

## Course Outline – Leadership Development

### School of Leadership & Social Change

#### **WOMEN AND LEADERSHIP**

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). This course outline has been written including references, *(in brackets and italicized)*, to online learning, which are only applicable should we be required to return to a digital learning environment. There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

#### General Information

Course #: LS2233A  
Section #: 530  
Term: Fall  
Year: 2021-22  
Delivery: IN-PERSON  
Course Day and Time: Tuesdays, 2:30 pm to 5:30pm  
Course Location: BR-MRW153

#### Instructor Information

Name: Dr. Peggy O'Neil  
E-mail: poneil2@uwo.ca  
Telephone: N/A  
Office hours for students: Thursdays 8:30-10:30am  
Office location: ONLINE via Zoom (Access instructions will be sent out via OWL announcement)

#### Course Description

This course considers the traits, styles, and effectiveness of women leaders as well as significant differences which may separate male and female leaders. Obstacles women face in securing leadership positions and actions which might be taken to close this leadership gap are also examined. Extra Information: 3 hours.

*Requisite(s): Prerequisite(s): Leadership Studies 1032A/B and Leadership Studies 1033A/B, the former Leadership Studies 1031, or permission of the department.*

## Required Course Materials

- Eagly, A. H. & Carli, L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press. (Available as a Kindle Edition with a free app)
- Williams, J. C., & Dempsey, R. (2014). *What works for women at work: Four patterns working women need to know*. New York, NY: NYU Press. ((Available as a Kindle Edition with a free app)
- All other required readings are posted on the OWL course site.

## Supplemental / Recommended Course Materials

- Harts, M. (2019). *The memo: What women of color need to know to secure a seat at the table*. New York, NY: Seal Press.
- Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. Toronto, ON: Random House.
- Slaughter, A. (2015). *Unfinished business: Women men work family*

## Learning Outcomes




By the end of this course, students should have acquired the following knowledge, skills, and competencies outcomes. The competency levels of these outcomes among class participants will vary. You can expect to achieve these outcomes if you honour course policies, participate in sessions regularly, complete all assigned work in good faith and on time, demonstrate understanding of course content, and meet all other course expectations of you as a student.





Module	Weeks	Knowledge Outcomes	Skills Outcomes	Brescia Competency
1. The Leadership Gap	1 - 2	Identify the leadership gap between men and women and the impact of intersectionality.	Critique an argument or reading	1, 2
2. The Gap: Evidence	3 - 5	Evaluate and communicate (written and orally) the differences in traits, styles and leadership effectiveness between men and women.	Demonstrate professionalism Read a scholarly journal article Evaluate quality of evidence Identify underlying assumptions	1, 2, 3, 7

3. The Gap: Causes	6 – 10	Recognize and explain the role that individuals, organizations and cultures play as causes of the leadership gap.	Develop recommendations Write a persuasive report Contribute to discussion	1, 2, 3, 4, 5, 6, 7
4. Closing the Gap	11 - 12	Identify and justify in writing a plan to close one aspect of the leadership gap.	Summarize and synthesize information Form conclusions Give & receive feedback	1, 2, 3, 4, 6, 7

### Brescia Competencies

Brescia’s overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college, we value academic excellence and the mastery of the scholarly knowledge in students’ chosen areas of study.

1.  **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
  - *Level 2 – Communicating Ideas:* Establishes a clear message through focussed language that is appropriate for the mode, discipline, and task. Supports most generalizations with credible and relevant examples.
  - *Level 2 – Interpersonal Communication:* Uses active listening, nonverbal and conflict resolution skills during interactions with others; recognizes differences and similarities in social behaviours between themselves and others.
2.  **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
  - *Level 2 –* Detects ambiguity and weak support for conclusions, and questions premises.
3.  **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
  - *Level 2 – Inquiry and Analysis:* Identifies or develops a focussed subject of inquiry, finds appropriate evidence from various points of view and/or methods, and develops a general conclusion based on inquiry findings.
  - *Level 2 – Information Literacy:* Articulates what information they need and can use search tools to find relevant, and often credible sources; gives credit to the work of others.

4.  **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
  - *Level 2* – Recognizes when a problem exists and applies appropriate problem-solving framework to develop multiple solutions. Implements a solution that addresses problem statement and reflects on results and outcomes.
  
5.  **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.
  - *Level 2 – Affective Domain:* Acknowledges that emotions affect thoughts and behaviour, learning to regulate their expression. Can identify sources of support and recognize the emotional needs of others.
  - *Level 2 – Cognitive Domain:* Articulates own patterns of thinking and can analyze own performance. Seeks to understand the thinking of others.
  - *Level 2 – Personal Growth:* Acts with intention in consideration of personal goals and accurately recognizing mistakes. Shows interest in pursuing knowledge beyond requirements.
  
6.  **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
  - *Level 2* – Demonstrates understanding of the complexity of culture by asking questions and expressing openness to differences in cultures and social issues. Begins to reflect on the impact of their actions on others and to apply knowledge to support social justice and change.
  
7.  **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.
  - *Level 2* – Applies ethical/spiritual issues to various concepts and contexts, starting to identify assumptions and objections to those values. Recognizes internal conflicts to own values and the external forces that help shape them.

### Teaching Methodology and Expectations of Students

This course is designed to maximize experiential learning and communities of practice (Wenger & Trayner). Course activities include guest speakers, lectures, video cases, written cases, and exercises. Readings may be expanded upon by way of videos, exercises, cases, and/or class discussions. The very nature of the active learning approach demands a high level of preparation and engagement both synchronously as well as asynchronously.

Please note that class sessions may be recorded for purposes of assessment, quality improvement, and/or teaching. By clicking on the zoom link to the session, you are consenting to be recorded by the instructor. Students are under no obligation to consent, and it is a voluntary decision to do so. If there are any concerns, students need to contact the instructor as soon as possible.

Please also note that this course requires a high degree of confidentiality. General concepts may be shared outside a session, however personal details of discussions are not to be shared. Under no circumstances will there be any taping of a session or pictures taken without consent of the instructor and other class participants.

### *Attendance Policy*

With in-person classes, attendance is the best predictor of academic performance and so attending class sets the student up for success. *(While not as well researched, I anticipate that your participation in weekly synchronous classes will similarly set you up for success.)*

If you are struggling with attendance, I encourage you to talk to me, to your academic advisor, to a spiritual advisor, or to a member of the student life staff. We may be able to help.

### *Student Use of Technology in Class*

*(Not unlike in-person attendance,)* using your computer or phone during class for personal activities such as reading or writing e-mail, surfing, or playing games may be distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phones are turned off. *(The private chat function on ZOOM will be turned off and all chats will be kept.)*

### *Privacy*

To respect privacy laws and the privacy of individual students, all grades will be distributed on OWL only. If you wish to discuss a grade, or review a test or paper, please make an appointment with me to do so via ZOOM. To respect your privacy, I will discuss your grades only with you. Please do not share or compare your grades. I cannot share information about another student's grades, so discussions comparing grades between students will not be entertained.

### *(Use of Zoom Technology*

*Western Technology Services has rules and policies for the use of Zoom, including best practices and information on Zoom's privacy and security can be found here:*

*<https://wts.uwo.ca/zoom/best-practices.html>.*

*Students are expected to abide by Western Technology Services rules for the use of Zoom including:*

- *Do not post group pictures of your meeting on social media without consent from each participant;*
- *Be mindful of what is in your background during your meeting;*
- *Be aware of who can listen to your meeting;*

- Use the options within a platform to control screen/whiteboard sharing and who has access to your meeting (waiting room, password, distribution of link);
- When sharing screens, ensure no private information is open on your desktop;
- Let your participants know if you are going to record the session.)

### Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and any other components of the course materials are the intellectual property of the instructor. Any materials posted by other students are the intellectual property of that student. Unauthorized reproduction through audio-recording, video recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions. Further information on scholastic offences is available at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### Evaluation

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
<b>Leadership Community of Practice</b>	15%	Weeks 2 - 12	1, 2, 3, 4	1 -7
<b>Exam Question Assignments</b>			1, 2, 3	1, 3, 4, 7
• <b>Module 1</b>	5%	Sept 28		
• <b>Module 2</b>	5%	Oct 19		
• <b>Module 3</b>	5%	Nov 23		
<b>Closing the Gap Report</b>			1, 2, 3, 4	1 - 7
• <b>Topic Outline</b>	5%	Oct 12		
• <b>Draft</b>	N/A	Nov 16		
• <b>Final</b>	30%	Dec 7		
<b>Peer Feedback</b>	5%	Nov 23		
<b>Final Exam</b>	30%	TBD	1, 2, 3, 4	1 -7

Students must complete **all elements of evaluation** (including items that are not graded in of itself, i.e. draft gap report and peer feedback) in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need**. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course

content. Extra credit assignments are not available, and tests and exams cannot be rewritten to obtain a higher mark. Once you have completed an evaluation (with the allowable resubmits), you are committed to the mark earned.

Late assignments will not be accepted without an academic accommodation; they will receive a zero. All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database to detect plagiarism of assignments subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Note that as part of your fees, you have 10 downloads of Office 365 available to put on your various devices. (<https://www.csd.uwo.ca/help/software/office.html>) When you download your own software, it stamps all of your work as being authentically done on your device. I would strongly urge to use your own devices to prevent questions of authorship of your assignments.

### Evaluation Component Descriptions

Students will be provided with detailed assignment descriptions and grading rubrics on the course site on OWL under “Assignments” as well as in class discussion of the assignments. All assignments must be submitted online through OWL by the due date.

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### *Leadership Community of Practice – weekly (totaling 15%)*

For this section of the assignment, Wenger & Trayner’s social learning theory, *communities of practice*, will guide your development and contributions. A rubric will be provided via OWL Assignments. As a class, we will know we have succeeded on contribution when we create a culture of trust, encourage the plurality of voices and perspectives that are inherent in the class and feel that we have a safe environment in which to express views and develop the character strengths around transformational leadership. Everyone in the class is responsible for this dimension and everyone will receive the same grade.

It is expected that you will be present and prepared for every class and share your views in our discussions. If you must miss class, it is your responsibility to let me know and discuss ways in which you might contribute and learn despite your absence.

Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. You can identify up to two members of the class who made the greatest positive contribution to your learning in the course through classroom, out of class or team discussions. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

The emphasis for this assignment is less on knowledge and more on generated wisdom both individual and collectively as a class throughout the ongoing blogging dialogue. The emphasis will

be on working at modelling the character strengths we will be exploring. Practically speaking, for some there will be emphasis on having the courage to express ideas that may seem at odds with the rest of the class, or at times showing humility and self-control (temperance) to allow others room to express their point of view, or possibly leaving your comfort zone around issues to explore what it means to have a sense of transcendence, or simply having an open mind to delve into thorny issues such as justice so that you deepen your individual and our collective capacity to learn.

As a class, we will know we have succeeded on contribution when we create a culture of trust, encourage the plurality of voices and perspectives that are inherent in the class and feel that we have a safe environment in which to express views and develop the character strengths around transformational leadership. Thus, the collective contribution of the blogging dialogue represents an assessment of how well we have engaged each other and have created an environment that enables strong individual contribution. Everyone in the class is responsible for this dimension and everyone will receive the same grade.

It is expected that you will be present and prepared for every class and share your views in the zoom discussion and blogging. If you must miss class, it is your responsibility to let me know and discuss ways in which you might contribute and learn despite your absence.

Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. You can identify up to two members of the class who made the greatest positive contribution to your learning in the course through classroom, out of class or team discussions. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

#### *Exam Question Assignment – 3 assignments worth 5% each*

At the end of each of the first three modules, each student will independently or in teams of two (your choice, the quality is generally higher for teams than for individuals) submit a short assignment identifying and justifying a possible examination essay question, explaining why their recommended question is a good test of the course content and what the appropriate answer would be. Guidance as to the nature of a good examination question will be provided. The assignment MUST be submitted on the course site on OWL under “Assignments” via Turnitin.

#### *Closing the Gap Report – Topic Outline (5%), Draft Report, Peer Feedback (5%), Final Report (30%)*

This is an individual assignment where you will identify a specific cause of women’s limited progress in leadership roles. The report should consist of published evidence, researched best practices to address identified barriers, recommendations to overcome the barriers and an action plan to implement the recommendations. The paper will be between 2,500 and 3,000 words, excluding any references. The topic outline is worth 5% and due in week 5. All elements of the report MUST be submitted on OWL Assignments.

Students will submit a first draft of their report to be reviewed by a peer. Each person will review two of their peer’s papers and be responsible for providing feedback in class. Students will then have an opportunity to make revisions before submitting a final paper. The draft report, while not graded, is mandatory. **Your final paper will not be graded unless a draft report is submitted.** Both the draft and final papers MUST be submitted on the course site on OWL under “Assignments.”



### *Final Exam (30%)*

The final exam covers all four course modules. In the last class, the professor will provide a list of potential exam questions, drawn from the exam question assignment for the first three modules. The final exam will require students to summarize, synthesize and apply course material. The professor will provide an examination question for the fourth module and reserves the right to modify exam questions to ensure that they are a comprehensive evaluation of the course material.

### Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

### Course Content

A tentative schedule for this course is posted on OWL by the week (i.e. 1, 2, 3....12) and not the date. There may be departures from this list as some topics take up more (or less) time than is scheduled. Following this schedule is the responsibility of each student. Please check OWL regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week. Please bring your cases and case memos to class for discussion.

Students should anticipate spending a minimum of 3 -5 hours per week preparing for classes, completing readings, case and exercise memos, as well as studying for tests.

## 2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10) ).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;

2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

### Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

### Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;

4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://www.brescia.uwo.ca/enrolment\\_services/academic\\_advising/index.php](https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

## 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68)).

## 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** ([https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php)) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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