



2251G (570)
STUDENTS' RIGHTS IN SCHOOLS
/Winter 2026

Instructor: Dr. Dustin Ciufu
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Course Information

Calendar Description:

Through case studies, students will better understand the importance of the rights which have been conferred upon them and their obligation to ensure that these rights are respected in our public schools. The case studies represent real situations of rights violations, sometimes by even well-meaning educators.

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

Anti-requisite(s):

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: Category A

Subject Code: Childhood and Youth Studies

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 2251G: Student Rights in School Winter 2026

Instructor: Dr. Dustin Ciufo

Email: dciufo2@uwo.ca

Mode of Instruction: In-person

Office hours information can be found on OWL Brightspace

Course Information

Requisites: Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/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

An examination of student access to due process, procedural fairness, participatory decision-making, as well as individual freedoms of expression, association and identity within the context of educational institutions.

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 support one another. Transforming this theoretical vision into a practical reality necessitates the active involvement and dedicated commitment of each student.

Course Learning Outcomes

This course is designed to advance students' theoretical and practical knowledge for student rights in school. To do so, students will first explore the underlying concepts of the course. This includes social justice and global citizenship education in Canada and around the world, children's rights education and finally, critical multicultural education. Having established this important foundation, students are equipped to then proceed to examine a wide range of social justice issues in education including poverty and socio-economic status, race, sex, gender and gender expression, religion and faith identity, disability, and immigration status. The course learning outcomes are all designed with the intent of equipping students with both theoretical and practical skills as well as

experiences to advance understanding for student rights in school. Therefore, these course learning outcomes include:

General Course 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.

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.

LO4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

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 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 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. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

Specific Course Learning Outcomes

- Establishing a comprehensive theoretical and practical understanding for student rights in school that is informed through social justice and global citizenship education, children's rights education and critical multicultural education.
- Learning to analyze the theoretical and practical state of student rights in school (in relation to issues including poverty and socio-economic status; race; sex, gender and gender expression; religion and faith identity; disability; and

immigration status) through the case study method and Equity Literacy Framework.

- Developing written communication skills through reflective exit cards, both Student Rights in Schools In-Class Identification and Significance Written Analysis, the Equity Literacy Framework Case Study Analysis and the UNCRC in Schools Report and Lesson Plan.
- Enhancing interpersonal, team-building, and oral communication skills through class engagement, Case Study Analysis discussions as well as contributions to the UNCRC in Schools Advocacy Initiative.
- Applying theoretical and practical knowledge for student rights in school for future opportunities as child and youth professionals specifically in the context of education.

Course Readings

The required readings for this course will be made freely 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 academically 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: Exit Card Responses (5%)

The actively participating student is one who can reflect on the class experience and convey such reflections to advance their independent learning. To develop reflective analytical written skills, students will compose 9 Exit Cards Responses in total during sessions 1 through 3, as well as 5 through 10. In these sessions, a question will be posed to the class and each student will provide a brief response demonstrating their knowledge and offering analytical reflections on their course experience.

Due date: 9 entries during sessions 1 through 3 and 5 through 10.

Assessment 2: Student Rights in School In-Class Identification and Significance Written Analysis

Assessment 2(a): Student Rights in School In-Class Identification and Significance Written Analysis #1 (20%)

During the session 4 class, students will compose their Identification and Significance Written Analysis submission. This assessment will see students be provided with a list

of terms directly related to the course material. The task of each student will be to select a required number of terms (students will have choice on what terms they write about), identify the context of this term (who coined the term/wrote on the term, what topic does it relate to), and proceed to discuss why it is significant (in relation to student rights in school) by demonstrating their knowledge of the course material.

Due Date: Thursday, January 29th in class.

Assessment 2(b): Student Rights in School In-Class Identification and Significance Written Analysis #2 (25%)

During the session 11 class, students will compose their Identification and Significance Written Analysis submission. This assessment will see students be provided with a list of terms directly related to the course material. The task of each student will be to select a required number of terms (students will have choice on what terms they write about), identify the context of this term (who coined the term/wrote on the term, what topic does it relate to), and proceed to discuss why it is significant (in relation to student rights in school) by demonstrating their knowledge of the course material.

Due Date: Thursday, March 26th in class.

Assessment 3: Case Study Analysis

Assessment 3(a) Case Study Analysis: Equity Literacy Framework (20%)

The *Case Study Analysis* portion of the class will transpire in sessions five through ten. However, students will be introduced to the concept of case study analysis in the latter portion of session three. In this session, the focus will be on setting a context for the overarching theme of diversity and social justice in education. Students will proceed to analyze case studies in diversity and social justice education through the Equity Literacy Framework (ELF). The ELF “consider[s] conditions as micro-level as our individual biases and as macro-level as societal inequities. It challenges us to reflect upon how our instruction decisions affect students and ways their life experiences outside the classroom inform their lives in school” (Gorski & Pothini, 2024,12). The ELF consists of seven steps:

- Identify biases or inequities
- Take stock of various perspectives
- Consider possible challenges and opportunities
- Imagine what equity and justice would look like
- Brainstorm immediate-term solutions (respond)
- Brainstorm long-term solutions (redress)
- Craft a transformative plan of action

Students will be responsible for signing up to complete analysis for **two** case studies within any session from session seven to twelve. There will be a total of ten students who may sign up for each session. The case study analysis will follow the seven-step Equity Literacy Framework and be three to four-pages in length, Times New Roman, size twelve font and double-spaced. This means that the **two** case studies will make for a submission that should be six to eight written pages in total (please note this does **not** include the title page and reference page that should follow APA 7 formatting). The potential case studies that can be selected consists of the following options:

- Session 5: February 5th, 2026: Poverty and Socio-Economic Status
- Session 6: February 12th, 2026: Race
- Session 7: February 27th, 2026: Sex, Gender, and Gender Expression
- Session 8: March 5th, 2026: Religion and Faith Identity
- Session 9: March 12th, 2026: Disability
- Session 10: March 19th, 2026: Immigration Status

Further instructions on how to complete this assessment will be provided in class.

Due Date: Student due dates will vary depending upon what case study they select between session 5 and session 10. Their written submission must be submitted at 11:59pm the day before their session.

Assessment 3(b) Case Study Analysis: In-Class Discussion Participation Self-Evaluation (5%)

Students will be organized into two distinct groups for the case study discussion sessions held in the final portion of sessions 5 through 10. Students designated in group 1 will be responsible for attending sessions 5, 7, and 9. Students designated in group 2 will be responsible for attending sessions 6, 8, and 10. This separation will reduce the total number of students in the class to half the normal number. As a result, it will provide more opportunity for all students to participate. Each student will conduct a self-evaluation of their participation. To do so, each student will receive a rubric to assess their participation for the three sessions they attend.

Due Date: Three Case Study Discussion sessions between session 5 and session 10

Assessment 4: UNCRC in Schools Knowledge Mobilization

The United Nations Convention on the Rights of the Child in Schools Knowledge Mobilization is designed for students to deepen their understanding of the UNCRC in relation to children's education. In so doing, they can draw awareness to children's rights education broadly and the implementation of the UNCRC specifically within the school setting. This will consist of composing the UNCRC in Schools Report and the UNCRC in Schools Lesson Plan. It will also include the UNCRC in Schools Advocacy Initiative.

Assessment 4(a): UNCRC in Schools Report and Lesson Plan (20%)

UNCRC in Schools Report

The UNCRC in Schools Report consists of an eight-page report in Times New Roman, size 12 font. It will also include a title page and reference page (please note these are **not** included in the eight-page requirement) that follow APA 7 formatting. The report will consist of the four elements discussed below. Each element shall be covered by four of the six students in the group. The remaining two students will be responsible for the UNCRC in Schools Lesson Plan (more on this below). Students will select an article from the UNCRC and connect it to an educational policy in Ontario schools, demonstrate how it can be learned through children's rights education practices, demonstrate the diversity and social justice principles can facilitate the right, and finally, provide an overall child-friendly summary of the preceding three sections.

- Educational Policy and the UNCRC article

- How can educational policy in Ontario relate to the select UNCRC article?
- Children’s Rights Education and the UNCRC article
 - How can a children’s rights education approach support learning about the UNCRC article?
- Diversity and Social Justice Principles
 - How can social justice principles facilitate the UNCRC article?
- Child Friendly Summary
 - How can the preceding three sections be explained in child-friendly terms (accessible for the select age group).

UNCRC in Schools Lesson Plan

The *UNCRC in Schools Lesson Plan* will build from the *Report*. The UNCRC in Schools Lesson Plan will be completed through a shared Canva document across the whole class. Each of the 12 groups will have two pages to design their lesson plan. While each group is encouraged to create their lesson plan in whatever way they see fit, we do need to uniformly follow the lesson plan steps. These include the following:

UNCRC in Schools Lesson Plan

Title

Synopsis of the Lesson

- *This lesson is designed to ...*

Grade Level

Curriculum Expectations

- *What Overall Expectations will be addressed?*
- *What Specific Expectations will be addressed?*

Learning Goal(s)

- *What are students expected to know, do and understand?*
 - *We are learning to....*

Success Criteria

- *How will students know they have met the learning goal?*
 - *I can....*

Modifications / Accommodations

- *How will I meet the needs of all students?*

Minutes

- *How much time will I allocate in total?*

Materials

- *What resources and materials do I need? Where can I find them?*

Step by Step Lesson Plan

Time	Phase of Lesson	Lesson Plan: Step by Step
***	<u>Minds-On:</u> Generate interest in the topic	***
	<u>Direct Instruction:</u> Teacher-Talk to explain, model, and share	

	<u>Guided Practice:</u> Provide students the direct chance to participate	
	<u>Group Discussion:</u> Facilitate student-to-student learning	
	<u>Closure:</u> Teacher-Talk to offer final concluding thoughts and direct students to future learning.	

Reflection

- *Questions to determine the success of your lesson:*
 - Were my students successful in meeting the learning goals and success criteria? How do I know?
 - Did my instructional decisions meet the needs of all students? If not, what are my next steps?

The UNCRC Report and Lesson Plan will proceed to inform the UNCRC in Schools Advocacy Initiative.

Due Date: Monday, March 30th @ 11:59pm.

Assessment 4(b): UNCRC in Schools Advocacy Initiative (5%)

The UNCRC in Schools Report and Lesson Plan will engage in Knowledge Mobilization through an *Advocacy Initiative* during the final class. There are numerous ideas surrounding how Knowledge Mobilization can transpire. The precise approach taken will be determined collectively as a class. Once the class has reached a consensus, further details on the logistics and requirements will be provided.

Due Date: Thursday, April 2nd in class.

Course Schedule

Session Date	Session Topic	Session Readings and Requirements
Winter term classes begin Monday, January 5th.		
Session 1 January 8 th , 2026.	<i>Social Justice and Global Citizenship Education</i>	<p>Readings</p> <p>Abdi, A.A. (2023). Social justice education in Canada. In Ali A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 1-16). Canadian Scholars.</p> <p>Orlowski, P. & Sfeir, G. (2021). Global problems require a global citizenry: The case for teaching global citizenship. In L. Kornelsen, G. Balzer, & K. Magro (Eds.), <i>Teaching global citizenship: A Canadian perspective</i> (pp. 12 - 28). Canadian Scholars.</p> <p>In-Class Activity Exit Card Response #1</p> <p>Requirements</p>

		Students shall ensure they have read the course syllabus and have developed an understanding for the course expectations. Please ask questions anytime.
Tuesday, January 13 th is the last day to add or drop a second-term half (0.5) course.		
Session 2 January 15 th , 2026.	<i>Children’s Human Rights Education in Schools</i>	<p>Readings Howe, B. & Covell, K. (2020). Human rights education: Education about children’s rights. In Jonathan Todres & Shani M. King (Eds.), <i>The Oxford Handbook of Children’s Rights Law</i>. (pp. 699-717). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190097608.013.34</p> <p>Lundy, L., Brown, A., Todres, J., & King, S. M. (2020). Revisiting the Three ‘R’s in Order to Realize Children’s Educational Rights Relationships, Resources, and Redress. In J. Todres & S.M. King (Eds.), <i>The Oxford Handbook of Children’s Rights Law</i>. Oxford University Press. (pp. 387 – 404). https://doi.org/10.1093/oxfordhb/9780190097608.013.20</p> <p>In-Class Activity Exit Card Response #2</p> <p>Requirements Students shall be developing a sense for key concepts and ideals related to social justice and global citizenship education as well as children’s human rights education.</p>
Session 3 January 22 nd , 2026.	<i>Diversity and Social Justice Education: Critical Multiculturalism Education in Canada</i>	<p>Readings Ghosh, R. (2023). Critical multicultural education as a platform for social justice education in Canada. In Ali A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 17-30). Canadian Scholars.</p> <p>Gorski, P.C., & Pothini, S.G. (2024). Introduction. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 1-10). Routledge.</p> <p>Gorski, P.C., & Pothini, S.G. (2024). Analyzing cases using the equity literacy framework. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 11-24). Routledge.</p> <p>In-Class Activity Exit Card Response #3</p> <p>The Gorski and Pothini readings will guide discussion to prepare for both Assessment 3(a) Case Study Analysis: Equity Literacy Framework (20%) and Assessment 3(b) Case Study Analysis: In-Class Discussion Participation Self-Evaluation (5%) that will begin from session 5 forward.</p> <p>Requirements Students shall be developing a sense for key concepts, ideals and the relationship across social justice and global citizenship education, children’s human rights education as well as critical multicultural education in preparation for their Assessment 2(a):</p>

		Identification and Written Analysis #1 that will take place in-class next week.
Session 4 January 29 th , 2026.	<i>Identification and Written Analysis #1</i>	<p>Readings n/a</p> <p>Requirements Students shall compose their Assessment 2(a): Identification and Written Analysis #1 in-class this week.</p> <p>Students assigned to student rights in school: poverty and socio-economic status shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by next Wednesday, February 4th at 11:59pm.</p>
Session 5 February 5 th , 2026.	<i>Student Rights in School: Poverty and Socio-Economic Status</i>	<p>Readings <u>Lecture</u> Biffi, E. & Montà, C. C. (2021). Children's education: From a right to a capability. In E. Biffi, C.C., Montà, N. Thelander, J. Gillett-Swan (Eds.), <i>Children's rights from international educational perspectives</i> (pp. 73–84). Springer International Publishing AG. https://doi.org/10.1007/978-3-030-80861-7_6</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on poverty and socioeconomic status. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 25-36). Routledge.</p> <p>In-Class Activity Exit Card Response #4</p> <p>This session will provide instructions for Assessment 4(a): The UNCRC in Schools Report.</p> <p>Requirements Students assigned to student rights in school: race shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by next Wednesday, February 11th at 11:59pm.</p>
Session 6 February 12 th , 2026	<i>Student Rights in School: Race</i>	<p>Readings <u>Lecture</u> Sefa Dei, G.J. & Rutherford, C.H. (2023). Educating against Anti-Black/Anti-African Canadian racism. In Ali A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 40 – 59). Canadian Scholars.</p> <p>Ghosh, R. (2023). Critical multicultural education as a platform for social justice education in Canada. In Ali A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 17-30). Canadian Scholars.</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on race. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 54-64). Routledge.</p> <p>In-Class Activity</p>

		<p>Exit Card Response #5</p> <p>This session will provide instructions for Assessment 4(a): The UNCRC in Schools Lesson Plan. It will also include discussing Assessment 4(b): The UNCRC in Schools Advocacy Initiative.</p> <p>Requirements Students assigned to student rights in school: sex, gender, and gender expression shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by Wednesday, February 25th at 11:59pm.</p>
<p><i>Winter Reading Week runs from February 16th to February 20th, 2026 – No Classes</i></p>		
<p>Session 7 February 26th, 2026.</p>	<p><i>Student Rights in School: Sex, Gender, and Gender Expression</i></p>	<p>Readings</p> <p><u>Lecture</u> Raby, R. & Pomerantz, S. (2017). Dress codes as gender politics: Feminist action in Canadian high schools. In X. Chen, R. Raby, & P. Albanese, P. (Eds.). <i>The sociology of childhood and youth in Canada</i> (pp. 349 – 372). Canadian Scholars.</p> <p>Greensmith, C. & Davis, A. (2017). Queer and trans at school: Gay-straight alliances and the politics of inclusion. In X. Chen, R. Raby, & P. Albanese, P. (Eds.). <i>The sociology of childhood and youth in Canada</i>. Canadian Scholars.</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on sex, gender identity, and gender expression. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 65-74). Routledge.</p> <p>In-Class Activity Exit Card Response #6</p> <p>Requirements Students assigned to student rights in school: religion and faith identity shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by next Wednesday, March 4th at 11:59pm.</p>
<p>Session 8 March 5th, 2026.</p>	<p><i>Student Rights in School: Religion and Faith Identity</i></p>	<p>Readings</p> <p><u>Lecture</u> Hemming, P. J. (2018). “No offence to God but I don’t believe in Him”: Religion, schooling and children’s rights. <i>Ethnography and education</i>, 13(2), 154–171. https://doi.org/10.1080/17457823.2017.1287582</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on religion and faith identity. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 37-45). Routledge.</p> <p>In-Class Activity Exit Card Response #7</p> <p>Requirements</p>

		<p>Students assigned to student rights in school: (dis)ability shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by next Wednesday, March 11th at 11:59pm.</p> <p>Students shall be working on Assessment 4(a): UNCRC in Schools Report and Lesson Plan.</p>
<p>Session 9 March 12th, 2026.</p>	<p><i>Student Rights in School: (Dis)ability</i></p>	<p>Readings <u>Lecture</u> Veerman, P. (2022). The Best Interests of the Child and the right to inclusive education. <i>The International Journal of Children's Rights</i>, 30(2), 499-523. https://doi-org.proxy1.lib.uwo.ca/10.1163/15718182-30010012</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on disability. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 75-82). Routledge.</p> <p>In-Class Activity Tentatively Scheduled Guest Speaker on Students and (Dis)ability in Schools</p> <p>In-Class Activity Exit Card Response #8</p> <p>Requirements Students assigned to student rights in school: immigration status shall submit their Assessment 3(a) Case Study Analysis: Equity Literacy Framework by next Wednesday, March 18th at 11:59pm.</p> <p>Students shall be working on Assessment 4(a): UNCRC in Schools Report and Lesson Plan.</p>
<p>Session 10 March 19th, 2026.</p>	<p><i>Student Rights in School: Immigration Status</i></p>	<p>Readings <u>Lecture</u> Asadi, N. (2023). Education for refugee learners under the framework of social justice and racial equity. In Ali A. Abdi (Ed.), <i>Social justice education in Canada: Select perspectives</i> (pp. 199 – 213). Canadian Scholars.</p> <p><u>Case Study</u> Gorski, P.C., & Pothini, S.G. (2024). Cases on immigrant status. In P.C. Gorski & S.G. Pothini (Eds.), <i>Case studies on diversity and social justice education</i> (pp. 102-111). Routledge.</p> <p>In-Class Activity Exit Card Response #9</p> <p>Requirements Students shall be developing a sense for key concepts, ideals and the relationship across the six thematic areas discussed over the past six sessions in preparation for their Assessment 2(a): Identification and Written Analysis #1 that will take place in-class next week.</p>

		Students shall be continuing to work on Assessment 4(a): UNCRC in Schools Report and Lesson Plan that is due on Monday, March 30 th at 11:59pm.
Session 11 March 26 th , 2026.	<i>Identification and Written Analysis #2</i>	Readings n/a Requirements Students shall compose their Assessment 2(b): Identification and Written Analysis #2 in-class this week. Students shall be completing Assessment 4(a): UNCRC in Schools Report and Lesson Plan that is due on Monday, March 30 th at 11:59pm.
Monday, March 30 th is the last day to drop a Winter half course		
Session 12 April 2 nd , 2026.	<i>UNCRC in Schools Advocacy Initiative</i>	Readings n/a Requirements Students will participate in Assessment 4(b): UNCRC in Schools Advocacy Initiative .
Good Friday (official holiday) Friday, April 3 rd		
Easter Sunday (official holiday) Sunday, April 5 th		
The last day of classes is Thursday, April 9 th , 2026.		
Exam Schedule		
Study Day: Friday, April 10 th – Saturday, April 11 th		
Exam Period is Sunday April 12th – Thursday, April 30th Exam schedule to be released sometime in March. <i>Avoid scheduling any travel until the exam schedule is posted.</i>		

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.

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

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

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Statement on Use of Electronic Devices

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CYS Marking Norms and Corridors

At Western University instructors assign numeric marks guided by Western's template and KUC's course policy memos. CYS's policy must conform to Western and KUC policies. **This typology informs how CYS faculty translate their relative and qualitative assessments of individual student performances into numeric marks.**

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

CYS acknowledges that instructors are responsible for setting assessments and making judgments about the quality of student performances.

CYS Chair will examine the distribution of marks and ensure instructors meet the corridors given below. Instructors will attempt to meet these targets and if they experience difficulties, they will communicate with Chairs.

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rad.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>. 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

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and

course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline. Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

Use of Recordings

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

Policy on Attendance

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

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

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.

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:
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Students experiencing emotional or mental health distress can access services at King's University

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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

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3. Statement on Use of Electronic Devices

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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.

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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%20Reports%20-%20TurnItIn.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

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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.

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

King's University College
General Course Policies
2025-2026

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Academic Considerations for Absence/Missed Assessments

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.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration using the extranet portal (www.extranet.uwo.ca). 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.

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.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs and further consideration may be denied. Please refer to the course outline for each course.

Academic consideration for examinations scheduled by the Office of the Registrar always requires documentation.

The policy on academic consideration is found here:

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