



## Course Outline

# Ascending the Abyss: Leading Ethically in Dark Times

## School of Leadership and Social Change

### General Information

Course #: 2210G

Section #: 530

Term: Winter

Year: 2021

Webinar Day and Time: Wednesdays, 6:30 – 9:30 pm

(Webinars are live lectures, but attendance is optional. Webinars will be recorded and made available for viewing for a period of 48 hours.)

Course Location: Online

### Instructor Information

Name: Dr. Lucien Lamoureux

E-mail: llamour2@uwo.ca

Telephone number for office appointments: 519-702-6517

Office hours for students: Students can email or text to arrange a telephone or Zoom meeting.

### Course Description

This course engages students to think and write critically about what is typically identified as good and bad leadership, while confronting the spectre of moral tragedy that can accompany effective leadership. It emphasizes the role that both character and institutional context play in supporting or undermining ethical leadership.

Prerequisites: LS 1031

### Required Course Materials

Custom Course Pack. E-copy can be purchased from Western Bookstore.

Ethics in Leadership, Ciulla, Joanne B., Wadsworth, Cengage Learning (2003). Physical copy can be purchased from Western Bookstore.

Ethical Reasoning, Kernohan, Andrew, Broadview Press (2020). Physical copy can be purchased from Western Bookstore. Ebook can be purchased from:

<https://broadviewpress.com/product/ethical-reasoning-theory-and-application/#tab-description>

Writing Philosophy: A Guide for Canadian Students, 2<sup>nd</sup> ed., Vaughn, Lewis and Scott McIntosh, Jillian, Oxford University Press (2012). E-book can be rented from: <https://www.vitalsource.com/en-ca/products/writing-philosophy-lewis-vaughn-jillian-scott-v9780190161170>

## Learning Outcomes

Upon successful completion of this course, students will be able to demonstrate the Brescia competencies of Valuing, Critical Thinking, Self-Awareness and Development, and Communication by being able to:

1. Describe the major ethical theories that influence discourse about leadership (Valuing (level 4)).
2. Apply abstract theories of ethics to concrete situations related to leadership activity (Valuing (level 4); Critical Thinking (level 2)).
3. Discuss competing points of view on ethical issues in leadership (Valuing (level 3); Critical Thinking (level 1); Self Awareness and Development (level 3); Communication (level 2)).
4. Evaluate conflicting philosophical arguments related to these issues (Valuing (level 3); Critical Thinking (level 3)).
5. Formulate well-reasoned solutions to practical dilemmas inherent in leadership decisions (Valuing (level 3); Critical Thinking (level 3)).
6. Exhibit basic skills necessary to implement ethics-based leadership (Valuing (level 4); Self Awareness and Development (level 2)).
7. Persuade others of a well-reasoned stance or action (Critical Thinking (level 3)).
8. Demonstrate effective writing and skillful critical and reflective thinking (Communication (level 3); Self-Awareness and Development (level 3)).

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

## Brescia Competencies

### Communication

The ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

## **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.

## **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 emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

## **Valuing**

The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

## **Teaching Methodology and Expectations of Students**

3 lecture hours/week; 0.5 course.

Online webinars will be integrated with reading materials, visual presentations, individual and group cases or discussions. Webinars will be recorded, but only made available for 48 hours to encourage students to keep up with the readings and course material.

## **Copyright and Intellectual Property**

Webinars, 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**

### **Class Participation**

The class participation grade is divided between a discussion forums and case studies:

1. Within a specific time period to be specified, students are expected to discuss and debate the readings and lecture material in online forums that have been set-up in OWL according to topic. A topic contribution should either engage the philosophical argument presented in an assigned reading for that topic, or another student's argumentative engagement with that argument. Do you agree or disagree with the philosopher/student? Why?
2. A question, or series of related questions, typically concerning relevant case scenario will be assigned 4 times in the term as specified in the reading syllabus. A written answer (approximately 2 double-spaced pages) is to be submitted. Each answer is graded on the basis of the clarity and persuasiveness.

## Essays

Format: 5 double-spaced pages. Additional details will be provided.

Submission and plagiarism Check: Essays must be submitted electronically to OWL on the due date.

Late Penalties: For the first essay, submissions after the due date will receive a 5% penalty per calendar day. The second essay must be submitted on the due date, unless there is an academic accommodation.

Marking Criteria: Each paper will be graded out of 50 according to the following criteria:

*Understanding*: How well does the author understand and make judicious use of the relevant course material? How well does s/he understand the complexity of the issues involved? [15 marks]

*Argument*: Does the author use cogent arguments to support his or her position? Do the claims made in different parts of the paper follow from one another and are they consistent? [15 marks]

*Clarity*: Is the author's position clear, with an explicitly articulated thesis, and is the paper clearly written overall? Does the paper answer the questions asked? Could another student at the same level who is not enrolled in the course understand the paper? [10 marks]

*Organization*: Does the author reveal a plan for the paper at the outset and does s/he follow that plan? Does the paper have an explicit overall direction? [5 marks]

*Style*: Does the author's paper use correct grammar and syntax? Have the guidelines for proper format been followed? Has the author cited sources where necessary, following a recognized style? [5 marks]

## Final Essay Exam

The format will be a take-home essay graded like the first and second essays to be submitted on a date determined by the Registrar's Office. Further details will be provided to the class later in the term.

## Evaluation Breakdown:

| Component                  | Weight | Date/<br>Deadline                        | Learning<br>Outcome                                    | Brescia<br>Competencies |
|----------------------------|--------|--|--|-------------------------|
| <b>Class Participation</b> | 10%    | Jan 13 -<br>Apr. 7                       | 1,2,3,4,5,6,7  | C,CT,SAD,V              |
| a. discussion Forums       |        |  |  |                         |
| b. case studies            | 10%    | Jan. 27<br>Feb. 10<br>Mar. 10<br>Mar. 24 | 1,2,3,4,5,7,8<br>1,2,3,4,5,7,8<br>1,2,3,4,5,7,8<br>6,8 | C,CT,SAD,V              |
| <b>Essay #1</b>            | 20%    | Feb. 24                                  | 1,2,3,4,5,7,8  | C,CT,SAD,V              |
| <b>Essay #2</b>            | 30%    | Apr. 7                                   | 1,2,3,4,5,7,8  | C,CT,SAD,V              |
| <b>Final Essay Exam</b>    | 30%    | TBA                                      | 1,2,3,4,5,7,8  | C,CT,SAD,V              |

### 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, an academic accommodation will still be required. Supporting documentation should be submitted to your Academic Advisor if you choose not to self-report or self-reporting is not an option.

### Assignment Authoring

All assignments (reports, exams, etc.) must be authored from an original document using a Microsoft Word account registered to the student. Microsoft Word is available free to all students by visiting myoffice.uwo.ca. Documents submitted with registrations affiliated to anyone other than the student may be taken as evidence of collaboration or plagiarism. Only Microsoft Word documents will be acceptable upload submissions (i.e. do not submit pdf documents). If a student is required to resubmit due to improper document formatting, late penalties will be calculated from the time the properly formatted document is submitted.

## Course Content

Topics will be covered in the order listed and any dates listed are meant as a guideline.

### Weekly Organizer:

| Topic  | Date    | Readings  | Assignments Due      |
|--|---------|---|----------------------|
| <b>Introduction</b><br><br><b>Fundamental Concepts &amp; Issues</b><br>a. relativism | Jan. 13 | Ciulla, Leadership Ethics: Expanding the Territory (available in OWL)<br>Kernohan text (Chapter 1)<br>Benedict, Anthropology and the Abornmal (Ciulla text: 231-238)<br>Midgley, Trying Out One's New Sword (Ciulla text: 239-244)<br>Bennett, The Conscience of Huckeberry Finn (Ciulla text: 81-91) |                      |
| b. egoism  | Jan. 20 | Plato, excerpt from the <i>Republic</i> (Ciulla text: 28-30)<br>Rand, Why Self-Interest is Best (Ciulla text: 44-52)<br>Maitland, The Human Face of Self-Interest (course pack: 19-33)<br>Frankfurt, On Bullshit (course pack: 1-17)  |                      |
| <b>Good Leadership</b><br>a. ends  | Jan. 27 | Kernohan text (Chapter 4)<br>Bentham, excerpt from <i>An Introduction to the Principles of Morals and Legislation</i> (course pack: 36-40)<br>Mill, What Utilitarianism Is (course pack: 42-60)<br>Le Guin, The Ones Who Walk Away from Omelas (course pack: 62-65)                                   | <b>Case Study #1</b> |
| b. means   | Feb. 3  | Kernohan text (Chapter 3)<br>Kant, excerpt from <i>Fundamental Principles of the Metaphysics of Morals</i> (course pack: 66-72)   |                      |

|                                     |         |   |                      |
|-------------------------------------|---------|---|----------------------|
|                                     |         | Price, Kant's Advice for Leaders: "No, you Aren't Special" (course pack: 74-84)<br>Bowie, A Kantian Theory of Leadership (course pack: 86-95)   |                      |
| <b>Good Leaders</b><br>a. character | Feb. 10 | Kernohan text (Chapter 2)<br>Nietzsche, excerpt from <i>Thus Spake Zarathustra</i> (text; 167-174)<br>Aristotle, excerpt from <i>The Nicomachean Ethics of Aristotle</i> (course pack: 97-101)<br>Sison, Virtue as Moral Capital (course pack: 103-109)<br>Woodruff, The Reverent Leader (course pack: 111-118) | <b>Case Study #2</b> |
| <b>Reading Week</b>                 | Feb. 17 | <b>Reading Week</b>   |                      |
| b. care                             | Feb. 24 | Noddings, excerpt from <i>Caring: A Relational Approach to Ethics and Moral Education</i> (course pack: 119-131)<br>Rachel, Feminism and the Ethics of Care (course pack 133-145)<br>Ciulla, Being There: Why Leaders Should not "Fiddle" While Rome Burns (course pack: 147-157)                               | <b>Essay #1</b>      |
| <b>Bad Leaders</b>                  | Mar. 3  | Kant, excerpt from <i>Religion Within the Limits of Reason Alone</i> (course pack: 160-164)<br>Ciulla, The Bogus Empowerment of Followers (course pack: 166-187)<br>Ludwig and Longenecker, The Bathseba Syndrome: The Ethical Failure of Successful Leaders (text: 70-81)                                      |                      |
| <b>Moral Imperfection</b>           | Mar. 10 | Wolf, Moral Saints (course pack: 189-199)   | <b>Case Study #3</b> |

|  |         |   |                      |
|--|---------|---|----------------------|
|  |         | Price, Why Leaders Need Not Be Moral Saints (course pack: 201-212)<br>Williams, Moral Luck (text: 112-117)  |                      |
| <b>Followers</b><br>a. blind obedience           | Mar. 17 | Solomon, The Myth of Charisma (text: 202-212)<br>Arendt, excerpt from <i>Eichmann in Jerusalem</i> (text: 119-123)<br>Arendt, Thinking and Moral Considerations: A Lecture (course pack: 214-225)   |                      |
| b. courage                                       | Mar. 24 | Uhl-Bien and Carsten, Being Ethical When the Boss is Not (course pack: 226-235)<br>Gentile, Ways of Thinking About Our Values in the Workplace (course pack: 236-262)   | <b>Case Study #4</b> |
| <b>Effectiveness and Moral Tragedy</b><br>a. law | Mar. 31 | Bernstein, excerpts from <i>Radical Evil</i> (course pack: 301-314)<br>Bakan, excerpts from <i>The Corporation</i> (course pack: 315-326)<br>Bazerman and Tenbrunsel, Ethical Breakdowns (course pack: 327-332)   |                      |
| b. followers                                     | Apr. 7  | Machiavelli, excerpt from <i>The Prince</i> (course pack: 265-268)<br>Waltzer, Political Action: The Problem of Dirty Hands (course pack: 269-279)<br>Fiala, A Critique of Exceptions: Torture, Terrorism and the Lesser Evil Argument (course pack: 281-296)<br>Aristotle, excerpt from <i>Politics</i> (course pack: 297-299) | <b>Essay #2</b>      |

## 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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