



**MOS4422F 570**  
**Corporate Governance**  
**Fall 2026**

Instructor: Trevor Hunter, PhD  
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**Course Information**

**Mode of Instruction:** In-Person

**Calendar Description:**

The goal of this essay course is to teach students what good governance is and how to do it. Topics covered may include: how to be a good director, understanding executive compensation, differences in corporate governance across cultures, governance ethics and governance of not-for-profit organizations.

**Pre-requisite(s):** Enrolment in 4th year of BMOS or permission of the instructor.

**Extra Information:** 3 hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** MOS

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.



**MOS 4422F**  
**CORPORATE GOVERNANCE**  
**Section 570**

**COURSE OUTLINE**

**Professor:** Trevor Hunter

**Office:** FB 303

**Office hours:** By appointment over Zoom.

**Email:** [thunter6@uwo.ca](mailto:thunter6@uwo.ca)

**NOTE:** Please email only from your Western email account and not from outside email addresses or your mail may be put into junk mail.

**COURSE MATERIALS**

There will be no formal text for this course however there will be a compendium of readings and cases that students must acquire from Ivey Publishing. Follow this link to purchase the **coursepack** [https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2026A&courses%5B0%5D=570\\_KC/MOS4422F](https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2026A&courses%5B0%5D=570_KC/MOS4422F)

All students are required to purchase the **coursepack** and failure to do so will result in a failing grade in the course. I can tell who has purchased the case pack. The readings are intended to provide context and analytical assistance to you as you prepare for class discussion, as you analyze the cases for your case write-ups and for your final presentations. While I may or may not discuss the readings that are assigned for each lecture during the lecture, I will expect that you refer to the content (when appropriate) in your assignments and projects.

Most of the readings are available to you on-line or through the Western Library system and I will expect you to access them and read them prior to the class for which they are assigned. The following is the reading list with the article title, author and publication. I expect you to get these readings ASAP and let me know if you are unable to find them. You are all way more internet savvy than I so if I can find them then you should be able to as well.

| Title                                                                                       | Author                                  | Publication                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why Maximizing Shareholder Value Is Finally Dying                                           | Steve Denning                           | <a href="https://www.forbes.com/sites/stevedenning/2019/08/19/why-maximizing-shareholder-value-is-finally-dying/#29950eaf6746">https://www.forbes.com/sites/stevedenning/2019/08/19/why-maximizing-shareholder-value-is-finally-dying/#29950eaf6746</a>                                           |
| The ESG Mirage                                                                              | Simpson et. al.                         | <a href="https://www.bloomberg.com/graphics/2021-what-is-esg-investing-msci-ratings-focus-on-corporate-bottom-line/">https://www.bloomberg.com/graphics/2021-what-is-esg-investing-msci-ratings-focus-on-corporate-bottom-line/</a>                                                               |
| Are ESG Ratings a True Measure of Sustainable Practices?                                    | CPA Ontario                             | <a href="https://uwaterloo.ca/ctr-sustainability-performance-management/sites/default/files/uploads/documents/egs-ratings_practitioner-summary.pdf">https://uwaterloo.ca/ctr-sustainability-performance-management/sites/default/files/uploads/documents/egs-ratings_practitioner-summary.pdf</a> |
| What Continues to be Wrong with Corporate Governance and How to Fix it                      | John Carver                             | Ivey Business Journal online                                                                                                                                                                                                                                                                      |
| The Coming Revolution in Corporate Governance                                               | Richard Leblanc and James Gillie        | Ivey Business Journal online                                                                                                                                                                                                                                                                      |
| Corporate Board Governance and Director Compensation in Canada                              | Korn/Ferry Institute                    | <a href="https://d2tjip14dtdndz.cloudfront.net/2018-Canada-Board-Governance-and-Director-Compensation.pdf">https://d2tjip14dtdndz.cloudfront.net/2018-Canada-Board-Governance-and-Director-Compensation.pdf</a>                                                                                   |
| Davies Governance Insights                                                                  | Davies Ward Phillips & Vineberg LLP     | <a href="http://www.dwpv.com/Sites/GovernanceInsights/index.htm">http://www.dwpv.com/Sites/GovernanceInsights/index.htm</a>                                                                                                                                                                       |
| Corporate Governance and Firm Operating Performance                                         | Lawrence D. Brown and Marcus L. Caylor  | Review of Quantitative Finance and Accounting Volume 32, Number 2 (2009), 129-144                                                                                                                                                                                                                 |
| The Composition of Boards of Directors and Strategic Control: Effects on Corporate Strategy | Barry Baysinger and Robert E. Hoskisson | The Academy of Management Review Vol. 15, No. 1 (Jan., 1990), pp. 72-87                                                                                                                                                                                                                           |
| When and Why Diversity Improves Your Board's Performance                                    | Creary et. al.                          | Harvard Business Review. 2019                                                                                                                                                                                                                                                                     |
| Are Boards and CEOs Accountable for the Right <i>Level</i> of Work?"                        | Mark Van Clieaf                         | Ivey Business Journal online                                                                                                                                                                                                                                                                      |
| Corporate Governance,                                                                       | Christopher S. Armstrong,               | <a href="http://ssrn.com/abstract=1707842">http://ssrn.com/abstract=1707842</a>                                                                                                                                                                                                                   |

|                                                                                                                      |                                            |                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Compensation Consultants, and CEO Pay Levels                                                                         | Christopher D. Ittner,<br>David F. Larcker |                                                                                                                                                                                                                                                                                                                   |
| Facebook IPO Prospectus                                                                                              | Facebook                                   | <a href="http://s3.documentcloud.org/documents/358408/fbprospectus052212.pdf">http://s3.documentcloud.org/documents/358408/fbprospectus052212.pdf</a>                                                                                                                                                             |
| How Elon Musk will increase his power through the SpaceX IPO                                                         | Sean O’Kane                                | <a href="https://techcrunch.com/2026/05/21/forget-technoking-elon-musk-will-really-be-king-at-spacex/?utm_source=flipboard&amp;utm_content=to pic/business">https://techcrunch.com/2026/05/21/forget-technoking-elon-musk-will-really-be-king-at-spacex/?utm_source=flipboard&amp;utm_content=to pic/business</a> |
| On the folly of rewarding for A while hoping for B                                                                   | Steven Kerr                                | The Academy of Management Executive; Feb 1995; 9, 1                                                                                                                                                                                                                                                               |
| Sarbanes Oxley Act of 2002                                                                                           |                                            | <a href="http://www.soxlaw.com/">http://www.soxlaw.com/</a>                                                                                                                                                                                                                                                       |
| Canada Business Corporations Act                                                                                     |                                            | <a href="https://laws-lois.justice.gc.ca/eng/acts/c-44/page-14.html#docCont">https://laws-lois.justice.gc.ca/eng/acts/c-44/page-14.html#docCont</a>                                                                                                                                                               |
| Corporate Governance in the Post SOX Period                                                                          | Dan R. Dalton & Catherine M. Dalton        | Business Horizons<br>Volume 51, Issue 2, March–April 2008, Pages 85–92                                                                                                                                                                                                                                            |
| Enterprise-wide Risk Management and Corporate Governance                                                             | Betty Simkins and Steven A. Ramirez        | <a href="http://www1.luc.edu/law/activities/publications/lljdocs/vol39_no3/simkins_ramirez.pdf">http://www1.luc.edu/law/activities/publications/lljdocs/vol39_no3/simkins_ramirez.pdf</a>                                                                                                                         |
| OECD Principles of Corporate Governance                                                                              | OECD                                       | <a href="http://www.oecd.org/dataoecd/32/18/31557724.pdf">http://www.oecd.org/dataoecd/32/18/31557724.pdf</a>                                                                                                                                                                                                     |
| A Framework for Governance of Social Enterprise                                                                      | Chris Low                                  | International Journal of Social Economics Vol. 33, Iss: 5/6, pp.376 - 385                                                                                                                                                                                                                                         |
| Primer for Directors of Not-for-profit Corporations                                                                  | Industry Canada                            | <a href="http://www.ic.gc.ca/eic/site/cilp-pdci.nsf/eng/h_cl00688.html">http://www.ic.gc.ca/eic/site/cilp-pdci.nsf/eng/h_cl00688.html</a>                                                                                                                                                                         |
| Bill 65 (Chapter 15 Statutes of Ontario, 2010)<br>An Act to revise the law in respect of not-for-profit corporations | Government of Ontario                      | <a href="http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&amp;Intranet=&amp;BillID=2347">http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&amp;Intranet=&amp;BillID=2347</a>                                                                                                                   |

As we progress through the course, other supplemental readings may be provided if deemed appropriate.

## **COURSE DESCRIPTION**

Management and Organizational Studies (MOS) 4422 is a fourth-year course in the Bachelor of Management and Organizational Studies Honors Specialization, Honors Double Major and Specialization programs at King's University College. In this senior course, you will combine the skills you have learned in earlier functional courses to analyze intensive and comprehensive issues in governance.

As MOS graduates, it is highly likely that you will work for a company that is that is governed by a Board of Directors. Additionally, you may invest in or be employed by a publicly traded firm. Perhaps if you start your own business you may decide to form a Board for your company. Over the course of your career, you may even be invited to sit on the Board of Directors of a for-profit firm or a non-profit organization.

Most people have heard the terms “Board of Directors” and “Corporate Governance” but few people understand what it means to be a member of “the Board” and what a Board of Directors does. What are their responsibilities? Do they make a difference? Who decides who gets to be a member? How do they operate? Often much more is heard about Boards than is really known or understood.

It is the position of this course that Boards of Directors DO matter, but that all Boards are not created equal. Just as there are under-performing firms, there are under-performing Boards. It is important to know what makes a good Board, what makes a good Board member, how a good Board works and how the quality of the Board will influence an organization's performance. Therefore, the purpose of this course is to acquaint students with the functions of a Board of Directors and how to make them function properly for a given organization – for or not for profit. The goal is to demystify this institution and teach students how to become effective Board members and develop a Board into the body of advice, counsel and oversight they are intended to represent.

The course will be taught using a combination of lectures and cases. The course will begin with lectures by me. The lectures will present theories to provide you with the tools to analyze governance issues in real organizations. Readings will be assigned to present other analyses of best governance practices as well as to set the context within which the various issues will be discussed. Finally, cases will be used to apply the lessons learned from the lectures and readings.

## **LEARNING OUTCOMES**

Using lectures, and experiential learning tools like case studies and research projects, upon completion of this course students will be able to do the following:

- Understand and perform the role of a Board member for a for or not-for-profit organization as well as the role Boards play in their optimal functioning
- Using practical analytical tools, evaluate an organization's Board of Directors and governance structure and make recommendation to increase their effectiveness and function

- Evaluate and develop executive compensation mechanisms to ensure they align with and balance the needs of the organization and its shareholders/stakeholders
- Understand and implement enterprise risk management tools and how to identify and mitigate risk in organizational strategies and business operations
- Understand the differences between for and not-for-profit Boards' roles and the role of a Director
- Have enhanced their writing, presentation and critical analytical skills through researching and potentially working with real organizations and corporate governance issues

## STUDENT EVALUATION

Student evaluation will consist of class contribution (25% of the final grade, ongoing throughout the course), two case write-ups (35% of the final grade), a group final presentation (30% of the final grade), with a progress report (10% of **presentation** grade), and group work peer evaluation (10% of the final grade). There will NOT be a final exam in the course.

**NOTE: Students must earn a passing mark on their overall individual work and class contribution to pass the course. If you receive a failing mark on your overall individual work, including the contribution component, and a passing grade on the group report, you will not pass the course and be assigned a grade based only on your individual work. Students must pass and complete all the assignments as they are designed and weighted, to pass the course. Students must complete all assignments to pass the course.**

### Class Contribution – Ongoing throughout the year – 25%

As a senior course with a high component of participation, proper attendance is crucial. You will have relatively few opportunities to show me a high level of participation, but I still expect it. This means students **MUST** come prepared to contribute to the classes. Attendance is not sufficient to earn contribution marks – contribution is required. Simply showing up and saying nothing could result in a mark of zero for contribution. Real class contribution involves moving the discussion forward, adding value to your and the class's learning through insightful comments or questions. Simply agreeing or asking a basic question or speaking in class may not be contributing. Speaking simply to be heard may actually reduce your contribution grade. Adding to the learning or demonstrating nuanced insight is how you earn marks.

### Case Write-ups – 35%

Each student will prepare two, **four-page maximum, single-sided, double-spaced, 12-point font, 1-inch bordered** case write-ups. Each student will prepare the same case. The case will be comprehensive and relate to the theory presented during the lectures. You will be evaluated based on how well you use the concepts and terms from the class to identify and then solve the proper governance issue(s) in the case as well as for providing clear recommendations to address the issues and the justification for your recommendations. These recommendations should state what the issue is, why it is a governance problem and how, specifically, to solve it. It is important that your analysis be at the right level meaning it addresses governance issues with governance best practice solutions - not at the operational level. I expect you to apply the correct concepts, the right

way to address the most pressing issues. Students who simply provide a “list” of governance best practices without prioritizing the issues will not do well. You must think then make your recommendations, not just repeat what I have told you.

Each write-up will be submitted through the "Assignments" tab on our course OWL site, and penalties for late submissions will be applied. I will discuss this more in class.

| Assignment       | Due         | Weight |
|------------------|-------------|--------|
| Case Write-up #1 | October 8   | 15%    |
| Case Write-up #2 | November 12 | 20%    |

Students’ written work is expected to be completely free of spelling or grammatical errors and will be evaluated by the following scale, regardless of content.

- 5 errors – overall grade reduced by 25%
- 5-10 – overall grade reduced by 50%
- > 10 – overall grade = zero

Spelling and grammar count in the real world. If you cannot communicate your ideas clearly, they will be ignored, regardless of their quality. You must learn to be a professional in all your assignments.

#### Corporate Governance Final Group Presentation – 30%

This course is intended to be one that focuses on the **practice** of corporate governance, as such there is no final exam. Exams lend themselves to memorization of theory or facts as opposed to testing whether the lessons taught in class can be applied in various situations. The best “test” as to whether you understand corporate governance is for you to use what you have learned to solve a governance problem. Your final “exam” therefore will be for you to choose an organization, and using the analytical tools from the class, identify the most important corporate governance issues, demonstrate why they need to be addressed and make specific actionable recommendations as to how to deal with them.

Student groups will choose an organization that you feel is experiencing problems with its governance and act as consultants to prepare a report and presentation to its board (the class and I) on how it should be improved.

You will be expected to focus on issues and topics we discussed in class (i.e. the organization may have too many insiders on the board and are not keeping the CEO properly accountable for her actions. What recommendations would you make to improve the board’s performance?). It will be vital, therefore, that you select an organization that has issues that are rich enough to use and that are related to the subject matter of the course. The organization must be independent, meaning it has its own Board and is not a subsidiary or another organization. If you focus on too many aspects of the course and firm (i.e. are more broad than deep), your presentation mark will suffer. Depth of analysis is always better than breadth.

In the past students have had a great deal of difficulty keeping on topic in their presentation. They would analyze operational issues and their marks would suffer. Your role as a consultant is to identify the issues related to corporate governance and then solve them using the analytical tools we learned and practiced in class.

The Group Presentation is made up of five steps:

1. **Group Formation:** Groups of 3-4 students (depending upon the class size) will be assigned in Session 3. I will be selecting the groups and the selection process may or may not be random. Before you leave the class, you will be expected to have complete contact information with all members of your group, and to have established some understanding of when and where the group can meet. Time will be allotted in class to make sure everyone meets their group. You are responsible for finding out who is in your group and contacting them. They are not responsible for finding you. DO NOT wait for them to contact you. If you do not discuss the situation with me, not being in contact is not grounds to appeal your mark if it is lower than you anticipated.
2. **Topic Approval:** Your group must meet with me (over Zoom) to get your topic approved. The only way to get your topic approved is by meeting with me, approval will not be given over e-mail. **If you do not get your topic approved you will not get a grade for the third step.** Prior to the approval meeting, as an individual, you should think of potential organizations to use, and then, as a group, narrow the list down to a 3-5 as we may find that some may not be appropriate when we meet. Before we meet, make sure that the organizations on your list are NOT on the unusable presentation organization list on the OWL site and that they are NOT divisions or subsidiaries of other organizations. Given that governance is contextual, and we have focused on the North American context, you should choose an organization that operates in this region. You may choose a non-profit organization or a publicly traded for-profit business, but you will need to choose one for which you can access governance information. If you come to the meeting with organizations that do not meet the criteria, your approval will be delayed.
3. **Project Progress Report:** Groups will upload a progress report to OWL prior to the beginning of Session 12. **Your topic must be approved by me to receive a grade for this step.** This report will be worth 10% of your final presentation grade. Progress reports that are late will receive a deduction of 10% of your mark for every 24 hours that pass until it is received. This report will be 1-2 pages in length and simply tell me what sources you are using for your research, who is doing what, how often you are meeting, what sort of governance issues you see, what you think may have caused these issues, what some early recommendations.

**As this is a group assignment, there is no flexibility with respect to the timing of the due dates. All late submissions will be subject to the penalties.**

4. **In-class Presentation:** Groups will make a **20-minute** PowerPoint in-class presentation based on your analysis. The in-class presentation is worth 90% of your final presentation grade. You will be expected to pay attention to the governance best practices we discussed in class (i.e.

role of the board, executive compensation, chair/CEO duality, conflict of interest, shareholder value, etc.). Your presentation mark will be based on the quality of your analysis – how well you identify and prioritize WHAT needs to be done and WHY, but also, HOW to implement your recommendations. Due to the nature of the organization, it may be unlikely that your recommendations would actually be implemented – that is fine. Your job is to do the proper analysis to identify important problems and make the best recommendations to address them you can, regardless as to whether the organization agrees. Evaluation of your presentation will be based primarily on the quality of research and content (quality of analysis, application and understanding of concepts, level of specificity, feasibility and appropriateness of the recommendations). To a lesser extent, I will also evaluate the style and quality of your presentation. This is a senior course, therefore a higher degree of professionalism and presentation skills are expected and will be evaluated as such.

The presentation and my expectations will be discussed further in class, but also, as noted above, your group will have to meet with me to get approval of your selected organization and so I can provide more guidance. Each organization will have different contexts and governance issues, so it is not possible for me to give a general rubric. We will, together, outline my expectations for your specific project.

**As this is a group presentation that is assigned at the beginning of the course, there is no leeway with respect to the presentation timing you will be assigned. In order to receive a grade for the presentation, you must participate in the presentation. If you are unable to be present for the presentation, you must provide academic consideration documentation. There is no flexibility in due dates, formatting or weighting of the presentation.**

5. **Presentation Report:** Groups will hand in a report based on their presentation. The report is worth 10% of your overall presentation grade. The report will represent material that supports what is presented in class and will also contribute to the mark in terms of its quality. As such the report should include information that sets the stage for the presentation or provides some background or context to what is presented, but different from what is presented. The most important material **MUST** be presented in class. The bulk of your mark will be based on the material presented. The report should be used by you to provide me the “rough work” for your presentation. There will be a **4, double-spaced page limit to the written report, and point form is fine**. A title page with the names and student numbers of all group members as well as a list of references must be included with the report but will not count in the page limit.

**As this is a group assignment, there is no flexibility with respect to the timing of the due dates. All late submissions will be subject to the penalties.**

#### Group Peer Evaluation (10% of final grade):

Most activities you undertake in your career will involve working with others and the sooner you realize that you must contribute fully to whatever it is upon which you will work, the better. You also need to realize that you will have to evaluate the performance of others. This is not an easy

thing to do but it important to be honest both in terms of good and bad performance evaluation. I expect that every group member will contribute equally to the completion of the Group Presentation, however, there may be certain members who are outstanding – they should be recognized, or do not fully contribute – they should face the consequences of their actions. As an incentive to contribute fully, 10% of your overall final mark will be determined by your peers. The evaluation process will be discussed further in class.

As noted above, this evaluation of your contribution to the Group Presentation will be made by your fellow group members and will account for 10% of your overall final grade. The form will be available on the OWL site. Each group member will evaluate everyone's work (including their own) out of 10 points. The average for the group must equal 8 out of ten and you are not allowed to simply give everyone the same grade. If your form is not uploaded **within the proper timeframe**, or not completed properly you will not be assigned a grade and forgo this 10%. You must **ONLY** use the form I provide. You may not use your own version. You must follow the instructions **EXACTLY. If you do not use my form or follow the instructions exactly you will get a grade of ZERO, even if your peers give you a grade.** It is very important that all members contribute to the group. I do not like free-riders nor do I like it when good students support those who do not add value. I expect you to be honest and fair in your peer evaluation.

**As this evaluation is assigned once you are put in a group, there is no flexibility with respect to the timing of the due dates. Students submitting the Peer Evaluation Forms after the due date will receive a grade of ZERO.**

## STUDENT ELIGIBILITY

Enrollment in MOS 4422 is limited to students registered in the fourth year of the Management and Organizational Studies program. All others wishing to enroll in MOS 4422 must first receive special permission from the course professor.

You (the student) are responsible for ensuring that you have successfully fulfilled the prerequisites for this course, and for ensuring that this course is not an anti-requisite of another course you already have taken. Lack of prerequisites, or ignorance of anti-requisite regulations, cannot be used as grounds for an appeal in this course.

|                   |                                             |
|-------------------|---------------------------------------------|
| Prerequisite(s):  | Enrollment in the 4th year of a MOS program |
| Antirequisite(s): | Not applicable                              |

*Unless you have either the prerequisites for this course or written special permission from the professor 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 REGULATIONS

Students are expected to complete all required evaluation components to receive a passing grade in this course. Students with course conflicts and approved inter-university athletic conflicts, or students unable to hand in a summary or participate in the report based on medical or compassionate grounds, may apply to be excused.

**NOTE: Students must earn a passing mark on their individual work (i.e. the case write-ups, peer evaluation and class contribution) to pass the course. If you receive a failing mark on the individual work and a passing grade on the group presentation, you will not pass the course and be assigned a grade based only on your individual work. Students must complete all evaluation components as they are designed, to pass the course.**

Requests to be excused for medical or compassionate grounds must *always* be accompanied by appropriate documentation – either with the request or as soon as possible after the fact and be made through the Academic Dean's Office. A Medical Excuse Documentation Form is available from the Academic Dean's office.

### Punctuality

Tardiness at hand-in deadlines beyond the allotted timeframe is unacceptable for any reasons other than medical or compassionate reasons (see above). If an assignment is handed in late it will be penalized **10%** of the possible grade for the first 24 hours late, and **10%** for each additional 24 hours late, including weekend and holiday days. So if a hand-in is due at 12:30 am and arrives at 12:31 am, it is late and will lose 10%. If it arrives at 12:31am the next day it is now 2 days late and will receive another 10% deduction.

### Hand-in Policy

All hand-ins must be through OWL. Please ensure your names, contact information and student numbers are on a title page. If you hand in something to me it is **YOUR** responsibility to ensure that all the pages are accounted for, not mine. I will only mark what is given to me and I will not search you out to see if you missed some pages.

### Use of Electronic Devices

Unless you have some sort of emergency situation (which should be communicated to me prior to class, you will have no need to use any sort of electronic communication device (i.e. cell phone or some other communication device not yet invented) in class. Using communication devices in class is rude and distracting and develops poor listening habits that can hurt you in the business world. If I see you using communication devices in class I will call you out. If I feel you have been engaged in this activity too many times (and what constitutes "too many" is entirely up to my discretion) I will ask you to leave the class.

### Use of Artificial Intelligence

Artificial Intelligence can be a powerful learning tool if used appropriately. I am not an expert in the field but I may discuss how it can be used in class. Although I expect all assignments to only

be done by the student registered in this course, following the instructions, I support its use in this class, with two caveats:

1. If you use Artificial Intelligence for any aspect of any assignment, I expect you to note this – tell me where, for what and how, just like you would/should cite any other outside source. Failure to disclose the use of Artificial Intelligence is the same as failure to cite others' work which can result in a grade of **ZERO** and an academic penalty.
2. You must be very careful. In many cases I can tell when students use Artificial Intelligence as they do a poor job of doing so. Many see this tool as an easy way to complete assignments but you have to understand the risks. Poor prompts or inputs leads to poor output and if your output is poor and you end up not fulfilling the assignment, you must accept the consequences. Improper use of Artificial Intelligence is not grounds for an appeal or for re-doing the assignment. Proper use of Artificial Intelligence can be enlightening and help with your learning. Poor use or lazy use of Artificial Intelligence can lead to failure. The decision as to whether to use it is yours.

### **Appointments**

If you wish to meet with me, send an e-mail to me to set up a mutually convenient time. Please be on time and have an objective for the discussion.

### **Online Behaviour and Intellectual Property**

- All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in Academic discipline. Any form of abusive behaviour online, on social media or in the CHAT function of ZOOM will be tolerated. Any and all abusive or inappropriate behaviour will be reported to the academic dean's office.
- Recording of lectures or tutorials is NOT ALLOWED and is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party. Doing so is not only grounds for academic discipline, but also illegal.
- All tests, examinations or projects done online are expected to be done by the student registered in this course, following the instructions outlined by the Assignment.

### **PRIVACY**

In order to respect privacy laws and the privacy of individual students, student grades will be communicated **ONLY** via the OWL site, direct contact with your professor, or on a test/exam/report/essay paper. I will not email your grade to any email address other than your UWO email address and I will only discuss individual grades with the student in question.

I will not provide any individual contact information to anyone else without written permission.

Student grades are confidential. Please take this into consideration when sharing your grades or asking others to share their grades.

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2026-2027

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

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found [here](#) Academic Accommodation for Students with Disabilities. Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

## **Religious Accommodation**

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

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://kings.uwo.ca/community/library/services/accessibility/>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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-health/index.html>

Academic Support Services at King's University College:

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

## **GBSV Support:**

King's (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

Mental Health and Wellness at King's - King's University College

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

### 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://kings.uwo.ca/sites/2025/assets/files/about/governance/policies/board/Board%20Policy%203\\_1%20Code%20of%20Student%20Responsibilities%20and%20Conduct.pdf](https://kings.uwo.ca/sites/2025/assets/files/about/governance/policies/board/Board%20Policy%203_1%20Code%20of%20Student%20Responsibilities%20and%20Conduct.pdf)

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 [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_offences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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.

## **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.