



**CHILDHOOD & YOUTH STUDIES 3393A (570)**  
**Special Topic in CYS**  
**Fall/Winter 2025 - 2026**

Instructor: Dr. Benjamin Muller and Dr. Dustin Ciufu  
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**Course Information**

**Calendar Description:**

King's University College and the Landon Pearson Centre have collaborated to facilitate an intercession course with a travel component to Ottawa on children's rights in Canada and around the world.

**Prerequisite(s):** Any course in Childhood and Youth Studies at the 2200-level. Notice: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites.

**Antirequisite(s):**

**Extra Information:** 3 hours

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this 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 prerequisites.



**CYS 3393A: Special Topics in Childhood and Youth Studies**  
**Spring 2026**

**Instructors:** Dr. Benjamin Muller and Dr. Dustin Ciufo

**Emails:** [bmuller@uwo.ca](mailto:bmuller@uwo.ca) and [dciufo2@uwo.ca](mailto:dciufo2@uwo.ca)

**Requisites:** Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level. Notice: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites.

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**Course Approach to Teaching and Learning**

The course approach to teaching and learning is intended to foster a positive learning environment for all members. By recognizing the classroom as a space for individual and collective development, everyone is encouraged to be engaged in the class, reflect on the experience, and supportive of one another. As this course also includes a travel component to Ottawa, site visits and experiential learning with a wide range of children's rights academics and practitioners will see us move beyond the confines of the classroom and into an array of settings. Transforming this theoretical vision into a practical reality necessitates the active involvement and dedicated commitment of each student. This is of particular relevance for this course as will be highlighted further below through the course learning outcomes.

**Course Learning Outcomes**

This course is designed to advance students' theoretical and practical knowledge for children's rights in Canada and around the world. To do so, students will begin with four classes at King's University College in London. This will include theoretical morning discussions and practical afternoon skill-building on children's rights themes including children and activism, children, law, and politics, children and migration, child protection, and Indigenous childhood. These four sessions will prepare students so that they may actively engage when learning from and discussing with children's rights professionals across these shared areas in Ottawa. Through advancing students' theoretical and practical knowledge for children's rights in Canada and around the world, the course intends to support the following learning outcomes:

- Establish a theoretical understanding for children's rights as well as practical activist skills to advance children's rights in Canada and around the world.
- Learn to analyze the theoretical and practical state of children's rights in Canada and around the world through course readings, seminar discussions, and activity-based learning.
- Develop written and oral communication skills through composing and sharing their Preparatory Report for Engaging with a Speaker in Ottawa, their Children's Rights Activist Project, and their 5R Framework for Reflection on Children's Rights in Canada and Around the World.

- Applying theoretical and practical knowledge for children's rights in Canada and around the world through engaging with children's rights experts in a variety of domains in Ottawa.

### **Course Readings**

The required readings for this course will be made available on the course's OWL Brightspace page. Please be sure to follow the course schedule and come to class having completed the readings and being prepared to share your reflections and analysis of the literature. This will not only enhance your learning process and therefore your understanding of the course content, but it will also contribute to theoretically informed discussion across the class. Completing course readings is of particular importance with this course as students will be expected to have come to class having thoroughly read the material and be prepared to share their perspectives given the seminar-style and activity-based nature of this course.

### **Course Assessment**

This course includes a number of assessments that each student is required to complete. A brief explanation for each of these assessments are shared below. Further details and resources will be provided in class and on the course's OWL Brightspace page.

#### **Assessment 1: Class Preparation and Active Participation (King's University College) (20%)**

This course is designed to facilitate the *Active Participation* of all students through various assessment as well as lecture discussions and case study deliberations. With this emphasis on active participation built into the course design, the intention is to facilitate an engaging, dynamic, and affirming setting where each student can learn, share, and grow in their academic development. The actively participating student is one who comes to class prepared having completed readings and assignments, listens attentively to their fellow students and professor, as well as sharing their reflections and analysis in partners, with groups, and through class-wide discussions. Such reflections and analysis are informed by and connected to the course material. The foundation for embodying the actively participating student starts with each student bringing a positive attitude to the class. Not only will each individual student benefit from doing so, but it will contribute to building a supportive and welcoming classroom where everyone may feel compelled to participate. This is our ultimate collective goal.

**Due date: Ongoing**

#### **Assessment 2: Exit Card Reflections (4 (one per class) x 2.5% = 10%)**

At the conclusion of each of the four classes (May 11<sup>th</sup> to May 14<sup>th</sup>), students will compose an Exit Card Reflection. The Exit Card Reflection will see students consider the material discussed and the experience they had within the class each day. These reflections are intended not only for each student to consider the day's event, but each student will be welcome to share them with the class in order to generate on-going class conversations.

**Due date: Conclusion of each class**

#### **Assessment 3: Preparatory Report for Engaging with a Speaker in Ottawa (Pairs/Group of Three) (15%)**

A fundamental aspiration for this course is to see students attentive, informed and prepared to engage with the speakers that we meet in Ottawa. Toward this end, the Preparatory Report for Engaging with a Speaker in Ottawa will see students working in pairs. It is designed to ensure students are equipped with knowledge for the speakers we meet so that they will feel confident and empowered to engage with them. This can transpire through asking questions, sharing reflections, and furthering dialogue on their particular children's rights background that the speaker holds expertise in.

This assessment will consist of students conducting research on their select speaker, organizing that information, and composing a report that will be shared with all members of our class. In this way, while students who completed the report will have put the most work into engaging their particular speaker, it still offers the chance for all members of our class to be equipped to engage in conversations with all speakers.

**Due date: Wednesday, May 20<sup>st</sup>, 2026.**

**Assessment 4: Children’s Rights Activist Project (Pairs/Group of Three) (20%)**

Further to preparing for the class experience in Ottawa is developing practical skill-building for advancing children’s rights. The Children’s Rights Activist Project is designed for students to work as partners, select a children’s rights issue, and follow the steps outlined in drawing awareness to this issue. Students are encouraged to select a children’s rights issue that aligns with the rights discussed in our course and that will be explored further in Ottawa.

This assessment will consist of students learning and implementing activist steps including planning, coordinating and collaborating, engaging the media and politicians, and taking a leadership role in their activism for their particular children’s rights issue. This project will also be shared with all members of our class. In this way, while students who complete their project will have put the most work into their particular children’s right, it still offers the chance for all members of our class to be equipped to engage in further discussions in Ottawa.

**Due date: Wednesday, May 20<sup>th</sup>, 2026.**

**Assessment 5: Engagement and Active Participation (Ottawa) (10%)**

Perhaps the most important element of this course is that students engage and actively participate with the speakers that we will have the good fortune to meet in Ottawa. Engagement and participation may consist of active listening, asking questions, and involvement in discussions. Most critical to ensuring this is a positive attitude and supportive interpersonal skills. We are all a part of a group and aspire to see everyone get the most enjoyment and professional development out of this experience. By learning, discussing, and sharing, each student can feel empowered to engage and actively participate in Ottawa.

**Due date: Ongoing in Ottawa**

**Assessment 6: The 5R Framework for Reflection on Children’s Rights in Canada and Around the World (25%)**

Once the course has come to a close and students are returning from Ottawa, each student will compose a 5R Framework for Reflections on Children’s Rights in Canada and Around the World. This assessment will see students report, respond, relate, and reason about the experience, while finally conclude by outlining how you will reconstruct your practice based upon this experience.

**Due date: Friday, June 5<sup>th</sup>, 2026.**

**Course Schedule**

Session	Class Description	Readings and Requirements
Class-Based Portion – King’s University College		
Session 1 Monday, May 11 <sup>th</sup> , 2026.	<b>Theoretical Morning Discussion</b>  Children, Rights and Activism	<u>Readings</u> Caputo, V. (2020). Introduction: “Curiosity, creativity, culture”: Landon Pearson’s life and work in Canadian children’s rights advocacy. In V. Caputo (Ed.), <i>The children’s senator: Landon Pearson and a lifetime of advocacy</i> (pp. 3 - 21). McGill-Queen’s University Press. <a href="https://doi.org/10.2307/j.ctv18sqzb7.6">https://doi.org/10.2307/j.ctv18sqzb7.6</a>

		<p>Collins, T. M. (2024). Understanding children’s rights in the professional context. In T.M. Collins (Ed.), <i>Children’s rights in professional practices with children and youth</i> (pp. 22-44). Edward Elgar Publishing.</p> <p>Caputo, V. (2022). Entangle, entangled, entanglements: Reimagining a child and youth engagement model using a common worlds approach. <i>Journal of childhood studies</i>, 47(3), 8–20. <a href="https://doi.org/10.18357/jcs202219640">https://doi.org/10.18357/jcs202219640</a></p>
	<p><b>Practical Afternoon Skill-Building</b></p> <p><i>Academic Skills for Activism: Critical Thinking, Interpersonal Skill Development and the Art of Asking Quality Questions</i></p>	<p><u>Reading</u> Tittle, P. (2011). Critical thinking. In P. Tittle (Ed.), <i>Critical thinking: An appeal to reason</i> (pp. 1-20). Routledge.</p> <p><u>Activity</u> Introducing Assessment 3: Preparatory Report for Engaging with a Speaker in Ottawa</p>
<p>Session 2 Tuesday, May 12<sup>th</sup>, 2026.</p>	<p><b>Theoretical Morning Discussion</b></p> <p><i>Children, Law and Politics</i></p>	<p><u>Readings</u> Paré, M. (2017). Children’s rights are human rights and why Canadian implementation lags behind. <i>Canadian journal of children’s rights revue Canadienne des droits des enfants</i>, 4(1), 24–47. <a href="https://doi.org/10.22215/cjcr.v4i1.1163">https://doi.org/10.22215/cjcr.v4i1.1163</a></p> <p>Hanson, K., Nieuwenhuys, O. (2020). A child-centered approach to children’s rights law: Living rights and translations. In J. Todres &amp; S.M. King (Eds). <i>The Oxford handbook of children’s rights law</i>. (pp. 101 – 118). Oxford University Press. <a href="https://doi.org/10.1093/oxfordhb/9780190097608.013.6">https://doi.org/10.1093/oxfordhb/9780190097608.013.6</a></p>
	<p><b>Practical Afternoon Skill-Building</b></p> <p><i>Practical Skills for Activism: Planning, Coordinating and Collaborating</i></p>	<p><u>Activity</u> Introducing Assessment 4: Children’s Rights Activist Project</p>
<p>Session 3 Wednesday, May 13<sup>th</sup>, 2026.</p>	<p><b>Theoretical Morning Discussion</b></p> <p><i>Children and Migration</i></p>	<p><u>Readings</u> Brunner, L. R. (2022). Towards a More Just Canadian Education-migration System: International Student Mobility in Crisis. <i>Studies in Social Justice</i>, 16(1), 78–102. <a href="https://doi.org/10.26522/ssj.v16i1.2685">https://doi.org/10.26522/ssj.v16i1.2685</a></p> <p>Kaufmann, L. (2021). Integration in Canada: A systematic review of the youth experience. <i>International Journal of Intercultural Relations</i>, 84, 52–64. <a href="https://doi.org/10.1016/j.ijintrel.2021.06.010">https://doi.org/10.1016/j.ijintrel.2021.06.010</a></p>
	<p><b>Practical Afternoon Skill-Building</b></p> <p><i>Engaging Politicians and the Media</i></p>	<p><u>Activity</u> Continuing Assessment 4: Children’s Rights Activist Project</p>
<p>Session 4: Thursday, May 14<sup>th</sup>, 2026.</p>	<p><b>Theoretical Morning Discussion</b></p> <p><i>Child Protection and Indigenous Childhoods</i></p>	<p><u>Readings</u> Waldock, T. (2020). <i>Child welfare and the status of children requiring support and care</i>. In T. Waldock, (Ed.), <i>A question of commitment: The status of children in Canada</i> (Second edition.) (pp. 107 – 130). Wilfrid Laurier University Press. <a href="https://doi.org/10.51644/9781771124072">https://doi.org/10.51644/9781771124072</a></p> <p>Blackstock, C., Bamblett, M., &amp; Black, C. (2020). Indigenous ontology, international law and the application of the Convention to the over-representation of Indigenous children in out of home care in Canada and Australia. <i>Child Abuse &amp; Neglect</i>, 110(Pt 1), Article 104587. <a href="https://doi.org/10.1016/j.chiabu.2020.104587">https://doi.org/10.1016/j.chiabu.2020.104587</a></p>

		<p><u>Video</u>: Viewing in Class  First Nations Child and Family Caring Society of Canada. (2024). <i>My voice matters: Changing the world through child and youth activism</i>. CanCore Academic Video. <a href="https://academic-can-core-ca.proxy1.lib.uwo.ca/title/t211856">https://academic-can-core-ca.proxy1.lib.uwo.ca/title/t211856</a></p>
	<p><b>Practical Afternoon Skill-Building</b></p> <p><i>Practical Skills for Activism: Leadership in Youth Activism</i></p>	<p><u>Activity</u>  Continuing Assessment 4: Children’s Rights Activist Project</p>
<p>During the week of Tuesday, May 19<sup>th</sup> to Friday, May 22<sup>nd</sup>, students will connect briefly with one of the professors over zoom at a mutually convenient time. This will ideally take place with their partners/group of three for assessment 3 and assessment 4. This will provide the student(s) and professor a chance to discuss their key takeaways from the in-class portion of the course and how they envision this will shape the experiential learning portion of the course in Ottawa.</p>		
<p>Travel Component Portion – Ottawa, Ontario  <i>Please note, all evening events are entirely voluntary but will be facilitated by the professors for all who may be interested.</i></p>		
<p>Day 1  Monday,  May 25<sup>th</sup>,  2026.</p>	<p><i>Traveling to Ottawa</i></p>	<p><u>Schedule</u></p> <p>Morning and Afternoon: Students traveling to Ottawa and arriving at Carleton University</p> <p>Evening: Becoming familiar with lodgings/Purchasing groceries for the week</p>
<p>Day 2  Tuesday,  May 26<sup>th</sup>,  2026.</p>	<p><i>The Landon Pearson Centre</i></p>	<p><u>Schedule</u></p> <p>Morning: Tour through Downtown Ottawa</p> <p>Afternoon: Landon Pearson Centre – Tara Collins &amp; Virginia Caputo</p> <p>Evening: Commissioner’s Park Tulip Festival (kayaking /paddle boats)</p>
<p>Day 3  Wednesday,  May 27<sup>th</sup>,  2026.</p>	<p><i>Children, Law and Politics</i></p>	<p><u>Schedule</u></p> <p>Morning: Senator Marilou McPhedran, Canadian Senate</p> <p>Afternoon: Question Period, Sergeant at Arms Tour with Patrick McDonell</p> <p>Evening: Ottawa: Hog’s Back Park / Lookout Falls</p>
<p>Day 4  Thursday,  May 28<sup>th</sup>,  2026.</p>	<p><i>Children, Migration and Protection</i></p>	<p><u>Schedule</u></p> <p>Morning: TBD</p> <p>Afternoon: Marisa Moher, YouTurn: Youth Support Services, Carleton University</p> <p>Evening: Dinner at the Parliamentary Dining Room and National Art Gallery</p>
<p>Day 5  Friday, May  29<sup>th</sup>, 2026.</p>	<p><i>Children’s Rights and the Law in Canada and around the World</i></p>	<p><u>Schedule</u></p> <p>Morning: First Nations Caring Society with Jessica Raby</p> <p>Afternoon: Sergeant at Arms Tour with Patrick McDonell, Parliament Hill</p> <p>Evening: Free Time for Students</p>

Day 6 Saturday, May 30 <sup>th</sup> , 2026.	<i>Exploring Ottawa</i>	<u>Schedule</u>  Morning: Gatineau National Park  Late Afternoon: Pizza Dinner: <i>Pizza Nerds</i>  Evening: Free Time for Students
Day 7 Sunday, May 31 <sup>st</sup> , 2026.	<i>Returning Home from Ottawa</i>	Morning and Afternoon: Students traveling from Ottawa and arriving back in London

### **Costs Associated with the Course**

This course includes costs associated with the travel component to Ottawa. Such costs include lodging, transportation to and within Ottawa, as well as food. The **approximate costs** for the travel component of this course include:

Lodging: 6 nights @ \$88 per night = \$528

Transportation to Ottawa (varies dependent upon mode of transport of departure location). From London to Ottawa the Via Train may cost approximately \$250 round trip.

Transportation within Ottawa: One Week O-Pass = \$56.75

Food (varies dependent upon individual): \$150 - \$200

Other Expenses may include travel to Gatineau National Park (as there are limited public transportation options) and other possible excursions.

Total costs are approximately \$1,034.75.

### **Academic Accommodations, Consideration for Absences**

#### **Academic Accommodation**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

#### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below. In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs. Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

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

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### **CYS Absence Policy**

CYS acknowledges that instructors are responsible for using their discretion when responding to student requests for delayed due dates or excused absences. Instructors are expected to deal with unforeseen circumstances experienced by students in judicious and reasonable ways. That said, we agree to follow these principles and to use the language given below in our course outlines. **(1) Students who make needs known before an assignment is due will be relieved of penalties, have them greatly reduced, or have the due dates shifted. (2) Late penalties will be small in the first five days (2% per day). (3) Without communication, after 5 days assignments will receive a zero. (4) Only serious disruptions or traumas will involve documentation or referral to the ADO.**

### **CYS Late Policy**

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. **Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.** If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

### **Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/> See also

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **Statement on Use of Electronic Devices**

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence. Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning. The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject

to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/> Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[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) It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on

what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses. 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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>. 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.

### **CYS AI Usage Clarification Policy**

Any usage of artificial intelligence or language generation or translation applications by students to complete assigned work for this course must be approved by the instructor *and* noted by the student in the submitted work itself. Writing text and then feeding it into a computer application to improve it or translate it, changing a few words, and then submitting this text as if it was your own constitutes plagiarism. The use of Grammarly or similar applications as plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. You must compose text, choose words, construct logic flow, structure sentences and paragraphs using your own mind. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

### **Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline. Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

# King's University College

## General Course Policies

### 2025-2026

## 1. Academic Accommodations, Consideration for Absences

### Academic Accommodation (Accessibility)

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In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

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.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.