



**Childhood and Youth Studies 2221B (670)  
INTERNATIONAL CHILDREN'S RIGHTS  
Fall/ Winter 2025-2026**

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

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**Course Information**

**Calendar Description:**

The course will take a global view of issues around children's rights internationally. It will explore how well the 1989 UNCRC has been adopted in practice over the last 30 years.

**Antirequisite(s):** The former Childhood and Social Institutions 3335F/G.

**Pre-or Corequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Extra Information:** 3 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 2221B**

**Section 670**

**Winter 2026**

**International Children's Rights**

**Instructor Information:**

**Professor:** Laurel Donison

**Office #:** LH203

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

**To contact me:** email [ldonison@uwo.ca](mailto: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 will take place online (using Zoom) by appointment please email me to arrange a time.

**Class Times and Location(s):**

This course will be delivered asynchronously. There is no in person or real time classes.

**Please note that every Thursday new content will be uploaded to the course on Brightspace. Students are expected to go through the course material each week on their own time. Students have one week to complete each module (from Thursday to Thursday). Specific due dates for in class tasks are stated in each module.**

## **Course Description:**

The course will take a global view of issues around children's rights internationally. It will explore how well the 1989 UNCRC has been adopted in practice over the last 30 years.

**Antirequisites:** Childhood and Social Institutions 3335F/G

**Prerequisites:** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/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*

## **Course Learning Outcomes:**

1. Recognize how scholarly theories of children's rights impact conceptualizations and experiences of children.
2. Understand the UN Convention on the Rights of the Child and examine how this treaty impacts children's lives and the experiences of childhood in Canada and abroad.
3. Explore issues and debates in children's rights scholarship as well as the sociology of childhood.
4. Deconstruct the meanings of child, children, childhood and rights by examining evolving understandings and discourses of childhood.
5. Engage in developing tools/methods to promoting children's rights through advocacy, research, education, on a domestic, national and international levels

## **CYS Learning Outcomes:**

LO1 - 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.

LO3 – CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these

structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.

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 7 – CYS students develop lines of argument and to make sound judgements in accordance with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions.

LO 8 – CYS Students make critical use of scholarly reviews and primary sources.

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

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

### **Course Format - Asynchronous**

This is an online course, with asynchronous activities, meaning the course will be done on your schedule at the time most convenient to you. However please note that you will need to complete the tasks and assignments in each module and submit them on the required due dates.

This course begins on Jan 8<sup>th</sup> 2026, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

*In this course, your responsibilities as a student are to:*

1. Complete assigned readings and engage with all other course material posted in the weekly module on Brightspace (including videos, podcasts and websites).
2. Complete the assignments on time or make alternate arrangements for completing assigned work with the instructor *prior to the assigned due date*.
3. Participate in online activities and discussions.
4. Treat one another, the instructor, and the virtual space with respect.
5. Seek help from the instructor and other resources such as [Personal Counselling Services](#) or [Academic Advising](#) whenever necessary, and before minor problems become major barriers to learning.
6. Refer to the syllabus and the course Brightspace page for important information pertaining to assignments and policies. Make sure that you check Brightspace, and/or your email account regularly to ensure that you receive important messages pertaining to this class.
7. There is a group assignment in this class. It is the responsibility of the students to create groups and find ways to communicate with one another. This is an online course however for the group assignment you may want to meet in person. Students can create a plan that will work for all group members. For example, you may decide to meet on campus.

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!

### **Technology and Space Requirements**

This course will make use of the following:

- Stable high speed internet connection
- Access to Brightspace
- Webcam
- Microphone

***If needed, there are quiet spaces with wifi available for you to work on campus.***

### **Required text:**

All journal articles and book chapters will be posted in Brightspace or are available on-line through the Library or open access journals. All readings noted on the course schedule are required. **No textbook required.**

\*Please note this course has no additional costs for students.\*

**CYS 2221B: INTERNATIONAL CHILDREN'S RIGHTS**

**Section 670**

**Weekly Schedule Winter 2026**

Course modules open every Thursday at 9:00am.

**Class Schedule**

Weekly Topic	Required Readings	Notes
<p><b>Week 1: Jan 08</b></p> <p>Introduction to the Class</p>	<p><b>Please read the Course Syllabus thoroughly.</b></p> <p><b>Please also read:</b></p> <p>James, A., &amp; Prout, A. (eds). (1990[1997]). A New Paradigm for the Sociology of Childhood? Provenance, Promise and Problems. In <i>Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood</i>. Basingstoke, Hampshire: The Falmer Press, 7-34.</p> <p>Roche, J. (1999). Children: Rights, Participation and Citizenship. <i>Childhood (Copenhagen, Denmark)</i>, 6(4), 475–493. <a href="https://doi.org/10.1177/0907568299006004006">https://doi.org/10.1177/0907568299006004006</a></p>	
<p><b>Week 2: Jan 15</b></p> <p>Key Concepts – Rights, Globalization, Childhood and Youth</p>	<p>United Nations Convention on the Rights of the Child. <a href="https://www.ohchr.org/en/professionalinterest/pages/crc.aspx">https://www.ohchr.org/en/professionalinterest/pages/crc.aspx</a></p> <p>Ruck, M.D., Keating, D.P., Saewyc, E.M., &amp; Earls, F. (2016). The United Nations Convention on the Rights of the Child: Its relevance for adolescents. <i>Journal of Research on Adolescents</i>, 26(1), 16-29.</p>	

	Taylor, S, N, & Kinnison, A, J. (2020) 'Critical Race Theory and Children's Rights', in Jonathan Todres, and Shani M. King (eds), <i>The Oxford Handbook of Children's Rights Law</i> , Oxford Handbooks <a href="https://doi.org/10.1093/oxfordhb/9780190097608.013.8">https://doi.org/10.1093/oxfordhb/9780190097608.013.8</a> ,	
<b>Week 3: Jan 22</b>  The Social Study of Childhood and Children's Rights - Debates and Dilemmas	Mayall, B. (2000). The Sociology of Childhood in Relation to Children's Rights. <i>International Journal of Children's Rights</i> , 8(3), 243–259.  James, A. (2011). To Be (Come) or Not to Be (Come): Understanding Children's Citizenship. <i>The ANNALS of the American Academy of Political and Social Science</i> , 633(1), 167-179.  Bennet, M. & Auger, A. (2013) The Rights of First Nations Children in Canada. Child and Youth Family Health. National Collaborating Center for Aboriginal Health.  <a href="https://www.ccsna-nccah.ca/docs/health/FS-RightsFNChildren-Bennett-Auger-EN.pdf">https://www.ccsna-nccah.ca/docs/health/FS-RightsFNChildren-Bennett-Auger-EN.pdf</a>	
<b>Week 4: Jan 29</b>  Rights, Participation, Voice, Agency	James, A. (2007). Giving Voice to Children's Voices: Practices and Problems, Pitfalls and Potentials. <i>American Anthropologist</i> , 109(2), 261–272.  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. <i>The Canadian Journal of Children's Rights</i> , 3(1), 32-45.	
<b>Week 5: Feb 05</b>  Critical perspectives of children's rights	Alderson, P. (2017). Common Criticisms of Children's Rights and 25 Years of the ijcr. <i>The International Journal of Children's Rights</i> , 25(2), 307–319. <a href="https://doi.org/10.1163/15718182-02502001">https://doi.org/10.1163/15718182-02502001</a>  <b>In preparation for your child rights paper and to help you think about ways to organize, summarize and synthesize your ideas for the critical reflection assignment please read the following article:</b>	

	Denney, A., & Tewksbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i> , 24(2), 218-234.	
<b>Week 6: Feb 12</b>  The Emerging Discipline of Girlhood Studies - Social and Cultural Constructions, Tensions	De Finney, S. (2014). Under the Shadow of Empire: indigenous Girls' Presencing as Decolonizing Force. <i>Girlhood Studies</i> , 7(1), 8-26.  Plan International (2016). Girls Rights are Human Rights. Retrieved from: <a href="https://plan-international.org/publications/girls-rights-are-human-rights/">https://plan-international.org/publications/girls-rights-are-human-rights/</a>	
<b>Feb 19</b>	<b>ENJOY READING WEEK</b>  <b>No New Content</b>	
<b>Week 7: Feb 26</b>  Child Labour, War Affected Children and Children on the Move	Denov, M., & Blanchet Cohen, N. (2014). The Rights and Realities of War-affected Refugee and Asylum-Seeking Children and Youth in Quebec: Making Children's Rights Meaningful. <i>The Canadian Journal of Children's Rights</i> , 1(1), 18-43.  Cohen, J., Jaycox, L., Walker, D., Mannarino, A., Langley, A., & DuClos, J. (2009). Treating Traumatized Children After Hurricane Katrina: Project Fleur-de Lis. <i>Clinical Child Family Psychology Review</i> , 12, 55-64	<b>Assignment 1: Poster Assignment Due Feb 26 2025 by 11:30pm</b>
<b>Week 8: Mar 05</b>  Children and Global Sex Trafficking	Grover, S. (2007). Children as Chattel of the State: Deconstructing the Concept of Sex Trafficking. <i>International Journal of Children's Rights</i> , vol. 11, no. 3, pp. 293-306  Rubenson, B., Bengt Höjer, L., & Johansson, E. (2005). Young sex-workers in Ho Chi Minh City telling their life stories, <i>Childhood</i> 12,(3), 391-411.	<b>Assignment 2: Video on children's rights group assignment due Mar 05th by 11:30 pm</b>

<b>Week 9: Mar 12</b>	<b>Work on your paper week</b>	
<b>Week 10: Mar 19</b>  Children, Childhood and the Digital World	<p>Simpson, B. (2013). Challenging childhood, challenging children: Children’s rights and sexting. <i>Sexualities</i>, 16(5/6), 690-709.</p> <p>Cuevas-Parra, P. &amp; Stephano, M., “Children’s Voices in Times of COVID-19: Continued Child Activism in the Face of Personal Challenges” (<i>World Vision</i>, 2020):  <a href="https://www.wvi.org/sites/default/files/2020-04/WV-Children%E2%80%99s%20voices%20in%20the%20time%20of%20COVID-19%20Final.pdf">https://www.wvi.org/sites/default/files/2020-04/WV-Children%E2%80%99s%20voices%20in%20the%20time%20of%20COVID-19%20Final.pdf</a></p>	
<b>Week 11: Mar 26</b>  Wrap up and Review	<p><a href="https://carleton.ca/landonpearsoncentre/shaking-the-movers/">https://carleton.ca/landonpearsoncentre/shaking-the-movers/</a></p> <p>The Kids Rights Index Report (2020). Retrieved from <a href="https://files.kidsrights.org/wp-content/uploads/2020/05/25092805/200519-The-KidsRights-Index-report-2020.pdf">https://files.kidsrights.org/wp-content/uploads/2020/05/25092805/200519-The-KidsRights-Index-report-2020.pdf</a></p>	
<b>Week 12: April 02</b>	<b>Assignment 3: CHILD RIGHTS ESSAY DUE</b>	<b>Assignment 3 due: Submit Essay on April 02 by 11:30 pm</b>

### Assignments

**Assignment 1:** Poster Presentation 30%

**Assignment 2:** Video on Children’s Rights Group Assignment 20%

**Assignment 3: Child Rights Essay 35%**

**Active and Informed Participation 15% of final grade**

**Active and Informed Participation 15% of final grade**

Throughout the course **small individual tasks** have been identified in some of the modules. **Each small task requires your** participation in completing the activity and are structured to support engagement with classmates and/or deepening your understanding of the module's objectives.

*\*Tasks designated for grading are outlined in the weekly modules*

**ASSIGNMENT DESCRIPTIONS**

**Assignment 1: Poster Presentation 30%**

**Due Date: Feb 26, 2025, 11:30 pm**

Students will select a research topic from one of the course topics or a topic they wish to pursue that is pertinent to the course and present a poster. The presentation will be recorded. A poster template will be provided. Students can work individually or with a partner. Students can use the same topic that they intend to use for their final paper if they wish to use the poster as an opportunity to receive feedback on their research findings. Grade for quality of poster: 25%.

Students will submit their poster and recorded presentation.

Specific details to be provided for poster assignment in Brights space.

**Assignment 2 Video on children's rights group assignment 20%**

**Due on Mar 05, 2025, at 11:30 pm**

For this assignment you will be working in groups. Your group can be anywhere from 3-5 students. It is your responsibility to connect with people in the class and create a group. If you are having trouble, please reach out to the Professor.

By increasing awareness of children's rights, you can help to promote and improve the health and well-being of children and adolescents in Canada. For this assignment your group will create a video that teaches children about their rights. Your video should be 3-4 minutes long.

In your video you will need to introduce children and youth to their rights by providing a child friendly description of what children's rights are. You will also focus in on a few articles from the UNCRC and highlight them in your video. Your video should be fun and engaging for children and or youth. The goal of the video is to raise awareness about children's rights, encourage children and youth to learn more about their rights and the video should be a useful resource that educators, parents and other adults who work with children can show them which can lead to meaningful conversations about their rights. ***You cannot use AI to create your videos.***

Each group will also create an infographic poster and write a reflection paper that will be submitted with their video. Questions to guide the reflection paper will be posted in Brightspace. Your video, reflection paper and poster will be submitted to Brightspace.

Once your video has been created, we will also be uploading the videos to a discussion board. Students will have the opportunity to view other groups videos and engage in a discussion about them.

Please view the following web page and take a look at the videos posted under featured resources. The videos are near the end of the page (there are two video examples). There are also a couple poster examples however these are not templates so please be creative and design your own poster. The poster should be in line with the video and focus on the same UNCRC Articles.

<https://www.canada.ca/en/public-health/services/national-child-day.html>

### **Assignment 3: Child Rights Essay 35%**

**Date: April 02, 2025 (11:30 pm)**

You will be required to write a 6-7 page essay which will provide an analysis of a rights based international issue involving children and youth. You can use the same topic as your poster for

the final paper. This can be a general issue or an issue that has recently been in the media over the last year. The following components are required:

- Introduction
- Part 1: Overview of the issue/media story
- Part 2: Describe and explore what the research tells us about the relevant issue(s).
- Part 3: Provide a proposed solution to the problem and outline what should be done to move forward. This section should be supported by theory/research.
- Conclusion
- APA reference page

Four scholarly sources are required (eg: academic journal articles, book chapters). You are also encouraged to draw on course material, including required readings, films, and course concepts. Sources must be used to support your claims throughout the paper and proper APA referencing is required. Further details will be provided in class. No extensions except with medical documentation or unless you have pre-negotiated arrangements with the professor.

*Penalty for late submission of essays: If you have not negotiated prior consent nor have medical documentation, late penalties will be applied at 5% per day.*

### **Policy for Late Submissions**

Penalties for late papers or projects may be avoided if extensions are requested in advance. **Otherwise, a 5 % per day 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. Ordinary problems should be handled between the instructor and the student on a case-by-case basis. 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. If your problem involves a disruption in your ability to study or participate in the course for more than one week, or if it is about a personal loss or trauma of a serious nature, you 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.

### **Policy on Online Behaviour and Intellectual Property:**

-All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in Academic discipline.

- Recording of lectures or tutorials without the explicit consent of the Professor or TA is ground for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.
- Please review the revised Student Code of Conduct: <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

## **Statement on Academic Offences:**

### **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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf)

## **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/>
- Mental Health@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/)
- Indigenous Student Centre  
<https://indigenous.uwo.ca/students/supports/index.html>
- Academic Support Services at King's University College:  
<http://www.kings.uwo.ca/currentstudents/academic-support/>
  - 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](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>

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. Course Outlines – Policies Statement (November 4, 2021)

### **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.

\*Instructor reserves the right to modify course outline.

**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.

Friday Make-Up Exams may only be written with the instructor's consent.

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/)

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](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)

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](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.