



Childhood and Youth Studies 3312G (570)
RESEARCH METHODOLOGIES FOR LIFE WORLDS AND CULTURES
Fall/ Winter 2025-2026

Instructor: D. Ciufo
Email: dciufo2@uwo.ca

Course Information

Calendar Description:

An advanced seminar on research methodologies into the life worlds of childhood and youth, and peer cultures. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



CYS 3312G: Research Methodologies for Systems and Life Worlds

Winter 2026

Instructor: Dr. Dustin Ciufu

Email: dciufu2@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 and any course in Childhood and Youth Studies at the 2200-level.

Notice: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Calendar Description

An advanced seminar on research methodologies into systems and life worlds of childhood and youth. Students will analyze literature, hypothesize research questions, locate sites and methods, and confront logistical and ethical questions of social research with children.

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. This is of particular relevance for this course as will be highlighted further below through the course learning outcomes.

Course Learning Outcomes

This course is designed to advance students' theoretical and practical knowledge for research methodologies particular to systems and life worlds. To do so, students will simultaneously develop their understanding for a wide range of academic theories and their specific application to the Childhood Studies literature as well as learning how the research process unfolds and its specific application to conducting research with children and youth. This theoretical and methodological approach will be applied to systems and life worlds of children. The culminating requirement of this course is for students to develop a research proposal that if they so wish, may be able to complete this research by pursuing *CYS 4403E: Senior Project in Childhood and Youth Studies* in the future. The course learning outcomes are all designed with the intent of equipping students with both theoretical and practical skills and experiences to advance student

understanding for engaging in academic research into childhood and youth. 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.

LO2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

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

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

Specific Course Learning Outcomes

- Establishing an understanding for Childhood Studies theories including childism, post-humanism, select critical identity theories and child rights theories in relation to children's life worlds.
- Establishing an understanding for the conceptual framing and practical design of research methods in Childhood and Youth Studies.
- Developing written communication skills through reflective journal writing and composing theoretical framework, literature review, and research methodology that will culminate in producing a comprehensive research proposal.
- Enhancing interpersonal, team-building, and oral communication skills through classroom participation, reviewing one's own and one's classmates' draft research proposal, as well as presenting their 3 Minute Research Proposal.
- Applying theoretical and practical knowledge for conducting research of children's life worlds for future opportunities as child and youth professional.

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 theoretically-informed discussion across the class.

Course Assessment

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

Assessment 1: Training, Oral Participation, Note-Taking Preparation and Reflective Journal Participation

Assessment 1(a): Tri-Council Research Ethics Training (5%)

As this is a course designed to introduce students to research, the first requirement is for students to complete the Tri-Council Research Ethics Training. This training is available online at the following link - <https://tcps2core.ca/welcome>

Due date: Sunday, January 11th at 11:59pm.

Assessment 1(b): Active Oral Participation (10%)

This course is designed to facilitate the *Active Participation* of all students. Contributing to the class discussion is both an important skill for students to develop and it also influences the quality of the course experience. Part of contributing to the discussion is coming to class having completed all readings as well as having prepared notes on concepts, theories, methods, and themes that students may wish to share and analyze through class discussion.

Due date: Ongoing

Assessment 1(c): Note-Taking Preparation for Active Oral Participation (5%)

In order to actively contribute to the class discussion, students are required to come to each class having prepared notes from each of the required readings. Students shall have three talking points (for each reading – these talking points can make up between ¼ and ½ page) from which they can contribute to the class discussion. The pedagogical grounds for this course requirement is that students will have read the material and written their talking points down so that they are fully prepared to share through class discussion.

Due date: 9 entries will be completed prior to class and checked briefly at the beginning of class during sessions 2 through 10.

Assessment 1(d): Reflective Journal Participation on the Research Process (Report, Respond, and Relate with Reasoning) (10%)

The actively participating student is one who can reflect on the class experience and convey such reflections to advance their independent learning. The Reflective Journal Participation is designed to be specific to the Research Process. To develop reflective analytical written skills, students will compose 9 journal entries in total concerning a **research methods matter** during sessions 2 through 10. While the journal is intended to encourage free-flowing writing, it does require an overarching framework to guide student reflection. Therefore, students' active participation through their reflective journals should follow the following format:

- (a) **Report** – Identify one research related element from class today that resonated with you.
- (b) **Respond** – Elaborate on *why* this research element resonated with you by sharing how it made you feel.
- (c) **Relate with Reasoning** – Utilizing material from class (something specific from the course lecture or course readings; a concept, theory, research method element, a case study), explain how this material furthers your understanding for the topic specifically and in relation to your research process.

Due date: 9 entries will be completed toward the end of each class during sessions 2 through 10.

Assessment 2: Draft Theoretical Framework and Literature Review

Assessment 2(a): Draft Theoretical Framework of a Select Theory (10%)

The first five classes of the course introduce students to a wide range of theories in relation to Childhood Studies. These include *Childism, Post-Humanism, a number of Critical Identity Theories and Children's Rights theories*. Students will select one of these theories and compose a draft theoretical framework through which they will proceed to later analyze their select life world. This draft theoretical framework is to be 3 pages in length. Students shall include 3 – 5 sources.

Due Date: Monday, February 23rd at 11:59pm.

Assessment 2(b): Draft Literature Review of a Select Life World (10%)

The first five classes of the course also introduce students to a wide range of life worlds. Students will select a life world that may or may not have been discussed in the course material thus far and compose a literature review. The literature review of a select life world is to be 6 pages in length. Students shall include 5 – 8 sources.

Due Date: Monday, February 23rd at 11:59pm.

Assessment 3: Draft Research Methodology

Assessment 3(a): Recruitment and Ethics (5% group)

As the course continues from the conceptual and theoretical requirements of research, it will proceed to explore research methodology. This will see students learn about the recruitment and ethics process. Students shall compose a draft research methodology for the recruitment process they envision using and the ethical considerations they will make. This is to be 2-3 pages in length.

Due Date: Sunday, March 1st at 11:59pm.

Assessment 3(b): Data Collection – (a) Interviewing, Focus Groups, or Afrocentric and Indigenous Research Methodologies OR (b) Observations, Ethnography, or Participatory Action Research (5%)

The next phase of research methodology will see students learn about data collection. This will include learning about interviewing, focus groups as well as Afrocentric and Indigenous research methodologies in one session, and observation, ethnography as well as participatory action research in the proceeding session. Students shall compose a draft research methodology for their data collection approach and explain the reasoning for the decisions that they make. This is to be 2-3 pages in length.

Due Date: If Data Collection (a) OR Data Collection (b): Sunday, March 8th at 11:59pm.

Assessment 4: Research Partner Meeting with Professor (5%)

By session 10 (Monday, March 16th), students will have completed the general requirements for their research proposal in draft form. This meeting is an opportunity for students to share their overall draft work with the professor alongside their research partner. Here, students can share their progress, ask questions, and receive feedback from the professor.

Due Date: Monday, March 16th in class or over zoom (student's choice)

Assessment 5: Research Proposal Workshop (5%)

In session 11 (Monday, March 23rd), students will have organized and completed their research proposal in full. This workshop session is an opportunity for students to read over one another's work and provide feedback. This will see students sharing their proposal with their research partner, as well as two other students. From this feedback session, they are encouraged to revise their proposal for final submission.

Due Date: Monday, March 23rd in class.

Assessment 6: Research Proposal and Presentation

Assessment 6(a): Research Proposal (25%)

The completed research proposal includes all elements that students have been working on throughout the course. This consists of:

- (a) A research statement (what is your topic?), question (what are you exploring?), and rationale (why is it important?) (1 page)
- (b) A theoretical framework of a select theory (3 pages)
- (c) A literature review of a select life world (6 pages)
- (d) Recruitment process and ethical considerations (2-3 pages)
- (e) Data collection (2-3 pages)
- (f) Implications of your study (who will this impact? What change will it bring?) (1 page)
- (g) Appendix – Be sure to include all materials including recruitment posters, questionnaires or any other item that you may use.

Due Date: Sunday, March 29th at 11:59pm.

Assessment 6(b): 3 Minute Research Proposal Presentations (5%)

In the final session, students will have the opportunity to present their completed research proposal through a 3-minute research proposal presentation. While the time is brief, the pedagogical belief is that students shall be able to convey the range of elements they have outlined in their proposal in an engaging manner.

Due Date: Monday, March 30th in class.

Course Schedule

Session Date	Session Topic	Session Readings and Requirements Theory (T) / Research Methods (RM) / Life World (LW)
Winter term classes begin Monday, January 5 th .		
Session 1 January 5 th , 2026.	<i>Exploring Children's Life Worlds & Theorizing Childism</i>	<p>Readings (T) Spyrou, S. (2022). When design designs children: The importance of ontological design for childhood studies. <i>Childhood</i>, 29(4), 471–477. https://doi.org/10.1177/09075682221125859</p> <p>(T) Wall, J. (2023). Childism: Transforming critical theory in response to children. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 317 - 339). Bloomsbury Publishing.</p> <p>Requirements Students shall ensure they have read the course syllabus and have developed an understanding for the course expectations. Please ask questions anytime.</p> <p>Assessment 1(a): Tri-Council Research Ethics Training (5%) is due on Sunday, January 11th at 11:59pm.</p>
Tuesday, January 13 th is the last day to add a second-term course.		
Session 2 January 12 th , 2026.	<i>Situating Oneself in Research & Theorizing Post-Humanism</i>	<p>Readings (T) Kraftl, P. (2023). Childhoods, materialities, and spatialities: Theorizing 'beyond' the subject. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 118-137). Bloomsbury Publishing.</p> <p>(RM) Gharabaghi, K. (2022). Chapter 1: Party words and pick-up lines: Situating oneself in research. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 19-35). Canadian Scholars.</p> <p>Requirements Students shall be developing a sense of Childhood theories and how they reveal understanding for childhood, youth, and</p>

		<p>their life worlds. They shall also be thinking about theories and life worlds that interest them.</p> <p>Students shall also be developing a sense of the research process.</p> <p>Journal Reflection #1</p>
<p>Session 3 January 19th, 2026.</p>	<p><i>The Politics of Research & Critical Identity Theories: Theorizing Postcolonialism and Disability</i></p>	<p>Readings</p> <p>(T) Balagopalan, S. (2023). Theorizing ‘difference’?: Postcolonialism and childhood studies. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 78 - 99). Bloomsbury Publishing.</p> <p>(T) Runswick-Cole, K., Goodley, D., & Liddiard, K. (2023). Inviting disability: Disabled children and studies of childhood. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 138 - 153). Bloomsbury Publishing.</p> <p>(RM) Gharabaghi, K. (2022). Chapter 2: Fake presidents, fake research, fake practice: The politics of research. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 36-52). Canadian Scholars.</p> <p>Requirements</p> <p>Students shall continue to be developing a sense of Childhood theories and how they reveal understanding for childhood, youth, and their life worlds. They shall also be thinking about theories and life worlds that interest them.</p> <p>Students shall continue to be developing a sense of the research process.</p> <p>Journal Reflection #2</p>
<p>Session 4 January 26th, 2026.</p>	<p><i>Value Driven Practice & Critical Identity Theories continued: Theorizing Black Studies, Feminism, and Queer Theory</i></p>	<p>Readings</p> <p>(T) Halliday, A.S. (2023). Toward a Black Feminism for Black girls. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 242 - 257). Bloomsbury Publishing.</p> <p>(T) Mukerjee, U. (2023). Queer theory and childhood studies. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 154-175). Bloomsbury Publishing.</p>

		<p>(RM) Gharabaghi, K. (2022). Chapter 3: Stuff we do without knowing: Value-driven practices. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 53-67). Canadian Scholars.</p> <p>Requirements Students shall really be developing a sense of Childhood theories and how they reveal understanding for childhood, youth, and their life worlds. They shall also be thinking about theories and life worlds that interest them.</p> <p>Students shall really be developing a sense of the research process.</p> <p>Journal Reflection #3</p>
<p>Session 5 February 2nd, 2026.</p>	<p><i>Formulating Research Questions</i></p> <p><i>Children’s Rights Theories: Theorizing Living Rights</i></p>	<p>Readings (T) Nieuwenhuys, O. & Hanson, K. (2023). Living rights theory. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury handbook of theories in childhood studies</i> (pp. 258 - 276). Bloomsbury Publishing.</p> <p>(RM) Gharabaghi, K. (2022). Chapter 4: The wonder years: Formulating research questions. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 68-83). Canadian Scholars.</p> <p>Requirements Students shall be finalizing their select theory and their select life world. This way they can start to get into the theoretical and life world literature respectively so as to determine their precise research question. They intention is that they should come to class next week with an idea of a research question they may like to explore.</p> <p>Students shall be growing confident in their conceptual understanding of the research process prior to delving into the specific literature review process next week.</p> <p>Journal Reflection #4</p>
<p>Session 6 February 9th, 2026</p>	<p><i>Literature Review</i></p>	<p>Readings (RM) Gharabaghi, K. (2022). Chapter 5: You’re never really first: The literature review. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 84-101). Canadian Scholars.</p> <p>Requirements</p>

		<p>Students will share their select theory, their select life world, and have an initial research question that will continue to be refined as they delve deeper into the literature.</p> <p>Students shall have a sound understanding of the literature review process.</p> <p>Journal Reflection #5</p>
<p><i>Winter Reading Week runs from February 16th to February 20th, 2026 – No Classes</i></p>		
<p>Session 7 February 23rd, 2026.</p>	<p><i>Recruitment and Ethics</i></p> <p><i>Student- Determined Life World #1</i></p>	<p>Readings (RM) Gharabaghi, K. (2022). Chapter 10: May I listen to you? Recruitment and ethics. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 190-216). Canadian Scholars.</p> <p>(LW) Student-Determined Life World #1 Reading</p> <p>Requirements Students will now move from the conceptual to practical requirements of research methodology. This will begin with exploring recruitment approaches and ethical considerations. They will also examine a select children’s life worlds article becoming equipped to analyze both conceptual and beginning to account for the practical research approaches conducted by these scholars. Finally, they will become equipped with the recruitment and ethics process to explain how they would do this in draft form before the next class.</p> <p>Journal Reflection #6</p> <p>Assessment 2(a): Draft Theoretical Framework of a Select Theory (10%) is due on Monday, February 23rd at 11:59pm.</p> <p>Assessment 2(b): Draft Literature Review of a Select Life World (10%) is due on Monday, February 23rd at 11:59pm.</p> <p>Assessment 3(a): Recruitment and Ethics (5% group) is due on Sunday, March 1st at 11:59pm.</p>
<p>Session 8 March 2nd, 2026.</p>	<p><i>Data Collection: Interviewing, Focus Groups, as well as Afrocentric and Indigenous</i></p>	<p>Readings (RM) Gharabaghi, K. (2022). Chapter 11: Relational conversations: Interviewing and focus groups. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 217-243). Canadian Scholars.</p>

	<p><i>Research Methods</i></p> <p><i>Student-Determined Life World #2</i></p>	<p>(RM) Gharabaghi, K. (2022). Chapter 8: I know because you know: Afrocentric and Indigenous research methods. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 144-164). Canadian Scholars.</p> <p>(LW) Student-Determined Life World #2 Reading</p> <p>Requirements Students will continue to move from the conceptual to practical requirements of research methodology. This will be done by exploring data collection methods including interviewing, focus groups as well as Afrocentric and Indigenous research methods. They will also examine another select children's life worlds article becoming equipped to analyze both conceptual and beginning to account for the practical research approaches conducted by these scholars.</p> <p>Journal Reflection #7</p>
<p>Session 9 March 9th, 2026.</p>	<p><i>Data Collection: Observations, Ethnography and Participatory Action Research</i></p> <p><i>Student-Determined Life World #3</i></p>	<p>Readings (RM) Gharabaghi, K. (2022). Chapter 7: Celebrating your senses: Observation and ethnography. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 117-144). Canadian Scholars.</p> <p>(RM) Gharabaghi, K. (2022). Chapter 9: Awesome researchers don't always look like researchers: Participatory action research. In K. Gharabaghi, <i>Research and the field of child and youth care: An invitation</i> (pp. 165-189). Canadian Scholars.</p> <p>(LW) Student-Determined Life World #3 Reading</p> <p>Requirements Students will complete learning the practical requirements of research methodology. This will be done by exploring data collection methods including observations, ethnography and participatory action research. They will also examine a select children's life worlds article becoming equipped to analyze both the conceptual and practical research approaches conducted by these scholars. Finally, they are now equipped with understanding the data collection methods outlined in the previous session and in this session so that they explain how they would do this in draft form before the next class.</p> <p>Journal Reflection #8</p>

		Assessment 3(b): Data Collection – (a) Interviewing, Focus Groups, or Afrocentric and Indigenous Research Methodologies OR (b) Observations, Ethnography, or Participatory Action Research (5%) is due on Sunday, March 15th at 11:59pm.
Session 10 March 16 th , 2026.	<i>Research Partner Meetings with Professor</i>	<p>Readings n/a</p> <p>Requirements Now that students have completed the vast majority of their research proposal in draft form, students will pair up with their research partner and attend 15-minute meetings with the professor. These meetings can take place in our classroom or over zoom (it is the student's choice). During this 15-minute meeting, each student will share the selection of the components of their research proposal. They will receive feedback from the professor and their research partner to inform how they will continue to refine their draft proposal into a final copy for submission.</p> <p>Journal Reflection #9</p> <p>Assessment 4: Research Partner Meeting with Professor (5%) in class or over zoom (student's choice).</p>
Session 11 March 23 rd , 2026.	<i>Research Proposal Workshop</i>	<p>Readings n/a</p> <p>Requirements As students will have completed their research proposal in draft form, this session is dedicated to sharing it with both their research partner, as well as two other students in the class. Students will read one another's proposals and provide feedback through track changes directly onto their submissions. This will continue to help each student refine their draft proposal into a final copy for submission. This final copy is due before our next class.</p> <p>Assessment 5: Research Proposal Workshop (5%) in class.</p> <p>Assessment 6(a): Research Proposal (25%) is due on Sunday, March 29th at 11:59pm.</p>
Monday, March 30 th is the last day to drop a Winter half course		
Session 12 March 30 th , 2026.	<i>Research Proposal Presentations</i>	<p>Readings n/a</p> <p>Requirements</p>

		In our final class, students will have the opportunity to present their research proposal. However, they will be asked to do so in 3 minutes. While brief, this is an important skill for students to develop being concise, direct, and clear with the audience. Assessment 6(b): 3 Minute Research Proposal Presentations (5%) in class.
Good Friday (official holiday) Friday, April 3 rd , 2026.		
Easter Sunday (official holiday) Sunday, April 5 th , 2026.		
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

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

Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

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

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

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

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

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

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

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

Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized

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

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

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.

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 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](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.