



Childhood and Youth Studies 3355F (570)
RIGHTS-BASED COMMUNITY ENGAGEMENT WITH CHILDREN AND YOUTH
Fall/ Winter 2025-2026

Instructor: L. Donison
Email: ldonison@uwo.ca

Course Information

Calendar Description:

Working with young people, students will facilitate a youth-led workshop to explore the United Nations Convention on the Rights of the Child in the context of children's lived experiences. Students will develop and facilitate workshop activities and will engage with children about their insights in relation to a rights-based topic.

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.

King's University College

CYS 3355F
Section: 570
Fall 2025

Rights-Based Community Engagement with Children and Youth

Instructor Information:

Instructor Name: Laurel Donison.
Contact Information: Ldonison@uwo.ca

To contact me: Email Ldonison@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: *Office hours information can be found on OWL Brightspace*

CYS 3355 is planned as a real-time course in person on campus. The class is focused on developing and facilitating a workshop with children.

Please note: *This course has a Saturday workshop component. Please see Brightspace for particular dates, times, and locations.*

Please note that you must be able to attend this event, it is a required component of the course

Land Acknowledgement

"We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America)." King's University College at Western.

It is my goal in this class to challenge you to think critically about how to design rights-based activities that are suitable for all children from various social lines of difference.

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Working with young people, students will facilitate a youth-led workshop to explore the United Nations Convention on the Rights of the Child in the context of children's lived experiences. Students will develop and facilitate workshop activities and will engage with children about their insights in relation to a rights-based topic.

Anti-requisites: None

Prerequisites: Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

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.

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.

Marking Norms

- A+ 90-100 One could scarcely expect better from a student at this level
- A 80-89 Superior work which is clearly above average
- B 70-79 Good work, meeting all requirements, and eminently satisfactory
- C 60-69 Competent work, meeting requirements
- D 50-59 Fair work, minimally acceptable
- F below 50 Fail

This course begins on **Sept 10th and continues until Dec 3rd 2025**, honoring all important dates derived from University approved guidelines and academic policies <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Throughout the course you are expected to interact regularly with other students, and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning; much of this work will happen in smaller groups. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Course textbooks/materials:

There is NO REQUIRED TEXT FOR THIS COURSE

- *Weekly Readings and course material will be made available at no additional cost on OWL Brightspace*
- *To access course material, you will need internet connection*

Course Evaluation:

Assignment 1 (25%): Rights-Based Everyday Lives Assignment

*Group mark

Assignment 2 (15%): Proposed Solutions Discussion Plan

*Group mark

Assignment 3 (30%): Arts-Based Knowledge Mobilization-take away messages from the children

*Group mark

Assignment 4 (15%): Personal Reflection

*Independent mark

Active and Informed Participation (15%)

*Independent mark

Week	Topic/session title	Description
Session 1 September 10 th , 2025.	<p>Course Introduction <i>Introduction to the course and Shaking the Movers (STM)</i></p>	<p>Readings:</p> <p>Please read:</p> <ul style="list-style-type: none"> ➤ Visit the 'Shaking the Movers' tab on the Landon Pearson Centre website: <p>https://carleton.ca/landonpearsoncentre/shaking-the-movers/</p> <ul style="list-style-type: none"> ➤ Take a look at the Shaking the Movers reports: <p>https://carleton.ca/landonpearsoncentre/shaking-the-movers/#sect2</p> <p>We will explore:</p> <ul style="list-style-type: none"> • Course objectives • Methods of assessment • Learning with another class (CYS 3351) about what STM is <p>Introducing Shaking the Movers: this session will give you the chance to find out what shaking the movers is and how it works. We will start to think about how your learning in this class will help to develop and facilitate a Shaking the Movers workshop.</p>
Session 2 September 17 th , 2025.	<p>Facilitating Children's Rights through Participatory Methods and a Child-Friendly Design</p> <p><i>In this session, students will develop their understanding of arts-based methods with children and youth. We will have a guest speaker Dr. Abigail Shabtay who will share arts-based approaches through a participatory workshop.</i></p>	<p>Readings:</p> <p>Please read:</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. https://resourcecentre.savethechildren.net/document/nine-basic-requirements-meaningful-and-ethical-childrens-participation/</p> <p>Blaisdell, C., Arnott, L., Wall, K., & 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. https://doi.org/10.1177/1476718X18808816</p> <p>Watch: Jordan River Anderson, The Messenger https://www.nfb.ca/film/jordan-river-anderson-the-messenger/</p>

<p>Session 3 September 24th, 2025.</p>	<p>Engaging with this year's STM theme: Participation and Expression in our Communities and Taking a Rights-Based Approach to Working with Children</p> <p><i>In this session, students will be introduced more directly to this years' Shaking the Movers Theme. They will also examine what it means by specifically taking a rights-based approach to children.</i></p>	<p>Readings:</p> <p>Please read:</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. https://doi.org/10.2307/j.ctv18sqzb7.6</p> <p>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. https://doi.org/10.18357/jcs202219640</p> <p>Watch: National Child Day: Understanding children's rights in Canada CBC Kids News</p> <p>Task: Brainstorm! Start to develop themes and create groups. The groups that are formed will be the groups that you work with through the semester and the group assignments.</p> <p>By the end of this session, you should have a good understanding of What it means to take a rights-based approach to working with young people.</p> <p>In class task reflection 1</p>
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<p>Session 4 October 1st, 2025.</p>	<p>Deepening your knowledge on your sub-theme topic in relation to the workshop topic</p> <p><i>In this session working in your groups, you will develop your guiding questions and begin</i></p>	<p>Readings:</p> <p>Please read:</p> <p>Chapter 3, Selecting tools for creative research in Everley, S. (2021). <i>Using Creative Arts-Based Research Methods in School Settings: Understanding and Empowering Children and Young People</i> (1st ed.). Routledge. (Article in OWL Brightspace)</p> <p>Lomax, H., & Smith, K. (2024). Towards attentive, playful arts-based methodology with children. <i>Global Studies of Childhood</i>, 14(1), 102-120. https://doi.org/10.1177/20436106241233006</p> <p>Explore:</p>
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	<p><i>thinking about activities for Assignment 1 and Assignment 2</i></p>	<p>https://research.hud.ac.uk/institutes-centres/hudcres/projects/backchat/</p> <p>Task: In this class you will take time to research your selected sub-theme that is relevant to the broader workshop topic. Further explore the resources listed on the Shaking the Movers one-pager and additional resources that you can find. Then take the information you have gathered about your sub-theme topic and develop guiding questions for Assignment 1 and Assignment 2; begin to think about your activities/discussion plan and what this will look like. After gathering information, you will share your ideas with the class.</p>
<p>Session 5 October 8th, 2025.</p>	<p>Get Practical</p>	<p>Readings: Please read:</p> <p>Blanchet-Cohen, N., & Bedeaux, C. (2014). Towards a rights-based approach to youth programs: Duty-bearers' perspectives. <i>Children and Youth Services Review</i>, 38, 75-81: http://www.iicrd.org/sites/default/files/resources/Towards_a_rights-based_approach_to_youth_programs_Duty-bearers%27_perspectives_0.pdf</p> <ul style="list-style-type: none"> ➤ Save the Children. (2021). The nine basic requirements for meaningful and ethical children's participation, (pp. 1-11). https://resourcecentre.savethechildren.net/document/nine-basic-requirements-meaningful-and-ethical-childrens-participation/ ➤ Save the Children. (2021). Mini guide: Moderating events with children https://resourcecentre.savethechildren.net/pdf/mini_guide-moderating_events_with_children-final.pdf/ <p>In this class you will continue working on Assignment 1 and Assignment 2 in your groups.</p> <p>Plan out your activities and think through how to make it rights-based and linked with the broader workshop topic. Also think about any challenges/details/issues with delivery that you may encounter as you design your activity and discussion plan. Ensure your activity takes a rights-based approach and is clear, simple, and child-friendly; ensure your discussion plan is clear.</p>

		<p>I will provide feedback throughout this session and work with groups when needed.</p>
<p>Session 6 October 15th, 2025</p>	<p>Arts-based Methods in research with children</p> <p>Note-taking and Adapting Activities</p>	<p>Readings: Please read:</p> <p>Lomax H and Smith K (2022) Seeing as an act of hearing: Making visible children’s experiences of the COVID-19 pandemic through participatory animation. Sociological Research Online 27(3): 559–568 https://journals.sagepub.com/doi/full/10.1177/13607804221087276#:~:text='Our%20Voices'%20is%20an%20animation%20co%2Dcreated%20with%2016,Spray%20and%20Hunleth%2C%202020).</p> <p>Explore: https://research.hud.ac.uk/institutes-centres/hudcres/projects/backchat/</p> <p>This week we will talk about arts-based methods and how they can be used with young children in different ways. We will explore knowledge mobilization ideas and think about creative ways that we can share the children’s knowledge from the Shaking the Movers workshop. This class will help inform Assignment 3 Knowledge mobilization.</p> <p>We will also practice note taking to prepare for the event</p> <p>In class task reflection 2</p>
<p>Session 7 October 22nd, 2025.</p>	<p>Trial Run 1</p>	<p>Test out your activity and discussion plan on the other groups in the class. You should come to class prepared as if you are going to carry out your activity and discussion plan with the children at Shaking the Movers. Make sure everything works and is thought through!</p> <p>Task: Reflect on any feedback you receive from your classmates/make changes as necessary.</p> <p>Assignment 1 due Oct 23rd at 11 pm.</p>

<p>Session 8 October 29th, 2025.</p>	<p>Trial run 2</p>	<p>Test out your activity and discussion plan on the other groups in the class. You should come to class prepared as if you are going to carry out your activity and discussion plan with the children at Shaking the Movers. Make sure everything works and is thought through!</p> <p>Task: This is an opportunity to finalize all details based on feedback that was received the week before. Practice your activities again and finalize all materials.</p> <p>Assignment 2 due Oct 30th at 11 pm.</p>
		<p><i>Fall Reading Week runs from November 3rd to November 9th, 2025 – No Classes</i></p>
<p>Session 9 November 12th, 2025.</p>	<p>Rehearsal for STM</p>	<p>Readings: Please read:</p> <p>Foster, M. J.; Al-Motlaq, M., Carter, B., Neill, S., O’Sullivan, T., Quaye, A. A., Majamanda, M., Abdullah, K., Hallström, I. K., English, C., Vickers, A., Coyne, I., Adama, E., & Morelius, E. (2021). Seeing lockdown through the eyes of children from around the world: Reflecting on a children's artwork project. <i>Nursing Praxis in Aotearoa New Zealand</i>, 37(3), 104-115. https://doi.org.10.36951/27034542.2021.039</p> <p>Explore: https://www.voicebirthtoseven.co.uk/</p> <p>This session is the full rehearsal for STM. We will gather with 3351 in the theater and do a full run through of the event</p> <p>This week we will continue conversations and planning for assignment 3 and we will finalize our plans for the Shaking the Movers event. We will make sure we have everything ready for Nov 15, 2025.</p> <p>In class task reflection 3</p>

Session 10 November 19 th , 2025.	No Class	There will be no session this week. This class is replaced by the STM event and therefore students will be provided with the day off from class.
Session 11 November 26 th , 2025.	STM London 2024 Debrief Session	What did we learn? What did other groups learn? Link back to core themes introduced in earlier classes. Task: Think about what you learned at the beginning of the semester surrounding the workshop topic; how did this translate into practice?
Session 12 December 3 rd , 2025.	Course wrap up	This class will be an opportunity to work on your final assignments. *Work on Assignment 3 due: Dec 5 at 11 pm. *Work on your reflection Assignment 4 due: Dec 10 at 11 pm.

Additional texts that we may draw upon throughout the semester:

***Note you may be asked to read additional literature not listed on this course list.**

UN Convention on the Rights of the Child (UNCRC).

UN Declaration on the Rights of Indigenous Peoples (UNDRIP).

Alanen, L. (2010) Taking children's rights seriously. *Childhood* 17: 5–8.

Bosisio, R. (2012) Children's right to be heard: What children think. *The International Journal of Children's Rights* 20(1): 141-154.

De Finney, S. (2014). Under the Shadow of Empire: indigenous Girls' Presencing as Decolonizing Force. *Girlhood Studies*, 7(1), 8-26.

Doek, J. (2009) The CRC 20 Years: An overview of some of the major achievements and remaining challenges. *Journal of Abuse and Neglect* 33: 771–782.

Frankel, S. (2018). 'Giving Children a Voice.' Jessica Kingsley Publishers.

Freeman, M. (2007) Why it Remains Important to Take Children's Rights Seriously. *The International Journal of Children's Rights* 15(1): 5–23.

King, J., Wattam, J., & Blackstock, C. (2016). Reconciliation: The kids are here! Child participation and the Canadian human rights tribunal on first nations child welfare. *The Canadian Journal of Children's Rights*, 3(1), 32-45.

Lundy, L., & McEvoy, L. (2012). Childhood, the United Nations Convention on the Rights of the Child, and Research: What Constitutes a 'Rights Based' Approach? In M. Freeman (Ed), *Law and Childhood Studies: Current Legal Issues*, (pp. 75-91). Oxford.

Lansdown, G. (2014). 25 years of UNCRC: Lessons learned in children's participation. *The Canadian Journal of Children's Rights* 1: 172–190.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: How to measure the scope, quality and outcomes of children's participation. Booklet 3. Save the Children.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations. Booklet 6. Save the Children.

Ruck, M., & Horn S. (2008) Charting the Landscape of Children's Rights. *Journal of Social Issues* 64(4): 685–699.

Assignment 1 – (25%)

Rights-Based Everyday Lives Activity (Due Oct 23rd at 11:00 pm). Working in groups, students will develop a rights-based activity which will focus on unpacking young people's lived experiences and perspectives on a sub-theme topic of the Shaking the Movers workshop. The activity will be assessed. Students will carry out this activity with young people during the Shaking the Movers workshop. *This is a group mark.

Assignment 2 – (15%)

Proposed Solutions Discussion Plan (Due Oct 30th at 11 pm): Working in groups, students will develop a discussion plan that focuses on unpacking young people's proposed solutions and recommendations on a sub-theme topic of the Shaking the Movers workshop. Students will engage their questions developed from the discussion plan during the Shaking the Movers workshop. Students will submit their discussion plan, an overview of the discussion plan, a rationale for the plan and why it was developed. *This is a group mark.

Assignment 3 – (30%)

Arts-Based Knowledge Mobilization- take away messages from the children (Due Dec 5th at 11 pm): Student's will Use an arts-based method to share take-away messages from young people's perspectives at the Shaking the Movers workshop(s) in a child-friendly way. *This is a group mark.

Assignment 4 - Reflection (15%): (Due Dec 10 at 11 pm)

Working individually, students will reflect on what was learned throughout the course and key take-away messages that they learned from their engagement with children and youth. A reflection model/activity will be provided to guide your reflection throughout the term. Students will also be provided with reflection questions closer to the end of the term to inform their reflection paper.

Active and Informed Participation: (15%) Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions each week. Students may also be asked to complete formal participation activities throughout the semester. **This mark also includes your facilitation/engagement/attendance at the workshop; students are expected to attend the workshop.**

*This is an individual mark.

Policy for Late Submissions

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.

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.

*instructor reserves the right to modify course outline.

Accommodation Policies

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Attendance

*Please note: **you must attend at least 75% of classes** to pass this course. Attendance in class is vital.* You must attend the Shaking The Movers event at The Boys & Girls Club to pass this course. 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.

*Due warning means that the instructor has advised the student in writing/email of the nature of the unsatisfactory performance (i.e., absent too frequently from class), and the consequence of continued unsatisfactory performance (i.e., if another class is missed, the instructor will advise the department and request the student be barred from writing the final exam).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Academic Calendar. <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Support Services

Support Services

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
- Mental Health@Western provides a complete list of options about how to obtain help: https://www.uwo.ca/health/mental_wellbeing/

- Indigenous Student Centre
<https://indigenous.uwo.ca/students/supports/index.html>
- Academic Support Services at King's University College:
<https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- University Students' Council offers many valuable support services for students, including the health insurance plan: <https://westernusc.ca/your-services/>

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

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/TurnItIn.html>

Copyright re: 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

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.

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

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/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

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://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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

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://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.

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

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, grammarchecking 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.

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.