



## Course Outline – LS4432B Leadership Practicum

### School of Leadership & Social Change

#### General Information

Course #: LS4432B  
Section #: 530  
Term: Winter  
Year: 2020  
Course Day and Time: Tuesdays 1130am-230pm  
Course Location: BR302A

#### Instructor Information

Name: Dr. Marlene Janzen Le Ber  
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Office hours for students: by appointment weekly Tuesdays 1130am-230pm  
Office location: Room 307, Ursuline Hall

#### Course Description

Supervised placement with agencies and organizations in the community to complement classroom learning with experienced-based knowledge of leadership. Students will work to satisfy both specified learning objectives and placement job requirements.

Leadership Studies at Brescia University College is built on three intersecting aspects: knowledge of leadership research and theory (knowing); leadership skill development (doing) and the application of both knowledge and skills in community settings (being). While application is incorporated within various leadership courses throughout the program, the leadership practicum in the senior year provides the most concentrated time for application. During this practicum, the course participant spends approximately 60-66 hours in an organization (business, non-profit or government) in the London or surrounding area. The practicum is project based; that is, the course participant enters into a Learning Contract with the organization to work on an organizational project of strategic importance to the organization, with specific deliverables. While these projects vary greatly, they are generally focused on organizational change.

*Antirequisite(s):* The former Dimensions of Leadership 3338A/B.

*Prerequisite(s):* Leadership Studies 4431F/G, the former Dimensions of Leadership 4431F/G or permission of the department.

## Required Course Materials

All required and recommended readings will be posted on the course OWL site.

## Learning Outcomes

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

1. Articulate the importance of experiential learning to the understanding of dimensions of leadership
2. Connect leadership theory (knowing) and skill development (doing) with application (being a leader)
3. Develop new appreciation of key aspects of leadership, especially those aspects relating to leadership character as well as change management
4. Identify both basic on-the-job skills (doing) and appropriate conduct (being) necessary to the successful completion of employment responsibilities
5. Formulate crisp, concise reports and a teaching case, and develop confidence in undergoing oral examinations

## 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 in a changing world. As a university, we value academic excellence and the mastery of the scholarly knowledge in a student's 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 4: Communicating Ideas*

Creates original interpretations or syntheses and articulates them with refined and highly developed language, arguments, stylistic choices, and/or skilful use of authoritative sources.

*Level 4: Interpersonal Communication*

Adjusts communication strategies to fit the context and needs of others, frequently asking insightful questions that facilitate conversation; constructively manages and resolves conflict.

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:* Articulates the structure of an argument and evaluate the acceptability of premises and the logical strength of arguments.

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 4:* Develops a creative and original subject of inquiry that skilfully incorporates relevant sources and/or methods. Synthesizes evidence to reveal implications and develops a logical conclusion that considers implications.

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:* Constructs insightful problem statement and identifies multiple frameworks that indicate deep comprehension of the issues. Implements the most appropriate solution with an insightful explanation and thoroughly evaluates and reflects upon results.

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 4: Affective Domain*

Evaluates and responds appropriately to criticism and feedback, and to own emotional strengths and weaknesses. Perceives adversity as an opportunity for growth.

*Level 4: Cognitive Domain*

Articulates insights into own and others thinking. Can accurately analyze own performance and use that information to improve both during and after the performance of a task.

*Level 4: Personal Growth*

Evaluates progress toward goals, changing strategies as necessary. Demonstrates broadened understanding about education and life experiences.

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:* Demonstrates a sophisticated understanding of other cultures and can take the perspective of others. Initiates and develops interactions with diverse others within a variety of intercultural contexts. Acts to promote the well-being of others.

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:* Acts on the basis of values after reflection and rational deliberation/spiritual insight; responds persuasively to objections and articulates the ongoing struggle to implement values.

## Teaching Methodology and Expectations of Students

The course begins with an in-class consideration of the activities, responsibilities, conduct, and learning objectives associated with the placements. The course then moves to the actual placement, which covers eleven weeks (minus Reading Week) with an average of six hours weekly. The course ends with a class discussion of the placement experiences, sharing of teaching case studies and their relevance for an integrated understanding of leadership.

### *Attendance*

Excellent attendance is critical to your success in your Leadership Practicum. Keeping this in mind, and in accordance with Western University policies, any student who, in the opinion of the instructor, is absent too frequently from the practicum (generally approaching 25% of the practicum hours) will be warned regarding their unacceptable unaccommodated absences. Further absence can result in a recommendation to the Academic Dean that the student not be permitted to complete the final oral exam.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. 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.

## Evaluation

A description of the means of evaluation to be used in the course: The purpose of evaluation is to provide feedback to students on their learning, as well as to permit the instructor to assign a fair grade at the end of the course. Providing explicit information about assignments and grading procedures will clarify expectations and allay student anxiety, while supporting students in pacing their studies, gauging their progress, and achieving learning outcomes.

Student 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 based on 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 evaluative components cannot be redone to obtain a higher mark. Late assignments will not be accepted without an academic accommodation.

*Evaluation Breakdown:*

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Weekly Meetings	10%	weekly	1, 2, 3, 4, 5	
Bi-weekly Reports	20%	Jan 21, Feb 4 & 25, Mar 10 & 24	1, 2, 3, 4	
Organizational Deliverables	25%	As per individual learning contract	3	
Teaching Case	25%	March 31	3, 5	
Oral Evaluation	20%	Week of Mar 30	1, 2, 3, 4, 5	

Explanation of Evaluation Methods

- ✓ Weekly meetings will involve the course instructor and course participant getting together to briefly review the placement activities of the preceding week as well as the development of the teaching case. The course participant will submit a log sheet at each meeting (log sheets to be handed out during class).
- ✓ The bi-weekly reports will be approximately two-to-three pages in length. They will provide a short description of the activities undertaken in the preceding two-week period and an assessment of how these activities contributed to meeting the learning objectives outlined in the learning contract. The assessment part will constitute the greater portion of each report. The due dates for the reports are as follows: January 21, February 4 & 25, March 10 & 24 (all Tuesdays). The following criteria are used to evaluate the quality of the reports: well-organized, competently written, and analytically sound in the sense of revealing the contribution of placement activities towards satisfying learning objectives.
- ✓ Organizational deliverables are related to the specific practicum project and identified in the individual Learning Contracts. These deliverables are developed by the organization, negotiated with the course participant and approved by the course professor. Any adjustments needed during the practicum require faculty approval. Evaluation is done jointly by the placement supervisor and the course professor. Due dates are specified in the individual Learning Contracts.
- ✓ At the end of the placement, each course participant will undergo an oral evaluation to demonstrate how well the learning objectives have been met. In most cases, both the instructor of the course and the placement supervisor will participate in the evaluation.
- ✓ Each participant will also write a teaching case on an agreed upon organizational problem or issue at the placement organization. Due date is March 31, 2020.

- ✓ Each course participant will be assessed in relation to their ability to carry out the duties of the placement and to respect specified norms of conduct. This part of the course evaluation recognizes that the intent of the placement is not only to gain a better appreciation of leadership but also to provide a service to the community.

### 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.

Two self-reported absences of 48 hours or less can be registered with Accessible Education per academic year September to April inclusively for evaluative components up to 30%. 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; however, consequences of late assignments will result. 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 school days.

### Course Content

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
<b>1 Introduction</b>	January 7	In-class introduction to the course with focus on the course outline – the purpose and structure of course, course requirements, Learning Contract (including learning objectives and organizational deliverables), Letter of Agreement (liability, conduct, ethics, behaviour supervision, confidentiality, schedule of duties, reporting), weekly schedule, and course participant log.	Learning Contract Completed
<b>2 – 12 Placements (excluding</b>	January 14 –	Weekly commitment of six hours (on average) at the organization working towards the organizational	Weekly Meetings Bi-weekly Reports

<b>Reading Week – February 18)</b>	March 24	deliverables; actual time and day negotiated between the course participant and the organization, bi-weekly reports on progress and weekly meeting with the course professor	Organizational Deliverables Teaching Case Oral Evaluation
<b>13 Wrap Up</b>	March 31	In-class briefings on the placement experience by course participants – learning objectives, teaching case and organizational deliverables. Usually, the oral examination will take place this week, but adjustments may be required to fit the schedule of placement supervisors.	Teaching Case

# 2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING ACADEMIC ACCOMMODATION

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

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 ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page\\_10](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&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](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://www.brescia.uwo.ca/academics/registrar-services/), <http://www.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.

**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 **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) 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 <http://brescia.uwo.ca/life/sexual-violence/>.

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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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