

Course Outline – Leadership Development School of Leadership and 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 #:	LC3333A
Section #:	530
Term:	<i>Fall</i>
Year:	2022-23
Delivery:	<i>In-person</i>
Course Day, Time:	Mondays, 11:30am-2:30pm
Course Location:	Brescia University College, room UH26

Instructor Information

Name:	Dr. Cassie Ellis
E-mail:	cellis42@uwo.ca
Telephone number for office appointments:	available upon request
Office hours:	available upon request
Office location:	Virtual (on Zoom) or in Office (Ivey Building, Rm 2354)

Course Description

This course considers the conditions, techniques, and activities which facilitate the development of leaders and leadership. The course emphasizes that leadership development includes not only the nurturing of individual skills but also competencies relating to interactions with other persons in the immediate environment and the larger organization.

Prerequisite(s): [Leadership Studies 2210F/G](#), [Leadership Studies 2233A/B](#) and [Leadership Studies 2330A/B](#), or permission of the department.

Required Course Materials

Required readings are posted on the course OWL site.

Cases through Ivey Publishing are available by digital downloads, approximately \$3.75 per case. You will first need to set up an account through <https://www.iveycases.com/RegisterUser.aspx> and then search by case name or number. You pay directly online.

There are two other costs: \$20.00CAD for completion of the Leadership Character Insight Assessment (LCIA) (url available on OWL site) and \$15.00USD for the Best Reflected Self Exercise <https://reflectedbestselfexercise.com/products/rbse-in-education> (please wait to purchase until discussed in class).

Optional Course Materials

Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole heart.* New York, NY: Random House.

Crossan, M., Seijts, G., & Gandz, J. (2016). *Developing leadership character.* New York, NY: Routledge. Also available as an e-book on-line.

Levi, D. (2014). *Group dynamics for teams* (4th ed.). Los Angeles, CA: SAGE.

Learning Outcomes

This course aims to increase your awareness of *Leading Self* and prepare you to embark on a journey of self-discovery, assessment, and reflection. In highly dynamic and complex contexts, leaders' decision making requires profound judgment that is anchored in strength of character.

We also focus on the theories and skills in *Engaging Others* particularly as it relates to fostering development in others and building high performing teams.


By the end of the course, class participants should be able to:

1. Describe foundational leadership development concepts and theories for *leading self* and *engaging others*.
2. Spot leader character in situational contexts and discuss how character supports leader competencies and commitment as well as shapes decisions and actions.
3. Diagnose and develop own leader character.
4. Assess and reflect on leadership strengths and weaknesses for self, others, teams, and the organization.
5. Create a personal leadership development plan in writing.
6. Demonstrate competency in oral and written communication.
7. Demonstrate professional behavior.

The competency levels on these outcomes among class participants 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

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college we value academic excellence and the mastery of the scholarly knowledge in students' chosen areas of study.


1.  **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Level 3 – Communicating Ideas


Develops a compelling, thoughtful and development argument or message that targets specific audience and incorporates others' perspectives. Consistently follows the conventions and techniques of the discipline and medium.

Level 3 – Interpersonal Communication


Consistently demonstrates behaviours that effectively promote positive interactions in assigned contexts, including evaluating available conflict resolution strategies to choose the best one.

2.  **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Level 3 – Clarifies concepts, statements and arguments and can evaluate their rational or evidentiary basis. Understand relevancy and sufficiency of premises.


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

Level 3 – Develops a focussed subject of inquiry that consider a wide variety of relevant sources and/or methods. Analyzes evidence to find patterns, limitations, etc. and draw a conclusion.

4.  **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Level 3 – Develops detailed problem statement incorporating most relevant contextual factors, organizing proposed solutions into list of best options. Selects appropriate solution

and evaluates results, considering further steps or work.

5.  **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

Level 3 – Affective Domain


Accurately assesses own emotional strengths and weaknesses and can reflect on the experience of emotion. Responds appropriately to emotional needs of others and maintains self-identity in relationships. Maintains resources that support resilience.

Level 3 – Cognitive Domain


Can self-monitor during a task.

Level 3 – Personal Growth

Monitors progress toward goals. Feelings of self-worth are not damaged by reflecting on and analyzing failures. Pursues independent educational experiences.

6.  **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Level 3 - Applies their understanding of the complexity of cultural elements by initiating interactions with diverse others and applying more than one perspective. Asks deeper questions about other cultures and social issues, and can analyze knowledge to promote social justice.

7.  **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Level 3 – Evaluates implications of, and objections to, acting upon values in various contexts.

Analyzes complex ethical/spiritual concepts and relates them to their own values and the external forces that shape them.

Teaching Methodology and Expectations of Students

This course is designed to maximize experiential learning and communities of practice (Wenger & Trayner). Course activities include 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.*

Please also note that this course requires a high degree of confidentiality. General concepts may be shared outside a session, however personal details of discussions are not to be shared. Under no circumstances will there be any taping of a session or pictures taken without consent of the instructor and other class participants. This is a course designed to develop character and breach of this code may result in academic sanctions.

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 via ZOOM. To respect your privacy, I will discuss your grades only with you. Please do not share or compare your grades. I cannot share information about another student's grades, so discussions comparing grades between students will not be entertained.

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

Evaluation Breakdown:

Component	Weight	Date/Deadline	Learning Outcomes	Brescia Competencies
Leadership Community of Practice	30%	Weekly	1, 2, 4, 6, 7	
Leader Character Workshop	20%	Oct 17	1, 2, 6, 7	
Reflected Best Self Exercise	25%	Nov 14	4, 5, 6	
High Performing Team Assignment	25%	Dec 5	1, 4, 6, 7	

Evaluation Component Descriptions

Students will be provided with detailed assignment descriptions and grading rubrics on the course site on OWL under “Assignments” as well as in class discussion of the assignments.

Leadership Community of Practice (Parts A & B)

Part A: Weekly Self-Assessment of Your Contributions to our Leadership Community (15%)

For this section of the assignment, Wenger & Trayner’s social learning theory, *communities of practice*, will guide your development and contributions. A rubric will be provided via OWL Assignments. As a class, we will know we have succeeded on contribution when we create a culture of trust, encourage the plurality of voices and perspectives that are inherent in the class and feel that we have a safe environment in which to express views and develop the character strengths around transformational leadership. Everyone in the class is responsible for this dimension and everyone will receive the same grade.

It is expected that you will be present and prepared for every class and share your views in our discussions. If you must miss class, it is your responsibility to let me know and discuss ways in which you might contribute and learn despite your absence.

Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. You can identify up to two members of the class who made the greatest positive contribution to your learning in the course through classroom, out of class or team discussions. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

Part B: Reflective Journal (15%)

There are four components to the reflective journal:

1. Your reflections from each class. This should include key insights from your preparation, class discussions and in particular their implications for you as a person/leader.
2. Your overall reflection on the course with particular focus on your take-aways for “leadership of self” and your intended actions for development.
3. General insights and suggestions for improving the Developing Leadership course.
4. A one-page letter defining your vision for the type of leader you want to become and how you will measure your success. I will email the letter in one year. Please submit this as a separate file/document.

Your journals will be treated with absolute confidentiality. However, please feel free to remove anything you consider to be too private to share. Please submit the journals electronically to me unless you have a strong preference to submit a paper version (e.g. some students prefer to use an actual book for their journal).

Leader Character Workshop - Group Project: (20%)

Each participant will be a member of several teams that each builds a 45-minute class workshop around one of the virtues in the Leader Character Framework. The project has two components. The first component is to develop and deliver the workshop. The workshop should be designed to enlighten your colleagues through whatever creative means you deem appropriate with a focus on approaches that engage their hearts and minds (a powerful learning combination). Please compile any readings or exercises you think would be helpful to your classmates as they deepen their understanding and experience of the virtue. You may assign these in advance of the class. Please give your colleagues three days’ notice for any readings or assignments (our classes are on Mondays; have the readings/assignments to your colleagues by Thursday).

The second component requires preparing overview documentation that captures your learning and approach to the workshop as a teaching guide for anyone who chooses to use it as a resource.

We will decide as a class which leader character dimensions we will focus on, taking into account Brescia’s commitment to “prepare our graduates to lead with wisdom, justice and compassion in a changing world.” A sign-up sheet for the workshop groups and virtues will be made available in the second class. There will be 3-4 members in each group with 6 groups in total depending on final enrollment.

Deadlines: There will be 3 workshops in Session 4 and 3 workshops in Session 6. At least three days prior to the workshop connect with me to review your plans. I will provide some input if requested, but more importantly will ensure coordination of plans between the workshops. The overview documentation for all groups will be due at the same time.

Reflected Best Self Exercise: (25%)

The Reflected Best Self Exercise™ guides you to create a portrait of your best self that captures the wisdom in your best-self reflections and analysis. The portrait is meant to be an aggregated articulation of who you are at your best as reflected through the eyes of others. Reflected best self-portraits are often represented in the form of written narratives, but some people represent their best self-portrait in a pictorial collage, mind map, video, song, or poem. You may even choose to use multiple formats as you make meaning of the stories that others offered you.

As you complete your reflected best self-portrait and begin to talk about it with others, questions like these may be helpful:

- How might I use this knowledge to enhance the quality of my work and my life?
- How might I incorporate my best self into my current job, relationships, and future career plans?
- Which situations will stimulate me to contribute maximally from a position of strength?
- How might I use this information about myself to help me reinvent myself, and to grow and develop in new ways?
- How can I manage my limitations or mitigate weaknesses using my best self?

As you review your best self-portrait and stories, identify contextual elements that either helped or hindered your ability to be your best. These enablers and blockers can be personal, relational, or situational.

Personal enablers or blockers include the attitudes, beliefs, and behaviors that affect your ability to leverage your best self in a given context. Relational enablers and blockers are those relationships that either support or undermine your best self. Situational enablers and blockers include any contextual features such as organizational standards, systems, and practices that promote or inhibit leveraging your best self. Remember that your weaknesses should be considered as blockers. While this exercise focuses on your strengths, neglecting any known Achilles' heels could interfere with your ability to capitalize on your strengths. Weaknesses can emerge from over-using your strengths as well as from under-utilizing your strengths.

High Performing Team Assignment: (25%)

There are two components to this assignment; both are done individually. Part 1 includes your analysis of the teams you worked with to develop and deliver Leader Character Workshops as well as your previous team experiences. Part 2 is a report of a case analysis. The topics covered in these two assignments includes: foundations of high performing teams; motivating teams, decision-making in teams; creating X-Teams (a type of team that typically gets better results than average teams), managing team conflict and creativity; avoiding dysfunctional team dynamics; managing diverse teams; leading virtual teams; and understanding the characteristics of high-performing team leaders.

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.

You must complete **all elements of evaluation** in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need**. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available, and evaluations cannot be rewritten to obtain a higher mark. Once you have completed an evaluation (with the allowable resubmits), you are committed to the mark earned.

Late assignments will not be accepted without an academic accommodation; they will receive a zero. All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database to detect plagiarism of assignments subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Note that as part of your fees, you have multiple downloads of Office 365 available to put on your various devices. When you download your own software, it stamps all of your work as being authentically done on your device. I would strongly urge to use your own devices to prevent questions of authorship of your assignments.

Course Content

A tentative schedule for this course is provided. I may depart from this schedule as some topics take up more or less time than is scheduled. There is also a lesson plan for each week (posted on OWL) with the identified readings, cases, and questions to prepare for the class on OWL labelled "Sessions". Following this schedule is your responsibility. You should check OWL regularly for readings, weekly assignments for class session, and announcements. Although they may not appear on the schedule, there may be random written assignments given at various points throughout the semester. These assignments are incorporated into your Part B, Reflective Journal, Leadership Community of Practice assignment. You should anticipate spending a minimum of 3-5 hours per week preparing for classes, completing readings, cases, and exercises, as well as preparing assignments.

Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
1	Sept 12	Introduction and Overview	Bring in your “essence”
2	Sept 19	Virtues and Character Strengths: Invictus	LCIA
3	Sept 26	Virtues and Character Strengths: Self Diagnosis and Application	Review LCIA report
4	Oct 3	Workshops on Leader Character Dimensions	3 groups present
5	Oct 10	Thanksgiving – NO CLASS	
6	Oct 17	Workshops on Leader Character Dimensions	3 groups present
7	Oct 24	Leader Identity Development	
8	Oct 31	READING WEEK	
9	Nov 7	Leader Identity Development cont’d	
10	Nov 14	Leader Development cont’d	Reflected Best Self Exercise Due
11	Nov 21	High Performing Teams	
12	Nov 28	High Performing Teams cont’d	
13	Dec 5	High Performing Teams cont’d & Wrap-up	High Performing Team Assignment Due

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

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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

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

1. 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;
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). 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 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 (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.

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.

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 and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

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

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

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