intelligence and Quantum Computing. Palgrave Macmillan.

Hoe, S. L. (2023). Digital Transformation Strategy, Execution, and Technology. CRC Press.

Lang, V. (2021). Digital Fluency: Understanding the Basics of Artificial Intelligence, Blockchain Technology, Quantum Computing, and Their Applications for Digital Transformation. Apress Media, California

Lamarre, E., Smaje, K. & Zemmel, R. (2023) Rewired: The McKinsey Guide to Outcompeting in the Age of Digital and AI, Wiley.

Leonardi, P. M., & Neeley, T. (2022). The digital mindset: what it really takes to thrive in the age of data, algorithms, and AI. Harvard Business School.

Ma, X. (2023). Methodology for Digital Transformation Implementation Path and Data Platform. Springer.

Ross, J., Beath, C., & Mocker, M. (2019). *Designed for Digital. How to Architect Your Business for Sustained Success*. Cambridge, Massachusetts: The MIT Press.

Rogers, D. (2016). *The Digital Transformation Playbook.* Columbia University Press.

b) Articles

Armour, F., Kaisler, S., & Liu, S.Y.. (1999). Building an Enterprise Architecture Step-by-Step. *IT Professional*. 1. 31 - 39. 10.1109/6294.781623.

Björkdahl J. Strategies for Digitalization in Manufacturing Firms. *California Management Review*, 62(4), 17-36. doi:10.1177/0008125620920349.

Cennamo C, Dagnino GB, Di Minin A, Lanzolla G. (2020). Managing Digital Transformation: Scope of Transformation and Modalities of Value Co-Generation and Delivery. *California Management Review*, 62(4), 5-16. doi:10.1177/0008125620942136.

Correani A, De Massis A, Frattini F, Petruzzelli AM, Natalicchio A. Implementing a Digital Strategy: Learning from the Experience of Three Digital Transformation Projects. *California Management Review*, 62(4), 37-56. doi:10.1177/0008125620934864.

Corsaro, D. & Anzivino, A. (2021). Understanding value creation in digital context: An empirical investigation of B2B. *Marketing Theory*, 21(3), 317–349.

Guenzi P, Habel J. Mastering the Digital Transformation of Sales. *California Management Review*, 62(4), 57-85. doi:10.1177/0008125620931857.

Matarazzo, M., Penco, L., Profumo, G., & Quaglia, R. (2021). Digital transformation and customer value creation in Made in Italy SMEs: A dynamic capabilities perspective. *Journal of Business Research*, 123, 642-656: https://doi.org/10.1016/j.jbusres.2020.10.033

Reddy, S. K., & Reinartz, W. (2017). Digital transformation and value creation: Sea change ahead. *GfK Marketing Intelligence Review*, 9(1), 10-17. Research Collection Lee Kong Chian School of Business. Available at: https://ink.library.smu.edu.sg/lkcsb_research/5902

Sahut, J.-M., Iandoli, L., & Teulon, F. (2021). The age of digital entrepreneurship. *Small Business Economics*, 56, 1159–1169. https://doi.org/10.1007/s11187-019-00260-8

Schallmo, D., Williams, C., & Boardman, L. 2017. Digital transformation of business models — best practice, enablers, and roadmap. *International Journal of Innovation Management*, 21(8), 1740014, 17 pages.

Singh, A., Klarner, P. & Hess, T. (2020). How do chief digital officers pursue digital transformation activities? The role of organization design parameters. *Long Range Planning*, 53(3), 101890, https://doi.org/10.1016/j.lrp.2019.07.001.

2. Digital entrepreneurship

Keyhani, M., Kollmann, T., Ashjari, A., Sorgner, A., & Hull, C., Eds. (2022). *Handbook of Digital Entrepreneurship*. Edward Elgar Publishing, Northampton, MA, USA.

Kraus, S., Palmer, C., Kailer, N., Kallinger, F., & Spitzer, J. (2019). Digital entrepreneurship: A research agenda on new business models for the twenty-first century. *International Journal of Entrepreneurial Behavior & Research*, 25(2), 353-375. https://doi.org/10.1108/IJEBR-06-2018-0425.

Nambisan, S. (2017). Digital Entrepreneurship: Toward a Digital Technology Perspective of Entrepreneurship. *Entrepreneurship Theory and Practice*, 41(6), 1029–1055. https://doi.org/10.1111/etap.12254.

Sahut, J., Iandoli, L. & Teulon, F. (2021). The age of digital entrepreneurship. *Small Business Economics.* 56, 1159–1169. https://doi.org/10.1007/s11187-019-00260-8.

Soltanifar, M., Hughes, M., & Göcke, L., Eds. (2021). *Digital Entrepreneurship. Impact on Business and Society*. Springer.

Zaheer, H., Breyer, Y., & Dumay, J. (2019). Digital entrepreneurship: An interdisciplinary structured literature review and research agenda. *Technological Forecasting and Social Change*, 148, 119735.

3. Digital business models

Schallmo, D., & Williams, C. (2018). Digital Transformation Now! Guiding the Successful Digitalization of Your Business Model. Springer Briefs in Business.

Ronteau, S., Muzellec, L., Saxena, D., & Trabucchi, D. (2023). *Digital Business Models*. Walter de Gruyter GmbH, Berlin/Boston

Vaska, S., Massaro, M., Bagarotto, E., & Dal Mas, F. (2021). The Digital Transformation of Business Model Innovation: A Structured Literature Review. Frontiers in Psychology, Sec. Organizational Psychology, Vol. 11, https://doi.org/10.3389/fpsyg.2020.539363

Weill, P. & Woerner, S. (2018). What's your digital business model? Six questions to help you build the next-generation enterprise. HBR.

4. Design thinking and digital transformation

Danneels, L., Viaene, S. Identifying Digital Transformation Paradoxes. *Bus Inf Syst Eng* **64**, 483–500 (2022). https://doi-org.proxy.library.carleton.ca/10.1007/s12599-021-00735-7.

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

Dorst, K. (2015). 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

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.

Kretschmer T, Khashabi P. Digital Transformation and Organization Design: An Integrated Approach. *California Management Review*. 2020;62(4):86-104. doi:10.1177/0008125620940296

Magistretti, S., Tu Anh 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.

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

Rodgers, P., Innella, G. & Bremner, C. (2017). Paradoxes in Design Thinking. The Design Journal, 20:sup1, S4444-S4458, DOI:10.1080/14606925.2017.1352941

Rodgers, P. & Bremner, C. (2019). A is for anthropocene: an A–Z of design ecology. *LA+ Interdisciplinary Journal of Landscape Architecture*, 9, 110-115. https://eprints.lancs.ac.uk/id/eprint/90154

Vendraminelli, L., Macchion, L., Nosella, A. and Vinelli, A. (2023). Design thinking: strategy for digital transformation. *Journal of Business Strategy*, Vol. 44, No. 4, pp. 200-210. https://doi.org/10.1108/JBS-01-2022-0009

Van Leeuwen, J., Rijken, D., Bloothoofd, I., Cobussen, E., Reurings, B., & Ruts, R. (2016). Thematic Research in the Frame Creation Process. Published in: *Service Design Geographies. Proceedings of the ServDes.2016 Conference*. Linköping Electronic Conference Proceedings 125 (2016) 352-364: https://ep.liu.se/en/conference-article.aspx?series=ecp&issue=125&Article_No=29.

5. Data governance

Bollweg, L. (2022). Data Governance for Managers. The Driver of Value Stream Optimization and a Pacemaker for Digital Transformation. Springer.

Maffeo, L. (2023). Designing Data Governance from the Ground Up. Six Steps to Build a Data-Driven Culture. The Pragmatic Programmers, LLC.

Olesen-Bagneux, O. (2023). The Enterprise Data Catalog. Improve Data Discovery, Ensure Data Governance, and Enable Innovation. O'Reilly Media, Sebastopol, CA 95472.

Reichental, J. (2023). *Data Governance for Dummies*. John Wiley & Sons, Hoboken, NJ.

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

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/