



Course Outline – Leadership Development

School of Leadership & Social Change

LEADERSHIP in the 21ST CENTURY

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 #: LS4431F
Section #: 530
Term: Fall
Year: 2021-22
Delivery: IN-PERSON
Course Day and Time: Tuesdays, 11:30am to 2:30pm
Course Location: BR-UH26

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

A seminar which provides students with an opportunity to undertake a close study of a selected topic or issue concerning leadership. Students will select, refine, and develop a research paper on a selected leadership topic as well as provide and receive commentary on their work and that of their colleagues. Constructive commentary will be offered and received within a weekly seminar structure by all course participants within an intentionally created scholarly community. Extra Information: 3 seminar hours

Prerequisite(s): Leadership Studies 3331F/G and Leadership Studies 3333F/G or the former Dimensions of Leadership 3331F/G and the former Dimensions of Leadership 3333A/B

Required Course Materials

Required Textbook:

- Huff, A. S. (1999). Writing for scholarly publications. Thousand Oaks, CA: Sage Publications, Inc.

Supplemental Textbooks:

- Muller, J. (2015). Writing in the social sciences (2nd ed). Don Mills, ON: Oxford University Press.
- Northey, M., & McKibbin, J. (2015). Making sense: A student's guide to research and writing (6th ed.). Don Mills, ON: Oxford University Press.

Learning Outcomes

By the end of this seminar, course participants will be able to:

1. **Synthesize and integrate** the cumulative interdisciplinary knowledge gained from prior courses in the Dimensions of Leadership program as well as other relevant courses that relate to leadership studies,
2. **Further refine** their ability to think critically about scholarship dealing with theories and their application to leadership,
3. **Demonstrate**, through traditional scholarly writing, an appreciation of the various assumptions and perspectives that inform the field of leadership studies,
4. **Develop skills** associated with collegial interactions, including the ability to critique colleagues; work in a way that is constructive and encouraging (problem-solving; communication; self-awareness & development, and
5. **Contribute** actively to the production of new knowledge in the field of Leadership.

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. *For detailed descriptions of the levels of outcomes for each competence, please see the Brescia Competency Handbook at:*

https://brescia.uwo.ca/alt/docs/competencies_handbook.pdf

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 communicate, as well as the ability to use current or innovative media.
(*Communicating Ideas-Level 4; Interpersonal Communication-Level 4*)

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 4)*
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. *(Inquiry & Analysis-Level 4; Information Literacy-Level 4)*
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 4)*
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. *(Affective Domain-Level 4; Cognitive Domain-Level 4; Personal Growth-Level 4)*
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 4).*
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 4)*

Teaching Methodology and Expectations of Students

This course is designed using Wenger & Trayner's social learning philosophy called, *communities of practice*. Students and the professor will meet weekly as a scholarly collective whose interest is in enhancing the research and writing skills of each course participant. Each week, in a round table format, students will present the current state of their research and provide others with constructive commentary. The course schedule has been designed to keep students on pace to complete a comprehensive essay at the end of the term. As such, the weekly topics will transition from initial conversations about research interests, to conversations about reading activities, and then into conversations about writing activities.

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

Evaluation

Component	Timing	Weight	Course Learning Outcome	Brescia Competencies
Leader personal narrative	weeks 3,5,7,9,11	5%	1, 3	5, 7
Research Paper				
- Annotated bibliographies	weekly 2-6	5%	2	2, 3, 4
- Introduction	week 4	5%	2, 3	1, 2, 3, 4, 7
- Literature review	week 6	10%	1, 2, 3	1, 2, 3, 4, 7
- Proposition(s)	week 8	10%	1, 2, 3, 5	1, 2, 3, 4, 7
- Draft paper	week 10	10%	1, 2, 3, 5	1, 2, 3, 4, 7
- Peer review of draft paper	week 11	10%	2, 4, 5	1, 2, 3, 4, 5, 6, 7
- Final paper	week 12	35%	1, 2, 3, 5	1, 2, 3, 4, 7
- Presentation	week 12	10%	4, 5	1, 4, 5, 6
Participation in Learning				
o presentation of own work	weekly	See below	1, 2	2, 3, 4
o commentary of others' work	weekly		1, 2, 4	1, 2, 3, 4, 5, 6

You must complete **all elements of evaluation** 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 evaluations 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 multiple downloads of Office 365 available to put on your various devices. 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.

Leader Personal Narratives – 5%

Each student will submit their personal reflections on a different set of questions for each narrative. Students will discuss their reflections in class within personal comfort level. All discussions must remain confidential.

Research Paper

The research paper will address a topic on leadership and be about 4000 words long (about 12 double-spaced pages) excluding any references and will be reviewed by two peers as well as presented to the class.

Annotated Bibliographies – 5%

Each of five submission will include two annotated bibliographies for your topic using the following template: <https://owl.english.purdue.edu/owl/resource/614/01/>

Introduction – 5%

Each student will present their topic and research question as well as why this is an important area to study and broadly what we know about the topic. In addition, the student will include their motivation to study this area of interest. The introductory paper will be about 2 pages, double spaced, 1 inch margins, Times New Roman, 12 pt. and presented in class. Good introductions:

Engage the reader - anecdote, statistic, personal reflection, etc.

Include two constructs being studied - may need to define them

Identify the thesis - how do these two constructs relate

Explain the lens by which you are looking at the thesis

Describe the contribution to which conversation (which discipline, which literature) you hope to make

Literature Review/ Statement of Fact – 10%

Each student will present a statement of facts or background relating to their paper to the class. The background paper will be about 750 to 1000 words and presented during class.

Propositions/ Arguments – 10%

Each student will also present a paper containing the arguments which form the basis for the analysis section of the final paper. The arguments paper will be about 1000 words long. The propositions will also be presented in class.

Draft Paper -10%

Inclusive of all elements of the full research paper

Peer Review of Draft Seminar Paper – 10%

Each student will provide a commentary, both written and verbally in class, on the quality of two assigned draft papers. Students will submit a first draft of their report to be reviewed by a peer. The reports will then be discussed in class, providing group feedback before the student submits their final paper. 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 and final papers as well as the peer reviews **MUST** be submitted on the course site on OWL under "Assignments." The commentary will be about 1,000 words long (or three doubled spaced pages) and be presented to the class immediately after the presentation of seminar paper.

Full Research Paper – 35%

Inclusive of all elements of the full research paper with evidence of incorporation of peer feedback where appropriate.

Final Presentation – 10%

Presentation of the research paper using typical scholarly presentation format.

Participation in Learning (See Above – Satisfactory/Unsatisfactory)

Contribution by each and every course participant is a cornerstone of communities of practice (Wenger & Trayner) and any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material, and stimulates the level of class discussion. The expectation is that you contribute not only for your own learning but to the learning of your classmates. In this course this includes weekly discussions about your own research as well as responding to others' research. The grade awarded for class participation will be "satisfactory" or "unsatisfactory" and will reflect attendance, evidence of preparation and participation in weekly readings and/or assignments. Where class participation is "Satisfactory," the final grade will be the same as that awarded for the other forms of evaluation. Where class participation is "Unsatisfactory," the final grade will be one grade lower than that awarded for the other forms of evaluation. For example, a grade of "B" in the evaluative components of the course, taken together with a grade of "Satisfactory" in participation will result in a final grade of "B." A grade of

“B” in the course components, taken with an “Unsatisfactory” will result in a final grade of “C+” for the course. We may also use the discussion board on the course site on OWL as a way to augment our discussions held during class but not as a substitution. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others. High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others’ ideas, substantiating one’s views persuasively and logically, responding to others’ critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out recommendations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates’ opinions. Respect for the course and each other are essential.

In order to achieve a rating of ‘satisfactory’, you must come to each seminar meeting having read in advance any material to be discussed and being prepared to discuss it. I wish to avoid the situation where a student prepares, perhaps extensively, for his/her own presentation and commentary, but otherwise is very passive in seminar sessions. By the end of the semester, you should have contributed to the discussion frequently enough for me to recognize that you have prepared for class in advance by considering any circulated material.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to an “unsatisfactory.” While attendance at all sessions in this course is expected, circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via messaging on OWL. Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and approach the Dean who may prevent you from writing the final paper, making it very difficult to pass the course. After missing three classes, you and I will meet to discuss how to ensure attendance at the remaining classes.

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. 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 readings, reflections and narratives 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.

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).

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 ;
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

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). 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).

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.

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.

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) and **Health and Wellness at Western**, 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.

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.
