

**BRESCIA UNIVERSITY COLLEGE**  
**School of Leadership & Social Change**  
**Leadership Studies 1031 (section 530):**  
**Exploring Leadership**  
**Intersession 2018**

Course Director: Professor Julie Young  
Office: #360, UH

Class Time: Monday – Thursday 1:00pm – 4:00pm  
Office Hours: Wednesday 4:00pm – 5:00pm in the Mercato,  
or by appointment.

Classroom: BR - 204  
E-mail: [jyoungma@uwo.ca](mailto:jyoungma@uwo.ca)

**Course Description:**

This interdisciplinary course will provide students with an introduction to the concept and history of Leadership. Students will examine a variety of philosophical, psychological and theoretical perspectives of leadership through readings, hands-on activities and experiential simulations, and some engagement with representative leaders.

This introductory survey course assumes no prior knowledge of leadership. This course requires no prerequisites and has no antirequisites, but is a prerequisite for Brescia University College's Major in Leadership Studies.

**BRESCIA UNIVERSITY COLLEGE INSTITUTION-LEVEL 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 communication, as well as the ability to use current or innovative media.
2. **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
4. **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
6. **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) 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.

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.

**Learning Outcomes and Brescia Competencies:**

By the end of the course, students should be able to;

- Describe, compare and critically evaluate a variety of Leadership theories and perspectives that have evolved over time (critical thinking)
- Examine situations to identify which Leadership theories/skills/perspectives have been demonstrated and evaluate the effectiveness of that Leadership (inquiry/analysis, problem-solving)
- Develop an understanding of past and present issues in Leadership (inquiry/analysis, social awareness/engagement)
- Apply the aforementioned knowledge to evaluate their own skill sets, strengths and weaknesses through experiential exercises, self-reflection and assessment (self-awareness/development, valuing)
- Identify and demonstrate their ability to both lead and follow (self-awareness & development, social awareness/engagement, communication)

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).*

**Grading and Assignment Structure:**

<b>Segment / Weight</b>	<b>Date</b>	<b>Objective</b>
Class Contribution (10%)	Ongoing	L1-L5
Midterm Exam 1 (25%)	May 29	L1-L2
Midterm Exam 2 (25%)	June 14	L1-L2
Group Project Presentation (25%)	June 26 & 27	L1-L5
Final Exam (30%)	TBA	L1-L2

**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, and to attend class.** 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.*

## PART I: LEADERSHIP & FUNDAMENTALS

<b>Week/Date</b>	<b>Topic</b>	<b>Read <u>Before</u> Class</b>
1. May 14	Course Introduction	No readings
2. May 15	Definitions of Leadership	Red Book: Chapter 1
3. May 16	Concepts of Leadership: 1). Power 2). Leaders vs. Managers Group Project Overview	Black Book: Chapter 1
4. May 17	Philosophies and Styles Tasks and Relationships	Red Book: Ch. 4 Red Book: Ch. 5
5. May 21	Victoria Day Holiday – No Class	No New Readings
6. May 22	Trait & Skills Theory	Black book: Ch. 2, Ch. 3

## PART II: LEADERSHIP THEORIES

7. May 23	Situational Theory	Black book: Ch. 5
8. May 24	LMX Theory	Red book: Ch. 9
9. May 28	Guest Speaker TBA Group Project and Review	No New Readings
10. May 29	<b>MID-TERM TEST #1</b>	
11. May 30	Transformational Theory	Black book Ch. 8

### PART III: LEADERSHIP SKILLS

12. May 31	Vision Making	Red book: Ch. 7
13. June 4	Team Leadership	Black book: Ch. 14
14. June 5	Emotional Intelligence	Articles: Why are We Bad At Picking Good Leaders, Ch. 3 “Emotional Intelligence & Leadership”
15. June 6	Conflict Resolution	Red book: Ch. 10
15. June 7	Guest Speaker TBA	No new readings
16. June 11	Change	Kotter’s <i>8 Steps to Accelerate Change</i>
	<b>EVENT MUST BE COMPLETED</b>	HBR article: <i>Tipping Point Leadership</i>
17. June 12	Communication	No new readings
18. June 13	Group project & test review	No new readings
19. June 14	<b>MID-TERM TEST #2</b>	
20. June 18	Ethics and Culture	Black Book: Ch 13 and 16
21. June 19	Guest Speaker TBA	No new readings

### PART IV: ISSUES IN LEADERSHIP AND LEADERSHIP IN THE 21<sup>ST</sup> CENTURY

22. June 20	Women in Leadership	Black book: Ch. 15
23. June 21	Authentic Leadership Servant Leadership	Black book: Ch. 9 Black book: Ch. 10
24. June 25	Leadership Challenges of the Future	Article: “Building the New Leader”
25. June 26	<b>Group Projects</b>	No new readings
26. June 27	<b>Group Projects</b>	No new readings
27. June 28	Review and final class	No new readings
<b>Final Exam – TBA</b>		

### **Required Readings:**

1. Textbook Bundle: Northouse, P. (2016). Leadership: Theory and Practice, 7th Edition. Thousand Oaks, CA.: SAGE Publications; Northouse, P. (2015). Introduction to Leadership: Concepts and Practices, 3rd Edition. Thousand Oaks, CA: SAGE Publications
2. Up-to-date information on class readings, assignments, tests, exams and grades is provided on: <https://owl.uwo.ca/>.

## **DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE**

### **1) Class Contribution- 10%**

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. The expectation is that you contribute not only for your own learning but to the learning of your classmates. The participation mark reflects attendance, evidence of preparation and participation in weekly readings and/or assignments. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others. High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others' ideas, substantiating one's views persuasively and logically, responding to others' critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out action plans, volunteering for special role-playing or presentations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates' opinions. Respect for the course and each other are essential.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis or action plans, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to negative contribution grades. While attendance at all sessions in this course is expected, circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via messaging through email. Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and approach the Dean who may prevent you from writing the final exam, making it very difficult to pass the course. After missing three classes, you and I will meet to discuss how to ensure attendance at the remaining classes.

Please note, each class will count equally toward a student's contribution grade, with each missed class receiving a grade of "0" unless academic accommodation has been granted (e. g. for family medical issues, personal medical issues, family bereavement, participation in University sports teams).

### **2) Midterm Exam 1 (May 29) – 25%**

The midterm exam will occur during class time and will cover material covered in the assigned readings, in class discussions and PowerPoint slides from the start of the year.

### **3) Midterm Exam 2 (June 14) – 25%**

The second midterm test will occur during class time and will cover material covered in the assigned readings, in class discussions and PowerPoint slides since the first midterm exam

#### **4) Group Project Presentations (June 26 & 27) – 20%**

In self-selected groups of 4 (it is each student's responsibility to get into a group), students are being challenged to both apply leadership theories and develop their own leadership skills by actually leading an activity/event of their own choosing. The group is to decide what activity/event they plan to conduct, and must complete their activity no later than **Monday June 11, 2018**. Examples of activities or events that groups might conduct include forming and executing an awareness campaign for Brescia students, hosting an activity for members of the community, creating a volunteer or fundraising activity, etc. This event can be as big or as small as your group would like (and can afford): it just has to happen! **The group presentation is to be no more than 20 minutes long**, and is to contain the following:

1. A brief summary of the group's event/activity and an evaluation of the successfulness of their effort. This summary is to be no more than 4 minutes long.
2. Each group member will then have four minutes to identify and explain to the class two instances where you lead. For each leadership instance, describe how this was a leadership role by linking it back to any leadership theory discussed in this course. Be sure to demonstrate the applicability of the theory by speaking about specific components/elements of the theory and applying those elements to your experience. You must use different leadership theories for each leadership instance. Describe what you learnt about your own leadership through this activity/event.
3. The presentation will conclude with a brief question-and-answer period where the instructor and class may ask questions.

Group Presentation Evaluation: This group presentation will be worth 10% of your final grade, and will be graded as follows:

- 2% of the grade will come from the group's presentation itself: were you interesting, inspiring and/or motivating? Did you keep our attention?
- 8% of the grade will come from each member's (2% each) leader contribution and learning discussion: as a result, it is critical that each group member be given the opportunity to contribute to the execution of this event/activity! You must work together to share leadership of this event!
- For each group member, 1% of their 2% will come from leadership "instance 1 & theoretical link". Another 1% of their 2% will come from leadership "instance 2 & theoretical link".
- For each member who does not discuss "what you learned about your own leadership," a .5% deduction will be applied.

#### **5) Final Exam (TBA) – 30%**

The final exam will be scheduled during the final exam period, and will be cumulative: it will cover material covered in the textbook, the additional readings, in class discussions and PowerPoint slides throughout the entire year.

### **COURSE-SPECIFIC POLICY STATEMENTS**

#### **1. TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS**

This course will be taught primarily through in-class discussions, which requires a much greater involvement of the student in class than does the traditional lecture method. Students will read the

assigned readings and complete the assigned exercises in preparation for the class discussion. In the classroom, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of this discussion approach demands a high level of attendance, preparation and contribution in class. Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions and activities. Collective reasoning and willingness for self-discovery are critical to the successful application of this learning process.

Detailed note-taking during class can often be distracting for others and counterproductive to your own learning. Instead, bring copies of the day's PowerPoint slides with you (slides will be posted in advance on OWL) so that you can make your own (preferably brief) additions to the notes.

## 2. Attendance

Attendance at all classes in this course is expected; however, circumstances may arise which make it impossible for you to attend. For example, if you are unable to attend a class due to health-related or other compelling reasons, you are expected to advise your instructor, in advance when possible (e-mail communication is perfectly acceptable). In addition, academic accommodation may be warranted, but it is the STUDENT'S responsibility to contact their academic advisor **immediately** (if immediacy is not possible, students must contact the advisor WITHIN ONE WEEK of any absence) to seek academic accommodation. Under University regulations, your instructor can determine at which point absenteeism has become excessive and prevent you from writing the final exam, thus preventing you from passing the course. **At the discretion of your instructor, any student who misses more than 25% of the scheduled classes will receive a participation grade of 0 out of 10 for the course.**

**NOTE: It is the STUDENT'S responsibility to catch up on missed class material by getting notes/information from students who were present. Once a student has tried to catch up on their own, any remaining questions/concerns will happily be addressed by your Instructor.**

## 3. Submission of Assignments

All assignment should be submitted in class or if outside of class time. 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  $\frac{1}{2}$  (.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.

## 4. Grades

Due to privacy regulations, I am unable to send marks or discuss issues regarding grades by email. Please see me during my office hours. Midterm exam grades will be posted to the OWL site when they become available and/ or communicated in person. Final exam grades will not be available until approved by the

department. PLEASE NOTE: There will be NO extra work assigned for the purpose of improving grades. It is unfair to other students in the class who are not given the same opportunity. Also, I am unable to increase marks unless warranted. PLEASE DON'T ASK!

### **5. Cell Phones and Computers**

Laptops must be used only for taking notes. Cell phones must be put away during lectures. Students using any electronic devices who are considered disruptive will be asked to leave.

### **6. A Note Regarding Email, Appointments and Privacy**

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment using email (I prioritize email over 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 email and our course site on OWL Monday through Friday during office hours; you can expect a response within 48 hours during the work week. Over weekends and holidays I will not be checking email or OWL, so plan accordingly.

### **7. Appointments**

Students are welcome to meet with the professor during the designated weekly office hours or by arranging an appointment at a mutually convenient time through email correspondence. Make sure to be on time for your appointment, have an objective for the discussion and bring a copy of your paper or exam you wish to discuss.

### **8. Privacy**

To respect privacy laws, all grades will be distributed on the course site on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To protect student privacy, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions about comparison of grades between students will not be entertained.

## **2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that 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.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). 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.

The 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://westerncalendar.uwo.ca/2017/pg130.html> )

### **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.

### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html> ).

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 ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your 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/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### 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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to [Mental\\_Health@Western](mailto:Mental_Health@Western) <http://www.uwo.ca/uwoacom/mentalhealth/> for a complete list of options about how to obtain help.

### 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