



**Childhood and Youth Studies 3351F (570)  
FACILITATING CHILD ADVOCACY  
Fall/ Winter 2025-2026**

**Instructor:** D. Ciufu  
**Email:** dciufu2@uwo.ca

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**Course Information**

**Calendar Description:**

Childhood advocacy discourses and practices operate within institutional contexts populated by existing organizational discourses, policies, and practices often embedded in a network of interconnected agencies and groups. This course examines the enabling as well as restrictive features of the role adults play in terms of facilitating and inhibiting the planning, adoption and implementation of childhood advocacy initiatives.

**Prerequisite(s):** Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

**Extra Information:** 3 seminar hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), 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 3351F: Facilitating Child Advocacy**

**Fall 2025**

**Instructor:** Dr. Dustin Ciufo

**Email:** [dciufo2@uwo.ca](mailto:dciufo2@uwo.ca)

**Mode of instruction:** In-person

*Office hours information can be found on OWL Brightspace*

### **Course Information**

*This course has a required Saturday experiential learning component. Please see Brightspace for particular dates, times, and locations.*

**Requisites:** Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G. 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.

### **Course Calendar Description**

Childhood advocacy discourses and practices operate within institutional contexts populated by existing organizational discourses, policies, and practices often embedded in a network of interconnected agencies and groups. This course examines the enabling as well as restrictive features of the role adults play in terms of facilitating and inhibiting the planning, adoption and implementation of childhood advocacy initiatives.

### **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. 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 knowledge for and provide practical experience in facilitating child advocacy. To do so, students have both the exciting opportunity and important responsibility to contribute to organizing, designing and implementing the Shaking the Movers London 2025 event. The course learning outcomes are all designed with the intent

of making this event a success for everyone involved. Therefore, these course learning outcomes include:

### **General Course Learning Outcomes`**

LO 1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

### **Specific Course Learning Outcomes**

- Developing an understanding for Shaking the Movers broadly and themes related to this edition's focus on *Exploring Freedom of Expression and Identity through the Lens of Children's Rights*.
- Advancing knowledge for taking a rights-based approach to interaction with children and facilitating children's rights through child-friendly design.
- Enhancing interpersonal, team-building, as well as written and oral communication skills through both short and long-term project-based activities.
- Active involvement in planning, revising, writing, and performing their *Children's Book on Exploring Freedom of Expression and Identity through the Lens of Children's Rights* for the participants of Shaking the Movers London 2025.
- Reflecting on this experiential education opportunity as a means by which to identify transferable skills for future opportunities as child and youth practitioners.

## 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.

## 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(a): Active Participation (14%)

This class is designed to facilitate the *Active Participation* of all students. An actively participating student comes to class prepared having completed readings and assignments, listens attentively to their fellow students and professor, shares 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, while finally being encouraged to bring a positive attitude to all facets of our class.

**Due date: Ongoing**

### Assessment 1(b): Chronicling My Course Experience (3 submissions worth 2% each for 6% total)

The *Chronicling My Course Experience* assessment transpires after three sessions in three instalments throughout the course. Each submission will be completed at the conclusion of the class. Students are asked to reflect on their course experience thus far. The following questions below are intended to guide your reflection but please feel free to reflect in the way that works best for you.

- (1) What have I learned that stands out and truly resonates with me?
- (2) How has what I learned connect to the course material (theories, concepts, content)?
- (3) How have I developed academically and/or socially?

This consistent chronicling by students will allow all students to reflect upon and share their learning and development throughout the course. This material will inform their individual culminating assessment: *Assessment 4: The Reflection Cycle – Shaking the Movers London 2025* (more on this below).

**Due Date (1): Wednesday, September 24<sup>th</sup> at 11:59pm.**

**Due Date (2): Wednesday, October 16<sup>th</sup> at 11:59pm.**

**Due Date (3): Wednesday, November 11<sup>th</sup> at 11:59pm.**

### Assessment 2(a): Exploring Freedom of Expression and Identity through the Lens of Children's Rights Research Report (15% group)

The *Exploring Freedom of Expression and Identity through the Lens of Children's Rights Research Report* is an important introductory assignment in support of the *Exploring Freedom of Expression and Identity through the Lens of Children's Rights Read Along* for Shaking the Movers London 2025. Working in groups, students will first select a specific theme related to Participation and Expression in our Communities in consultation with the professor. Once the theme has been established, the group of students will research, organize and compose a 5-page, Times New Roman, size 12 font, double-spaced report that provides important context for the theme, analyzes the theme in relation to children's rights legislation (i.e. the UN Convention on the Rights of the Child), and concludes with a summary of the previous two sections in child-friendly language.

**Due Date: Tuesday, October 7<sup>th</sup> at 11:59pm.**

**Assessment 2(b): Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Research Presentation (10% individual assessment within group presentation)**

The *Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Research Report* will in turn be delivered to the class through a 15-minute presentation (10 minutes for delivering the presentation and 5 minutes for questions and answers). Each group will create a presentation (PowerPoint, Keynote or others) and proceed to share with the class by following their report. This means that the presentation should mirror the report moving from sharing contextual information of their respective theme, to legal analysis that connects the theme to children’s rights law, before concluding with a child-friendly summary of the previous two sections. In addition, students are asked to begin their presentation introducing themselves and sharing why the selected theme is important while concluding having offered a few questions for the audience to reflect upon and discuss. Taken together, this assessment will provide an important opportunity to build the necessary skills to facilitate information about Freedom of Expression and Identity through a children’s rights framework through the *Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along* for Shaking the Movers.

**Due Date: Wednesday, October 8<sup>th</sup> in class.**

**Assessment 3: Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along (30% group)**

The culminating activity for this course’s contribution to Shaking the Movers London 2025 is to plan, organize, develop, compose, and create a *Children’s Book Exploring Freedom of Expression and Identity through the Lens of Children’s Rights* and to hold a *Read Along* with the participants at the event. Informed by the *Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Report and Presentation*, each group will spread awareness about their particular **theme** and the connected **children’s rights legislation** by sharing this knowledge through their children’s book.

**Due Date: Monday, November 10<sup>th</sup> at 11:59pm.**

**Assessment 4: The Reflection Cycle – Shaking the Movers London 2025 (25%)**

Following the culmination of the Shaking the Movers London 2025 event, students will be tasked with individually composing a self-reflection assessment. To do so, students will use The Reflection Cycle for Experiential Education framework. This reflection will consist of a 5-page, Times New Roman size 12 font, double-spaced reflection that will be organized into sections that consist of *Recording*, *Reflecting*, *Analyzing* and *Action* in relation to the event. Students will utilize their *Assessment 1(b): Chronicling My Course Experience* to inform this concluding individual assessment.

**Due Date: Friday, December 5<sup>th</sup> at 11:59pm.**

**Course Schedule**

Session	Class Description	Readings and Requirements
Fall term classes begin Thursday, September 4 <sup>th</sup> .		
Session 1 September 10 <sup>th</sup> , 2025.	<i>Introduction to CYS 3351 and Shaking the Movers (STM)</i>	<b>Readings</b> Landon Pearson Resource Centre for the Study of Childhood and Children’s Rights. (n.d.). <i>Shaking the Movers national workshop series</i> . Carleton University.

	<p>Students will begin the class learning about the requirements and objectives for CYS 3351: <i>Facilitating Child Advocacy</i>. They will then join CYS 3355: <i>Rights-Based Community Engagement</i> to be introduced to STM by Dr. Daniella Bendo and how they will contribute to facilitating Shaking the Movers London 2025.</p>	<p>Retrieved July 24<sup>th</sup>, 2025, from <a href="https://carleton.ca/landonpearsoncentre/shaking-the-movers/">https://carleton.ca/landonpearsoncentre/shaking-the-movers/</a> (Explore the website and go through the Shaking the Movers Reports).</p> <p><b>Requirements</b> n/a</p>
<p>Friday, September 12<sup>th</sup> is the last day to add or drop a full (1.0) course, first-term half (0.5) course or a full-year half (0.5) course.</p>		
<p>Session 2 September 17<sup>th</sup>, 2025.</p>	<p><i>Facilitating Children's Rights through Child-Friendly Design</i></p> <p>In this joint session, students will develop their understanding for arts-based research methods with children and youth. This topic will be presented by Professor Laurel Donison and guest-speaker Dr. Abigail Shabtay. It will set an important context for discussing best practices for facilitating children's participation.</p>	<p><b>Readings</b></p> <p>Save the Children. (2021). <i>The nine basic requirements for meaningful and ethical children's participation</i>. Save the Children: Child Rights Resource Centre. <a href="https://resourcecentre.savethechildren.net/document/none-basic-requirements-meaningful-and-ethical-childrens-participation/">https://resourcecentre.savethechildren.net/document/none-basic-requirements-meaningful-and-ethical-childrens-participation/</a></p> <p>Blaisdell, C., Arnott, L., Wall, K., &amp; Robinson, C. (2019). Look who's talking: Using creating, playful arts-based methods in research with young children. <i>Journal of Early Childhood Research: ECR</i>, 17(1), 14-31. <a href="https://doi.org/10.1177/1476718X18808816">https://doi.org/10.1177/1476718X18808816</a></p> <p>Shabtay, A. (2023). Using embodied tableaux as drama-based research method with children and youth. <i>NEOS</i> 15(2), 70 – 75.</p> <p><b>Watch:</b> Jordan River Anderson, <i>The Messenger</i> <a href="https://www.nfb.ca/film/jordan-river-anderson-the-messenger/">https://www.nfb.ca/film/jordan-river-anderson-the-messenger/</a></p> <p><b>Requirements</b> Students should be reflecting on the connections between their developing understanding of Shaking the Movers and how this may apply to arts-based approaches to facilitating children's participation.</p>

<p>Session 3 September 24<sup>th</sup>, 2025.</p>	<p><i>STM 2025 Theme – Participation and Expression in our Communities and Taking a Rights-Based Approach to Working with Children</i></p> <p>In this joint session, the class will be introduced more directly to this years' Shaking the Movers Theme: <i>Exploring Freedom of Expression and Identity through the Lens of Children's Rights</i>. They will also examine what it means to take a rights-based approach to children. At the end of the joint session, students will return to the CYS 3351 classroom to learn about their <i>Assessment 2(a)(b) Exploring Freedom of Expression and Identity through the Lens of Children's Rights Reports/Presentations</i>.</p>	<p><b>Readings</b> Caputo, V. (2022). Entangle, Entangled, Entanglements: Reimagining a Child and Youth Engagement Model Using a Common Worlds Approach. <i>Canadian Children</i>, 47(3), 8–20. <a href="https://doi.org/10.18357/jcs202219640">https://doi.org/10.18357/jcs202219640</a></p> <p>Lansdown, G. (2020). Exploring the meaning of children's participation. In V. Caputo (Ed.), <i>The children's senator: Landon Pearson and a lifetime of advocacy</i> (pp. 21 - 44). 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> <p>Watch: <a href="#">National Child Day: Understanding children's rights in Canada   CBC Kids News</a></p> <p><b>Requirements</b> By the conclusion of this class, students will have developed their understanding of STM, arts-based approaches to facilitating children's participation, and rights-based approaches to working with children. Students are now tasked with thinking about the groups they would like to form and the topics they would like to explore in preparation for their <i>Exploring Freedom of Expression and Identity through the Lens of Children's Rights Research Report (due on October 7<sup>th</sup>)</i> which will serve as the basis for delivering their <i>Exploring Freedom of Expression and Identity through the Lens of Children's Rights Research Presentation (due on October 8<sup>th</sup>)</i>.</p> <p><b>Chronicling My Course Experience #1 due in class.</b></p>
<p>Tuesday, September 30<sup>th</sup> is National Day for Truth and Reconciliation – No Classes.</p>		
<p>Session 4 October 1<sup>st</sup>, 2025.</p>	<p><i>Exploring Freedom of Expression and Identity through the Lens of Children's Rights Work Session</i></p> <p>This session sees students confirming their groups and themes for STM</p>	<p><b>Readings</b> Students will be reading up on their particular children's rights theme. They are encouraged to share their readings with their group. They are also welcome to consult the professor on readings related to their topic.</p> <p><b>Requirements</b> Students will bring their research findings to class and work collaboratively in their groups in preparation for composing their <i>Exploring Freedom of Expression and</i></p>

	<p>London 2025 and then proceeding to work within the CYS 3351 classroom in preparation for their Report/Presentation next week.</p>	<p><i>Identity through the Lens of Children’s Rights Research Report (due on October 7<sup>th</sup>)</i> and delivering their <i>Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Presentations (due on October 8<sup>th</sup>)</i>.</p>
<p>Session 5 October 8<sup>th</sup>, 2025.</p>	<p><i>Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Presentation and Introducing Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along</i></p> <p>In this session, each group will deliver their <i>Participation and Expression in our Communities Presentation</i>. They will be provided with class wide feedback to inform their proceeding requirement that will be introduced in the second half of the class; <i>The Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along</i>.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> Students will have submitted their <i>Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Research Report (on October 7<sup>th</sup>)</i> and are to deliver their <i>Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Presentations</i> in class. They are also asked to start thinking about what their <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along</i> for STM London 2025.</p>
<p>Monday, October 13<sup>th</sup> is Thanksgiving – No Classes.</p>		
<p>Session 6 October 15<sup>th</sup>, 2025.</p>	<p><i>Note-Taking for Children’s Participation and Adapting Activities to Include all Children</i></p>	<p><b>Readings</b> Camlot, H. (2021). <i>How to write a book with your kid in seven easy steps. Canadian Children’s Book News, 44(2), 4–6.</i></p>

	<p><i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along: Introduction and Work Session #1</i></p> <p>This session will start as a joint session where the class will explore best practices for note-taking for children’s participation as well as how to adapt activities to include all children.</p> <p>Following this time together, we will return to our classroom for the first work session discussing, planning, and organizing the Children’s Book.</p>	<p>Winters, K.-L. (2019). Behind the scenes: Children’s book publishing assemblages and social (inter)actions. <i>Teaching &amp; Learning</i>, 12(1), 32–57. <a href="https://doi.org/10.26522/tl.v12i1.453">https://doi.org/10.26522/tl.v12i1.453</a></p> <p><b>Requirements</b> Students are encouraged to reflect on the lessons learned on note-taking and adaptation to ensure that this informs their planning, organizing and ultimate delivery of the <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along</i>. They will also have class-time to work on the planning, organizing, and composing of their respective children’s books.</p> <p><b>Chronicling My Course Experience #2 due in class.</b></p>
<p>Session 7 October 22<sup>nd</sup>, 2025.</p>	<p><i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along: Work Session #2</i></p> <p>This session will see students continue working on their <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights</i>.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> This session will see students have class-time to work on the planning, organizing, and composing of their respective children’s books. They are encouraged to continue to work in consultation with the professor to ensure their project is child-friendly and upholds children’s rights.</p>

<p>Session 8 October 29<sup>th</sup>, 2025.</p>	<p><i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along: Work Session #3 including In-Class Trial Run</i></p> <p>This session is a trial run prior to joining with CYS 3355 next week.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> Students will be asked to share their <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights</i> so that they may receive feedback from the professor and fellow classmates.</p>
<p><i>Fall Reading Week runs from November 3<sup>rd</sup> to November 9<sup>th</sup>, 2025 – No Classes</i></p>		
<p>Session 9 November 12<sup>th</sup>, 2025.</p>	<p><i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along: Full Rehearsal with CYS 3355.</i></p> <p>This session is the full rehearsal for the <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights Read Along.</i></p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> Students will share their <i>Children’s Book on Exploring Freedom of Expression and Identity through the Lens of Children’s Rights</i> in a joint session with CYS 3355 as a part of the full rehearsal for this weekend’s Shaking the Movers London 2025 event.</p> <p><b>Chronicling My Course Experience #3 due in class.</b></p>
<p>Session 10 November 19<sup>th</sup>, 2024.</p>	<p>There will be no session this week.</p> <p>This class is replaced by the STM event and therefore students will be provided with the day off from class.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> n/a</p>
<p>Session 11 November 26<sup>th</sup>, 2025.</p>	<p>STM London 2024 Debrief Session and Introducing The Reflection Cycle Assessment</p>	<p><b>Readings</b> Ryan, M. (2013). The pedagogical balancing act: Teaching reflection in higher education. <i>Teaching in Higher Education</i>, 18(2), 144-155. <a href="http://dx.doi.org/10.1080/13562517.2012.694104">http://dx.doi.org/10.1080/13562517.2012.694104</a></p>

	<p>This session will provide students with both a joint-session where they may importantly reflect upon and share their STM London 2025 experiences. They will then examine reflection in higher education as a lead-in to being formally introduced to <i>The Reflection Cycle for Experiential Education</i> framework to complete the final requirement of the course.</p>	<p><b>Requirements</b> Students submit the responses of children from the STM experience. They will also have the opportunity to debrief on their STM London 2025 experience in its totality. Finally, they will be encouraged to ask any questions in relation to <i>The Reflection Cycle for Experiential Education</i> framework (<b>due on December 5<sup>th</sup></b>).</p>
<p>Monday, December 1<sup>st</sup> is the last day to withdraw from a first term half (0.5) course, or a first-term full (1.0) course without academic penalty.</p>		
<p>Session 12 December 3<sup>rd</sup>, 2025.</p>	<p>Concluding the Course along with The Reflection Cycle Session</p> <p>Having debriefed in the previous session, this session is optional for students to attend. The focus for this session is to offer students an opportunity to ask final questions related to their Reflection Cycle assignment.</p>	<p><b>Readings</b> n/a</p> <p><b>Requirements</b> Students are reminded that they are to complete <i>The Reflection Cycle – Shaking the Movers London 2025</i> (<b>due on December 5<sup>th</sup></b>).</p>
<p>The last day of classes is Tuesday, December 9<sup>th</sup>, 2025.</p>		
<p style="text-align: center;"><b>Exam Schedule</b></p>		
<p style="text-align: center;">Study Day: Wednesday, December 10<sup>th</sup></p>		
<p style="text-align: center;"><b>Exam Period is December 11<sup>th</sup> – 22<sup>nd</sup></b> Exam schedule to be released sometime in November. <b><i>Avoid scheduling any travel until the exam schedule is posted.</i></b></p>		

## **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**

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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**

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[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 your 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](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.

### **AI Usage Policy**

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. 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**

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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**

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### **Policy on Attendance**

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**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

**1. Academic Accommodations, Consideration for Absences**

**Academic Accommodation (Accessibility)**

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.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.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)

**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.

## **2. 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-supportservices/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/)

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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.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/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)

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