



Community Leadership

School of Leadership & Social Change

General Information

Course #: Sociology 3335A
Section #: 530
Term: Fall
Year: 2019-2020
Course Day and Time: Tuesdays 8:30-11:20 am
Course Location: MSJ- 201

Instructor Information

Name: Dr. Lisa Jakubowski
E-mail: ljakubow@uwo.ca
Telephone number: 519-432-8353 x28238
Office hours for students: Mondays 11:30 am to 12:30 pm or by appointment
Office location: UH-332

Course Description

This seminar course critically examines the meaning of community leadership. Topics to be considered include: the history and changing nature of leadership; the role of ideology, power and privilege in shaping leadership; exploring one's own potential for leadership; and leadership for social change.

Course Prerequisites

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

Required Readings

Komives, Susan R., Nance Lucas, Timothy R. McMahon, Wendy Wagner, Daniel Ostick. ***The Exploring Leadership Student Set*** 2013. San Francisco CA.: Jossey-Bass. [ISBN: 978-1-118-57224-5]

Krile, James F. 2006. ***The Community Leadership Handbook: Framing Ideas, Building Relationships and Mobilizing Resources***. USA: Fieldstone Alliance.

Optional Readings

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

Chrislip, David D. 2002. ***The Collaborative Leadership Fieldbook***. San Francisco: Jossey-Bass.

Komives, Susan R., Wendy Wagner. 2009. ***Leadership for a Better World: Understanding the Social Change Model of Leadership Development***. San Francisco: Jossey-Bass.

Quinn, Robert E. 2004. ***Building the Bridge as You Walk On It: A Guide for Leading Change***. San Francisco: Jossey-Bass.

Roberts, Dennis C. 2007. ***Deeper Learning in Leadership: Helping College Students Find the Potential Within***. San Francisco: Jossey-Bass.

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

Learning Outcomes

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

1. **Demonstrate** an understanding of the relational nature of leadership;
2. **Explain** how community leadership is a diverse and ever-changing process;
3. **Illustrate**, in some detail, the core competencies of community leadership;
4. **Appraise** their leadership strengths and challenges;
5. **Collaborate** with others to design and facilitate a workshop.

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

Brescia Competencies

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

Communication: includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills

including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

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

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

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

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

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

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

Teaching Methodology and Expectations of Students

This course uses a variety of instructional approaches including lectures, guest presentations, group activities, small group discussions, workshops and experiential learning opportunities.

Regarding class specific expectations, please note the following:

Submission of Assignments

All assignment should be submitted in class. **Please do not submit assignments under my office door.** All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the

student will lose ½ (.5) of a mark (.5% of the final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

Cell Phones and Computers

Technology has become an integral part of all our lives. However, out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers, tablets, and/or iPads are to be used for note-taking and class related activities only. There will be ample time during class breaks to check your messages! Thank you for your cooperation!

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.

Assignments & Grading Structure

| ASSIGNMENT | VALUE OF ASSIGNMENT | RELEVANT LEARNING OUTCOMES | RELEVANT BRESCIA COMPETENCIES |
|-----------------------------|----------------------------|-----------------------------------|---|
| Participation | 5% | 1, 2, 3, 4, 5 | <ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Self-Awareness & Development ✓ Social Awareness and Engagement ✓ Valuing |
| Reflection Questions | 15% | 1, 2, 4 | <ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Problem-Solving ✓ Self-Awareness & Development ✓ Valuing |

| ASSIGNMENT | VALUE OF ASSIGNMENT | RELEVANT LEARNING OUTCOMES | RELEVANT BRESCIA COMPETENCIES |
|--------------------------------|---------------------|----------------------------|---|
| Midterm | 25% | 1, 2 | <ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving |
| “Learning Team”–Led Workshop | 20% | 1, 3, 4, 5 | <ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Self-Awareness & Engagement ✓ Social Awareness & Engagement |
| Final Comprehensive Assignment | 35 % | 1, 2, 3 | <ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Social Awareness & Engagement |

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.

Detailed Course Outline

*Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, to attend class and to participate in all community and/or classroom activities as they are scheduled.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.*

| DATE | THEMES/DUE DATES | REQUIRED READINGS |
|--------------|--|--|
| September 10 | Course Introduction; Administrative Details | Komives et. al., Chapter 1 |
| September 17 | The History and Changing Nature of Leadership | Komives et. al., Chapters 2 & 3 |
| September 24 | Understanding Yourself in Relation to Leadership Submit Reflection #1 | Komives et. al., Chapter 4 |
| October 1 | Diversity and Leadership Guest Speaker-to be confirmed Submit Reflection #2 | Komives et. al., Chapter 5 & 8 |
| October 8 | Ethics and Leadership; Community Leadership as Process Guest Speaker- to be confirmed Submit Reflection #3 | Komives et. al., Chapter 6 & 7 |
| October 15 | MIDTERM EXAM (25%) | NO NEW READINGS |
| October 22 | Diversity in the Community Classroom | “Connecting Across Cultures”, from <i>Everyone Leads</i> E-reading via OWL course page |
| October 29 | Leadership and Social Change: The Social Model of Leadership Development | Komives et. al., Chapters 10 & 11 |
| November 5 | FALL READING WEEK | No new readings |
| November 12 | Core Competencies for Community Leadership: Framing Ideas (Learning Team Workshops) | Krile, Parts 1 & 2 |
| November 19 | Core Competencies continued: Building Social Capital—Effective Communication, Managing Interpersonal Conflict & Building Social Capital Across Cultures... (Learning Team Workshops) | Krile, Part 3 |
| November 26 | Core Competencies continued: Mobilizing Resources—Analyzing Stakeholders & Building Coalitions.... (Learning Team Workshops) | Krile, Part 4 |
| December 3 | Final Class (Final Learning Team Workshops- back-up date) COMPREHENSIVE ASSIGNMENT DUE (35%) | No new readings |

Detailed Overview of Grading and Assignment Structure

1) Ongoing Preparation and Participation- 5%

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author?

Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of view (if you disagree), and offer comments that further the conversation. Finally, in the spirit of a classroom "community", you will be expected to attend and provide commentary on ALL of the workshops of your colleagues.

2) Reflection Questions: 15% (3 questions worth 5 marks each)

Length: 2 pages, typed, double-spaced, properly referenced.

Due Dates: September 24; October 1; October 8

1st Reflection Question:

Komives, Ch. 4, #3 (p.184): *Review Bennis's lessons for developing self-knowledge and provide examples from your own life. When were you your own best teacher? When did you accept responsibility for something that did not go well? When did you learn something you really wanted to learn? When did you learn something through the process of reflection?*

OR

Komives, Ch. 4, #4 (p.184): *Looking at your top five strengths from the StrengthsFinder assessment report, how can you apply these in your leadership? Identify an example of how you applied each of these five strengths within the last week.... How can these strengths be integrated in your leadership efforts?*

2nd Reflection Question:

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

3rd Reflection Question:

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

3) Midterm Exam:

Date: Tuesday October 15, 2019
Time: 8:30 am- 10:30 pm
Worth: 25%

This midterm will cover all material (i.e., lectures, readings, guest presentations) from the beginning of the course up to and including what is covered in class on Tuesday October 8th.

4) Learning Team Led Workshop (20%) (Approximately 1 hour in length each)

In this assignment, you will form “learning teams” and your task will be to develop a workshop to teach your classmates about a “core competency” of community leadership. You will use as your starting point the *Community Leadership Handbook*, but you are encouraged to seek out, and incorporate additional resources. The topics for these workshops include:

- Framing Ideas
 - ❖ Identifying Community Assets
 - ❖ Analyzing Community Problems
 - ❖ Visioning
 - ❖ Translating Vision into Action

- Building and Using Social Capital
 - ❖ Building Social Capital Through Effective Communication
 - ❖ Managing Interpersonal Conflict
 - ❖ Building Social Capital Across Cultures
 - ❖ Mapping your Social Capital

- Mobilizing Resources
 - ❖ Analyzing Stakeholders
 - ❖ Building Coalitions
 - ❖ Building Effective Community Teams
 - ❖ Recruiting and Sustaining Volunteers

Beyond teaching your classmates about some dimension of a core competency, you will be encouraged, as a team, to consider what each of you hope to learn from the process of creating and facilitating a workshop.

These workshops will be scheduled for the following weeks of the term: **November 12, November 19, November 26, and December 3 (as a back-up date)**. In this assignment, team members will receive the same grade for their presentation.

5) Community Leader Profile (35%)

Due: Tuesday December 3, 2019

Length: 8 pages, typed, double-spaced, properly referenced.

*****Please submit both an electronic copy via the “Assignments” link on our OWL page and a hard copy to me in class.***

This assignment begins with the assumption that you are currently (or have in the past) been connected to a not for profit community organization.

Instructions:

- 1) Using our course readings as your starting point, answer the following question: if you could create the “ideal” community leader, what qualities would s/he embody? Be sure to provide a rationale for your answer. *Please note that while you begin with course materials, the expectation is that your research will extend beyond class readings to include at least 3 outside, academic sources.*
- 2) Keeping Part 1 in mind, identify a “local” person (perhaps working in an organization with which you are connected, or, from your parish, school etc.) who you feel is the embodiment of YOUR ideal community leader. Justify your choice. In the process of justifying your choice, you may wish to consider the following questions:
 - What are the top 2 or 3 reasons you have chosen this person?
 - Was there a critical issue s/he addressed? If so, how was the decision made to act on this community issue?
 - Discuss ways that the approach to leadership adopted by this individual has made a difference in her/his community?

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

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

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).

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 ;
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

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.

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).

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.

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.

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.

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/>.

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.
