



## Course Outline – LS2330A

### Leading Change

#### School of Leadership & Social Change

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

#### General Information

Course #: LS2330A

Section #: 530

Term: Fall

Year: 2022-23

Delivery: IN-PERSON

Course Day and Time: Wednesdays, 11:30am – 2:30pm

Course Location: BR-135

#### Instructor Information

Name: Dr. Anh Le

E-mail: hle48@uwo.ca

Telephone number for office appointments: N/A

Office hours: Wednesdays, 7:00pm – 9:00pm

Office location: ONLINE via Zoom (Access instructions will be sent out via OWL announcement)

#### Course Description

This course introduces students to the nature of change, change models, vision development, stakeholder analysis, change agent roles, resistance, and persuasion and influence techniques.

Extra Information: 3 hours.

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

#### Required Course Materials

Budak, A. (2022). *Becoming a changemaker: An actionable, inclusive guide to leading positive change at any level*. Balance, Hachette Book Group.

Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Penguin Random House LLC

All other required readings will be provided on the OWL course site.

### Optional Course Materials

Supplemental materials that you may find relevant and helpful are also available on the course site on OWL.

### Learning Outcomes

By the end of this course, students should be able to:

1. Assess and reflect on own patterns of response to change
2. Describe resistance to change and explain how factors and context combine to impact the change process
3. Compare and contrast the mindsets of resisting change to change as a feedback loop
4. Compare, contrast, and distinguish persuasion and influence techniques
5. Create strategies to address obstacles and barriers related to a specific change
6. Lead change by applying an action framework
7. Demonstrate competency in oral and written communication

The competency levels within these outcomes among students will vary. You can expect to achieve these outcomes if you honour course policies, participate in classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of course content, and meet all other course expectations of you as a student.

### Brescia Competencies (all at level 2)

1. **Communication:** The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.
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.
3. **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.
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.

5. **Self-Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students can recognize their values and their impact on others and make a commitment to personal growth.
6. **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
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.

## Teaching Methodology and Expectations of Students

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

### *Attendance Policy*

With in-person classes, attendance is the best predictor of academic performance and so attending class sets the student up for success.

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

### *Student Use of Technology in Class*

Using your computer or phone during class for personal activities such as reading or writing e-mail, surfing, or playing games may be distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phones are turned off.

### *Privacy*

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

## 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

Each assignment is developed with the intention of deepening the learning of the student. The evaluation then provides feedback to students on their learning, as well as to allowing the instructor to assign a fair grade at the end of the course. Students will be provided with detailed assignment descriptions on the course site on OWL under “Assignments” as well as in class discussion of the assignments.

### Evaluation Breakdown:

| <b>Component</b>                    | <b>Weight</b> | <b>Date/<br/>Deadline</b>        | <b>Brescia<br/>Competencies</b> |
|-------------------------------------|---------------|----------------------------------|---------------------------------|
| <b>1. Participation in Learning</b> | 15%           | Weekly                           | 1 - 7                           |
| <b>2. Reflexive Journal</b>         | 20%           | Oct 9; Oct 23                    | 1, 2, 5, 6, 7                   |
| <b>3. Group Presentation</b>        | 20%           | Weeks 9, 10, 11, 12              | 1 - 7                           |
| <b>4. Quizzes</b>                   | 15%           | Per topic (3)                    | 1, 2, 4                         |
| <b>5. Final paper</b>               | 30%           | December 10 <sup>th</sup> , 2022 | 1 - 7                           |

### 1. Participation in Learning (15%)

The participation mark reflects attendance, evidence of preparation and participation in weekly readings and/or assignments. The expectation is that you contribute not only for your own learning but to the learning of your classmates. We will also be using the discussion board on OWL Sakai as a way to augment our discussions held during class but not as a substitution. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others.

High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others' ideas, substantiating one's views persuasively and logically, responding to others' critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out action plans, volunteering for special role-playing or presentations, recalling and

sharing relevant experiences, being respectful and non-judgmental towards your classmates' opinions. Respect for the course and each other are essential.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis or action plans, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to negative contribution grades.

Attendance at all sessions in this course is expected. Circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via email. Under University regulations, a professor can determine at what point absenteeism has become excessive and thus can prevent you writing the exam ([www.uwo.ca/univsec/handbook/exam/attend.pdf](http://www.uwo.ca/univsec/handbook/exam/attend.pdf)). While there is no final exam in this course, if you miss three classes, you and I will meet to discuss successful completion of the course.

## 2. Reflexive Journal (20%)

For this assignment, you will write two reflexive journals (10% each journal). You can choose any concept or content you learned and/or discussed and reflect on what emotion or thinking that concept or content brought up for you. You might think about what insights you have gleaned from learning that concept. What experience do you have that is relevant to the concept you choose? What do you learn from it? What would you do differently if you learned that concept before?

Generally speaking, to write a reflexive journal, you are open to any question that you want to reflect on your own experience. For example, you might choose to reflect on the concept of trust leaps by answering the questions: What's a trust leap that you have taken recently? What made you decide to go for it? Or you might want to reflect on your imposter syndrome that is discussed in page 70-72 of the textbook. Your journal should be written in one page. It should have an introduction, body, and conclusion and present a consistent narrative. Please submit your assignment on OWL.

## 3. Group Presentation (20%) - Changemaker of the Week

For the "Changemaker of the Week" group presentation, you will work in groups of 3-4 students. Your group will prepare a presentation to the class where your group selects a person who inspires you as a team, and make a persuasive case for why that person is a changemaker. The choice of the person is completely up to your group: Your changemaker can be famous or known only by a few. They can be alive or dead. They can lead change in any role or sector. It's up to your group to tell the class the story of the changemaker and show how this person embodies the **traits, concepts, and characteristics** you have learned in class. The decision about "your changemaker" should be made and communicated to me at least 10 days before your scheduled presentation.

Your group will have a 15-minute PowerPoint presentation to the class followed by a question-and-answer session with other students and the instructor. Make sure that your presentation is

informative, innovative, and professional. Each member of the group must have an active role in either the preparation or delivery of the presentation. Please send me your PowerPoint presentation at least 3 days before your scheduled presentation. More information on this assignment will be provided in class.

#### 4. Quizzes (15%)

For this assignment, you will do three quizzes (5% each quiz). All quizzes are open book and consist of Multiple choice, and True/False questions. More information on this assignment will be provided in class.

#### 5. Final Paper - Personal Change Challenge Project (30%)

For the Personal Change Challenge, you will select one behaviour or habit that you will try to change and then write a report reflecting your experience. The duration of the project will be around 30 days, which some regard as the time needed to establish a new routine or break an old habit. We will start the challenge on October 19, 2022 and end on November 30, 2022. You may either pick a habit that you plan to break or start a new routine.

Select a habit that helps to increase your productivity in your work and life. We typically all have habits that are not considered productive and healthy in our daily activities that negatively impact our biological, psychological, social and mental health. To find a suitable productive habit to change, please review our learning materials on Changemaker Action (Week 6, 7, 9-12).

The challenge lasts only for 30 days, so challenge yourself! Pick your worst habit that is really worth changing. Feel free to check in with me before you commit to your particular change assignment. Use materials and insights about becoming a changemaker and atomic habits from the course to make your personal change project successful and to gain a deeper understanding about yourself and the challenge of changing a habit.

Please write up your experience, in a 5-page long report (11pt, 1" margins all around, 1.5 line spacing). Please include the following sections:

- 1. Description of the habit/behavior:** What habit did you choose and why? How did you develop this habit? For how long have you had it? Have you tried to make this change before? Include a description of what your initial expectations are about how challenging this assignment will be for you. Include what you know about your personal capacity for change.
- 2. Your change plan:** What is your plan for achieving successful and lasting change? For example, will you make a public statement about it? Will you enlist a friend and/or family member to support you? Will you develop an incentive plan for yourself? How will you monitor your progress? How will you deal with challenging times?
- 3. Description of experience:** Maintain a diary for the duration of the challenge to record important details and insights. Did you change your behaviour as planned? Fully or partially?

Was the change effort as easy/difficult as you had anticipated? What were some of the main challenges? Were you surprised about yourself or others around you during this project? What did you feel over the duration of the project? Was there a pattern to your behaviour and to your emotions?

- 4. Reflection:** What did you learn from the individual change experience in terms of your own capacity for change as well as the challenge of changing in general? Include a description of your feelings, insights, expectations confirmed, expectations disconfirmed, any surprises—whether these are positive or negative. Try to make links with the material covered in the course, your previous experiences with change, as well to other courses you may have taken. Try to integrate your learning and generate insights from these varied inputs. This section tends to contain the most valuable and unique insights of the reports. More depth means higher quality.
- 5. Recommendations:** What, if anything, will you do differently the next time that you have to or want to change something about your personal or professional life? How might you help others to change successfully, for example, those in your charge in your future role as a change leader.

The report is due **11:55pm on December 10, 2022** via OWL Sakai. More information on this assignment will be provided in class. Late assignments will incur a deduction of 15% per day (including weekends) and will not be accepted after three days post deadline unless medical documentation is submitted to your Dean as per the university guidelines.

### Academic Accommodation

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

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

### Course Content

Below is a tentative schedule for this course which is organized by the week (i.e. 1, 2, 3....12) with the date of class. There may be departures from this list as some topics take up more (or less) time than is scheduled. Following this schedule is the responsibility of each student. Please check OWL regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week.

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

Weekly Organizer:

| Class/Week | Date         | Description  | Assignments and/or Readings Due   |
|------------|--------------|--|---|
| 1          | Sep 14       | Introduction and Overview                          | Bring in your “essence”   |
| 2          | Sep 21       | Nature of Change and Changemaker Mindset           | Introduction and Chapter 1 (Book 1)   |
| 3          | Sep 28       | Changemaker Mindset cont’d                         | Chapter 2-5 (Book 1)<br><i>Quiz 1 due at 11:55pm, Oct 2, 2022</i>   |
| 4          | Oct 5        | Changemaker Leadership                             | Chapter 6 & 7 (Book 1)<br><i>Reflexive Journal 1 due at 11:55pm, Oct 9, 2022</i>  |
| 5          | Oct 12       | Changemaker Leadership cont’d                      | Chapter 8 (Book 1)<br><i>Quiz 2 due at 11:55pm, Oct 16, 2022</i>  |
| 6          | Oct 19       | Changemaker Action                                 | Chapter 9-10 (Book 1)<br><i>Reflexive Journal 2 due at 11:55pm, Oct 23, 2022</i>  |
| 7          | Oct 26       | Changemaker Action cont’d                          | <ul style="list-style-type: none"> <li>▪ Chapter 11-12 (Book 1)</li> <li>▪ Introduction and The Fundamentals (Book 2)</li> </ul> <i>Quiz 3 due at 11:55pm, Oct 30, 2022</i> |
| 8          | <b>Nov 2</b> | <b>Reading Week</b>                                |   |
| 9          | Nov 9        | Changemaker Action cont’d: The 1 <sup>st</sup> Law | <ul style="list-style-type: none"> <li>▪ Chapter 4-7 (Book 2)</li> </ul> <b>Group 1 Presentation</b>  |
| 10         | Nov 16       | Changemaker Action cont’d: The 2 <sup>nd</sup> Law | <ul style="list-style-type: none"> <li>▪ Chapter 8-10 (Book 2)</li> </ul> <b>Group 2 Presentation</b>   |
| 11         | Nov 23       | Changemaker Action cont’d: The 3 <sup>rd</sup> Law | <ul style="list-style-type: none"> <li>▪ Chapter 11-14 (Book 2)</li> </ul> <b>Group 3 Presentation</b>  |
| 12         | Nov 30       | Changemaker Action cont’d: The 4 <sup>th</sup> Law | <ul style="list-style-type: none"> <li>▪ Chapter 15-17 (Book 2)</li> <li>▪ <b>Group 4 Presentation</b></li> </ul>   |
| 13         | Dec 7        | Advanced Tactics for Leading Change<br>Wrap-up     | <ul style="list-style-type: none"> <li>▪ Chapter 18-20 (Book 2)</li> </ul> <b>Final Paper Due on Dec 10, 2022 at 11:55pm</b>  |

Book 1: Budak, A. (2022). *Becoming a changemaker: An actionable, inclusive guide to leading positive change at any level.* Balance, Hachette Book Group.

Book 2: Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones.* Penguin Random House LLC



## 2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10)).

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

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

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. 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.

#### 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 [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://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.

## 2. ACADEMIC CONCERNS

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

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

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

## 3. ABSENCES

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

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

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

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

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

### **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

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://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 Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

### Mental Health and Wellness

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

### Sexual Violence

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

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

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

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