



## **Community Leadership**

### **School of Leadership & Social Change**

#### **General Information**

Course #: Sociology 3335A

Section #: 530

Term: Fall

Year: 2020-2021

Course Day and Time: Tuesdays 8:30-11:20 am—**Group Discussion time on**

**Zoom 9:30-10:30 am**

Course Location: Online

#### **Instructor Information**

Name: Dr. Lisa Jakubowski

E-mail: [ljakubow@uwo.ca](mailto:ljakubow@uwo.ca)

Telephone number: 519-432-8353 x28238

Office #332-Ursuline Hall

Office hours for students: **On ZOOM-** Tuesdays-10:30 to 11:30 am or by appointment.

#### **Important Course Information**

This is an online course with virtual meeting time as noted. I recognize that not everyone will be able to meet during the scheduled time. Please note there will not be a participation assessment attached to this meeting time. This is simply an opportunity to check in with one another for an hour each week, for those who are able and interested in doing so, to have a short discussion about the week's course material. Office hours will follow the discussion period. For those who are unable to participate during this time, there will be other opportunities to check in via the Forums and/or one on one with me via Zoom. Weekly course materials- key themes for the week, PowerPoint slides, and reflection activities will be posted no later than 48 hours before class time. You'll determine your own schedule for working through course activities and materials each week so that you can meet the course assignment deadlines.

#### **Course Description**

This seminar course critically examines the meaning of community leadership. Topics to be considered include: the history and changing nature of leadership; the role of

ideology, power and privilege in shaping leadership; exploring one's own potential for leadership; and leadership for social change in the context of a pandemic.

## Course Prerequisites

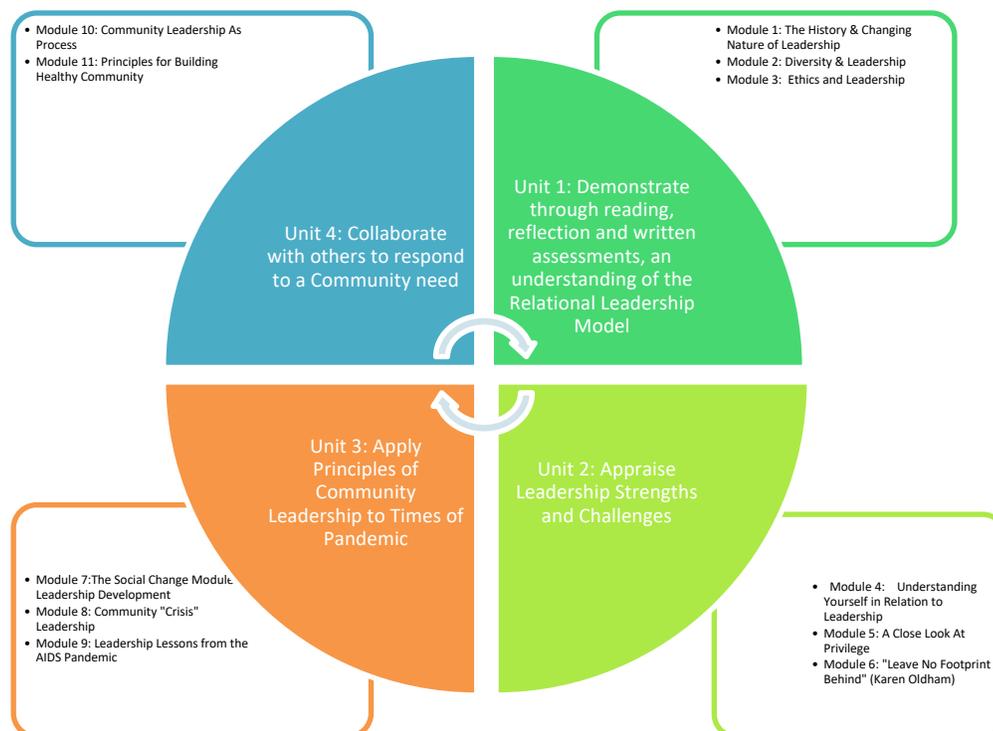
Registration in Year 3 or Year 4 of a Community Development, Dimensions of Leadership, Sociology or Nonprofit Module, or permission of the Instructor.

## Learning Outcomes

By the end of this course students will be able to:

1. **Demonstrate**, through reading, reflection and written assessments an understanding of the Relational Leadership Model;
2. **Appraise** their leadership strengths and challenges;
3. **Apply** Principles of Community Leadership to Times of Pandemic
4. **Collaborate** with others to respond to a community need.

## Course Map



## How the Course Works

This course has four units with three learning modules in each, for a total of 12 modules. To help keep you on track, these modules have been connected to the regular weeks of the first semester. We will strive to build community together online in different ways. You will be asked to upload videos, collaborate with peers, and reflect on course materials. Opportunities for synchronous meetings via Zoom will also be provided. Your task is to work through these units, and the modules within them, **in order**.

Each module has the same format:

1. A short, introductory overview.
2. PowerPoint slides to highlight some of the key themes in the module
3. Learning content that you work through on your own (e.g., videos to watch, readings, reflection exercises, and/or forum discussions)
4. A homework activity to complete—that is, readings for the next module and/or a course assignment
5. In some modules, I will include supplementary material if you would like to learn more.

## Unit and Module Schedule

Within the course OWL site, you will see there are four course units, along with their corresponding modules:

1. Unit 1: Towards Understanding the Relational Leadership Model
  - a. The History and Changing Nature of Leadership
  - b. Diversity and Leadership
  - c. Ethics and Leadership
2. Unit 2: Your Leadership Strengths and Challenges
  - a. Understanding Yourself in Relation to Leadership
  - b. A Closer Look at Privilege
  - c. “Leave no footprint behind” (Karen Oldham)
3. Unit 3: Applying Principles of Community Leadership to Times of Pandemic
  - a. The Social Change Model of Leadership
  - b. Community Crisis Leadership
  - c. Leadership Lessons from the AIDS Pandemic
4. Unit 4: Community Collaboration: YOUR Response
  - a. Community Leadership as Process
  - b. Principles for Building Healthy Community

## Required Readings

Gruber, James S. 2020. ***Building Community: Twelve Principles for a Healthy Future***. Gabriola Island, British Columbia: New Society Publishers. (For an e-pub of this book, follow this link: <https://newsociety.ca/books/b/building-community>)

Komives, Susan R., Nance Lucas, Timothy R. McMahon, Wendy Wagner, Daniel Ostick. 2013. ***The Exploring Leadership Student Set*** San Francisco CA.: Jossey-Bass. (For an e-pub of this, follow this link: <https://www.wiley.com/en-ca/Exploring+Leadership%3A+For+College+Students+Who+Want+to+Make+a+Difference%2C+3rd+Edition-p-9781118421819>)

## Recommended Readings

Brown, Cherie, R., George J. Mazza. 2005. ***Leading Diverse Communities: A How to Guide for Moving from Healing to Action***. San Francisco: Jossey-Bass.

Komives, Susan R., Wendy Wagner. 2016. ***Leadership for a Better World: Understanding the Social Change Model of Leadership Development (2<sup>nd</sup> ed.)***. San Francisco: Jossey-Bass.

Schmitz, Paul. 2012. ***Everyone Leads: Building Leadership from the Community Up***. San Francisco: Jossey-Bass.

Shilts, Randy. 1988. ***And the Band Played On: Politics, People, and the AIDS Epidemic***. New York, NY: St. Martin's Press.

## Brescia Competencies

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will work towards developing the following Brescia Competencies:

**Communication:** includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

**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.

**Inquiry and Analysis:** the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

**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.

**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.

**Social Awareness and Engagement:** the ability “to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

**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.

<b>ASSIGNMENT</b>	<b>VALUE OF ASSIGNMENT</b>	<b>RELEVANT LEARNING OUTCOMES</b>	<b>RELEVANT BRESCIA COMPETENCIES</b>
<b>Reflection Questions</b>	15%	1, 2	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Problem-Solving</li> <li>✓ Self-Awareness &amp; Development</li> <li>✓ Valuing</li> </ul>
<b>Midterm</b>	20%	1, 2	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry &amp; Analysis</li> <li>✓ Problem-Solving</li> </ul>

<b>ASSIGNMENT</b>	<b>VALUE OF ASSIGNMENT</b>	<b>RELEVANT LEARNING OUTCOMES</b>	<b>RELEVANT BRESCIA COMPETENCIES</b>
<b>Critical Movie Review</b>	20%	1, 3	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry &amp; Analysis</li> <li>✓ Problem-Solving</li> <li>✓ Valuing</li> </ul>
<b>Outline for Group Project</b>	10%	2, 4	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry &amp; Analysis</li> <li>✓ Problem-Solving</li> <li>✓ Self-Awareness &amp; Engagement</li> <li>✓ Social Awareness &amp; Engagement</li> </ul>
<b>Group Project</b>	35 %	1, 2, 3, 4	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry &amp; Analysis</li> <li>✓ Problem-Solving</li> <li>✓ Self-Awareness and Engagement</li> <li>✓ Social Awareness &amp; Engagement</li> <li>✓ Valuing</li> </ul>

### **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.

### **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.

## Detailed Course Outline

MODULE & CORRESPONDING WEEK	THEMES/DUE DATES	REQUIRED READINGS
September 15-Module 1	Course Introduction; The History and Changing Nature of Leadership	Komives et. al., Chapter 1-3
September 22-Module 2	Diversity and Leadership <b>Submit Reflection #1</b>	Komives et. al., Chapter 5
September 29- Module 3	Ethics and Leadership; Community Leadership as Process <b>Submit Reflection #2</b>	Komives et. al., Chapter 6
October 6-Module 4	Understanding Yourself in Relation to Leadership	Komives et. al., Chapter 4
October 13-Module 5	A Closer Look at Privilege <b>Submit Reflection #3</b>	“Connecting Across Cultures”, from <i>Everyone Leads</i> <b>E-reading via OWL course page</b>
October 29-Module 6	“Leave No Footprint Behind” (Karen Oldham)	Gruber, Introduction, Chapters 1 &2
October 27	<b>Submit MIDTERM EXAM (20%)</b>  <b>Zoom Groups to Develop Outline for Group Project</b>	NO NEW READINGS
November 3	<b>FALL READING WEEK</b>	No new readings or assignments
November 10-Module 7	Leadership and Social Change: The Social Model of Leadership Development <b>Outline for Group Projects Due (10%)</b>	Komives et. al., Chapters 11
November 17-Module 8	Community Crisis Leadership	Reading –TBD; Ted Talk “How to Make a Difference When Times are Tough”
November 24- Module 9	Leadership Lessons from the AIDS Pandemic <b>Movie Review Due</b>	Reading - <i>And the Band Plays On (Recommended)</i> Movie available on YouTube, or CRAVE (HBO Canada)

<b>MODULE AND CORRESPONDING WEEK</b>	<b>THEMES/DUE DATES</b>	<b>REQUIRED READINGS</b>
December 1-Module 10	Community Leadership as Process	Komives, et.al. Chapter 7 (Chapter 8 is optional)
December 8- Module 11	Principles for Building Healthy Communities  <b>Final Group Assignments Due</b>	<i>Building Community</i> by Gruber (course book for group project)

## Detailed Overview of Grading and Assignment Structure

- 1) Reflection Questions: 15% (3 questions worth 5 marks each)**  
**Length: 2 pages, typed, double-spaced, properly referenced.**  
**Due Dates: September 22; September 29; October 13**

### **Reflection Question 1:**

Komives, Ch. 5, #2 (p.233): *Referring to Milton Bennett's Developmental Model of Intercultural Sensitivity, think about where you are currently in this model. What stage best describes you now? What experiences will help you expand your openness to others?*

### **Reflection Question 2:**

Komives, Ch. 6, #4 (p.279): *How would you approach someone in your group or community who is behaving unethically or who is violating the group's standards?*

### **Reflection Question 3:**

Watch the Privilege Video Available here and on the course site:

<https://www.youtube.com/watch?v=4K5fbQ1-zps>

Reflect and comment honestly on how this video made you feel? Is this an effective tool for teaching about privilege? Why or why not?

## **2) Midterm Exam:**

**Date due: Tuesday October 27, 2020**

**Worth: 20%**

This midterm will be a take home, essay style exam and will include all material covered in Units 1 and 2.

### **3) Video Review—*And the Band Played On***

**Length: 4-5 pages, typed, double-spaced, properly referenced.**

**Date Due: Tuesday November 24, 2020**

**Worth: 20%**

This movie is available to stream on HBO Canada (Crave) if you subscribe. If you do not subscribe to Crave, I believe you can try CRAVE for free for 7 days; the movie is available there to watch. Alternatively, it is available on YouTube for a minimal cost to view here:

[https://www.youtube.com/watch?v=J3E\\_705daeQ](https://www.youtube.com/watch?v=J3E_705daeQ)

In the context of community leadership, this assignment will involve critically analyzing the movie “And the Band Played On”. This movie explores in depth, the handling of the AIDS Pandemic. Fast forward to today and we are all currently living through the Covid-19 Pandemic. Keeping this in mind your task is as follows:

- 1) Briefly summarize the key themes of the video.
- 2) Critically reflect on what lessons about community leadership can be learned from the handling of the AIDS Pandemic.

### **4) Engage and Make a Difference (35%)**

#### **Part 1:**

#### **Outline for Group Project**

**Date Due: November 10, 2020**

**Worth: 10%**

With a focus on Community Leadership as “Process”, this outline will include: a group values contract; a strength each member brings to the group, as well as some skill they hope to further develop through the group collaboration; and, a detailed description of your “make a difference” project.

For this assignment, please use the template posted on the course site.

#### **Part 2:**

#### **“Engage & Make a Difference” Group Project**

**Date Due: December 8, 2020**

**Worth: 35%**

In this cumulative, end of term project, take what you have learned about Community Leadership and apply it to a creative project designed to engage with, and support a community in need during the Covid-19 pandemic. The nature of community engagement has changed in the midst of this pandemic, but it is needed now more than ever. As a group, make a decision about what community you would like to support. Brainstorm how you might offer that support, given the important public health measures mandated by the province to keep everyone safe. There are several websites

that might be helpful in giving you some ideas:

Volunteer Canada:

<https://volunteer.ca/index.php?MenuItemID=420>

Pillar Non-Profit (London)

<https://pillarnonprofit.ca/volunteer>

Volunteer London

<https://volunteerlondon.ca/>

Other more specific kinds of examples include:

- 1) If you have the talent, make homemade masks to donate to agency that serves a vulnerable population (e.g. Regional HIV/AIDS Connection; My Sister's Place). If you cannot make masks, perhaps have a mask drive.
- 2) See if there is a way that you can support the RHAC Red Scarf Campaign this year (in support of World AIDS Day)
- 3) Work to create a little free library in your neighbourhood, where people can donate and/or take a book.
- 4) Gather needed donations for: an animal shelter; the Foodbank; a woman's shelter. Be sure to consult with the organization to ensure that you gather what they need.
- 5) Reach out to a long-term care facility to see if there is something that you can do to support Seniors during this period of isolation.
- 6) Reach out to a school or agency to see if you can offer your services as an online tutor to children who are struggling with online learning.

These are just a few examples that came into my mind. There is no requirement to do any of these. As a group, please be creative, select an area to support that you are passionate about. Remember, consult with whomever you wish to support, to determine what would be most helpful during this time.

After completing your project, share your efforts with me. Be creative! Your project is due on the last day of our class and can be given to me in ANY format you wish, other than an essay! For example, a Podcast, PowerPoint with VoiceThread, A Short Video, perhaps a revised website.

Your efforts should be guided by the detailed outline that you submitted to me on **November 10<sup>th</sup>**. Be sure to include some discussion of what your greatest success was in relation to the project? What did you find most challenging? In relation to Community Leadership, what was your greatest learning moment?

## 2020-21 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](#) 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://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 may be 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 **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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