



Course Outline – Leadership Development in Organizations

School of Leadership & Social Change

General Information

Course #: LS 4333B
Section #: 530
Term: Winter
Year: 2020
Course Day and Time: Mondays, 1130am to 230pm
Course Location: Ursuline Hall, Rm. 26

Instructor Information

Name: Dr. Marlene Janzen Le Ber
E-mail: mleber@uwo.ca (OWL messaging preferred)
Telephone number for office appointments: ext. 28224
Office hours for students: Mondays and Tuesdays by appointment
Office location: Ursuline Hall, Rm, 307

Course Description

This course considers the conditions, techniques, and activities which facilitate the development of leaders and leadership in organizations. This course emphasizes the leadership skills and competencies related to interactions within the larger organization.

Prerequisite(s): Leadership Studies 3333A/B or the former Dimensions of Leadership 3333A/B and or permission of the department.

Required Course Materials

Required readings are posted on the course OWL site. All articles are already paid by the copyright access fee you pay through ancillary fees with your tuition.

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 in the lesson plan. You pay directly online.

Optional Course Materials

Seijts, G., & MacMillan, K. (Eds.). (2018). *Leadership in practice: Theory and cases in leadership character*. New York, NY: Routledge. Also available as an e-book on-line.

Learning Outcomes

Within the Leadership Studies program framework, this course builds the student's capacity to *Engage Others*, which includes: foster the development of others, contribute to the creation and development of healthy organizations, communicate effectively, and build effective teams. This course builds on leader development concepts as well as organizational change and development concepts examined in previous Leadership Studies courses and applies these concepts in the organizational context. In highly dynamic and complex contexts, leaders' decision making requires profound judgment that is anchored in strength of character; in this course we focus on the theories and skills of developing, embedding, and institutionalizing this strength of character at the organizational level. In addition, the application of the theories of leadership development will be applied to existing organizations.


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

1. Compare and contrast foundational leadership development concepts and theories with individual leader development concepts and theories.
2. Integrate and synthesize concepts of leader character and commitment, organizational change, and leadership development in organizations.
3. Create a leadership development program for an organization.
4. Demonstrate competency in oral and written communication.
5. Demonstrate professional behavior.

The competency levels within 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 course participant.

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 4: Communicating Ideas


Creates original interpretations or syntheses and articulates them with refined and highly developed language, arguments, stylistic choices, and/or skilful use of authoritative sources.

Level 4: Interpersonal Communication


Adjusts communication strategies to fit the context and needs of others, frequently asking insightful questions that facilitate conversation; constructively manages and resolves conflict.

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 4: Articulates the structure of an argument and evaluate the acceptability of premises and the logical strength of arguments.

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 4: Develops a creative and original subject of inquiry that skilfully incorporates relevant sources and/or methods. Synthesizes evidence to reveal implications and develops a logical conclusion that considers implications.

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 4: Constructs insightful problem statement and identifies multiple frameworks that indicate deep comprehension of the issues. Implements the most appropriate solution with an insightful explanation and thoroughly evaluates and reflects upon results.

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 4: Affective Domain


Evaluates and responds appropriately to criticism and feedback, and to own emotional strengths and weaknesses. Perceives adversity as an opportunity for growth.

Level 4: Cognitive Domain


Articulates insights into own and others thinking. Can accurately analyze own performance and use that information to improve both during and after the performance of a task.

Level 4: Personal Growth

Evaluates progress toward goals, changing strategies as necessary. Demonstrates broadened understanding about education and life 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 4: Demonstrates a sophisticated understanding of other cultures and can take the perspective of others. Initiates and develops interactions with diverse others within a variety of intercultural contexts. Acts to promote the well-being of others.

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 4: Acts on the basis of values after reflection and rational deliberation/spiritual insight; responds persuasively to objections and articulates the ongoing struggle to implement values

Teaching Methodology and Expectations of Students

This course is designed around active learning and high impact learning activities. 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 attendance, preparation, and contribution in class. You are expected to be prepared and fully engaged in learning.

Please note that this course requires a high degree of confidentiality. General concepts may be shared outside the classroom, however personal and organizational details of discussions are not to be shared. Under no circumstances will there be any taping of a class or pictures taken in the classroom without consent of the instructor and other class participants.

Attendance Policy

This course has a Student Focused Learning (SFL) attendance policy. Class attendance is the best predictor of academic performance, so by attending class, you are setting yourself up for success. Missing more than 25% (or 9 hours) of scheduled course hours without an academic accommodation will result in the following academic consequences: receiving a "0" in both semester class contribution components, that is the individual and collective components.

You are expected to attend class. You should check your UWO email and OWL site mail regularly for any notifications regarding your attendance. You should read the course outline and clarify any concerns that you might have regarding the class attendance policy with me. I suggest that you track your class attendance.

I will send you an email if you are at risk of exceeding the allowable level of absenteeism. 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. If you believe that your situation warrants an academic accommodation, please consult with your academic advisor to determine if an accommodation would apply to your situation.

Student Use of Technology in Class

I welcome the use of laptops in the classroom if they are used for class related purposes, such as research, or participation in class exercises. Using your computer or phone during class for personal activities such as reading or writing e-mail, surfing, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor and your

colleagues. Please ensure your phones are turned off and placed inside a bag. Similarly, taking privately with classmates has the same impact.

Recent research shows that grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). So, if I find you using a laptop for non-class related activities, I will ask you to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop. This may result in a “-1” on class participation for that class.

Texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half were requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. The students who texted scored 16% points lower than those who did not text (Ellis, Daniels & Jauregui, 2010). As a result, if I find you texting, I will ask you to put your phone away and may result in a “-1” on class participation for that class.

Fried, C. (2008). In-class laptop use and its effects on student learning. *Computers and Education*, 50, 906-914.

Ellis, Y., Daniels, B., & Jauregui, A. (2010). The effect of multi-tasking on the grade performance of business students. *Research in Higher Education*, 8, 1 – 10.

Email/ OWL Messaging

OWL messaging (email) is a useful tool for sharing news, setting up appointments, or for a simple assignment clarification, but for more complex questions, a face-to-face meeting is best. Please make an appointment using OWL messaging to discuss any personal, academic, group work, or controversial issues in person, especially any concerns that you might have about your grades. I will check our course site on OWL Monday through Friday during office hours; you can expect a response within 24 hours during the work week. I will not check OWL messaging over weekends and holidays, so plan accordingly.

Appointments

I am available on Mondays and Tuesdays by appointment. Please arrange an appointment at a mutually convenient time through the course site on OWL using its messaging option. In your message, please include the subject you wish to discuss. Be on time for your appointment, have an objective for the discussion and bring a copy of your paper you wish to discuss.

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 in person. 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.





Dropping a Course

To drop a course without academic penalty, you must drop the course by March 7, 2020.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and any other components of the course materials are the intellectual property of the instructor. Any materials posted by other students are the intellectual property of that student. 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

Component	Weight	Date/Deadline	Learning Outcome	Brescia Competencies
Participation in Learning	20%	weekly	1, 2, 4, 5	
Reflective Journaling	20%	weekly	1, 2, 4	
Leadership Character in Organizations Paper	20%	Feb 10	1, 2, 4	
Leadership Development Program for an Organization	40%	Jan 13 Mar 23 Mar 30	1, 2, 3, 4, 5	

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>).

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.

Participation in Learning – Individual (10%) and Collective (10%)

With respect to contribution, the emphasis is less on knowledge and more on generated wisdom both individually and collectively as a class. A grade will be received for each.

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. Thus, the collective contribution represents an assessment of how well we have engaged each other and have created an environment that enables strong individual contribution. 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 the classroom discussion. 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. Although I do not anticipate invoking the following premise, you should be aware that failure to attend more than 30% of the class sessions will preclude the submission of the final report since the opportunity to “reflect” will have been seriously impaired.

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.

Reflective Journal (20%)

There are three components to the reflective journal:

1. Your reflections from class. This should not be a summary of what took place but rather key insights and more particularly their implications for you as a person/leader.

Deadline: 11am the following week (10 in total, excluding the final class and one other class)

2. Analyze and discuss a cross-cultural/gender/ethical leadership challenge at the organizational level you have witnessed recently in popular media and relates to our course.

Deadline: 11am the following week (10 in total, excluding the final class and one other class)

3. In your final journal entry, include general insights and suggestions for improving the Developing Leadership in Organizations course.

Deadline: March 30, 2020

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 in your dropbox on the course OWL site. If you have a strong preference to submit a paper version (e.g. some students prefer to use an actual book for their journal), please scan and submit scan on OWL in your dropbox.

Embedding Leader Character in Organizations – Individual Paper (20%)

Previous courses have examined concepts of leader character development concept as well as organizational behaviour, development, and change concepts. In this paper, you are to create an organizational plan of how to develop, embed, and institutionalize leader character as the ideal leader prototype.

Deadline: February 10, 2020

Leadership Development Program for an Organization – Group Project (40%)

There are three components to this group project: a team contract, a written report, and a verbal presentation to organizational leaders.

Deadlines:

Team Contract – January 13, 2020

Written Report – March 23, 2020

Presentation: tba, likely March 30, 2020

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

A tentative schedule for this course is posted on OWL. 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 with the identified readings, cases, and questions to prepare for the class on OWL under “Lessons”. Following this schedule is your responsibility. You should check OWL regularly for lecture notes, readings, 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 contribution grade. 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.

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](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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://www.brescia.uwo.ca/academics/registrar-services/), <http://www.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.
