



Political Science 3320E (570)
GENDER AND WOMEN IN CIVIC LEADERSHIP
Fall/ Winter 2026-2027

Instructor: Dr. Jacquie Newman & Dr. Shawna Lewkowitz

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Course Information

Mode of Instruction: in-person

Calendar Description:

Women continue to be underrepresented in civic leadership. This course offers a unique experience for students who identify as women and are interested in becoming engaged in civic leadership and community building. Students are paired with a female civic leader to learn about the opportunities and barriers facing women.

Antirequisite(s) at Main campus: Social Justice and Peace Studies 3398F, Social Justice and Peace Studies 3399G in 2016-2017; Social Justice and Peace Studies 3320E.

Antirequisite(s) at King's campus: Social Justice and Peace Studies 3320E.

Prerequisite(s): Enrollment in any of the following modules: Political Science; Politics and International Relations; Social Justice and Peace Studies; Gender, Sexuality and Women Studies; Philosophy; Social and Political Thought; Psychology; Economics; Finance; or BMOS modules; and permission of the Program Co-ordinator/Chair.

Extra Information: 2 hours. Limited enrolment. Meeting minimum requirements does not guarantee admission to the course. Priority will be given to students registered in Political Science, Politics and International Relations or Social Justice and Peace Studies at Kings; or Political Science or Leadership Studies at Main campus. Application and interview are required. Check deadlines with your Program Coordinator/Chair. Cross-listed with Social Justice and Peace Studies 3320E.

Course Weight: 1.00

Breadth: Category A

Subject Code: POLISCI

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.



PIR 3320E – SJPS 3320E 270/230

Fall/Winter 2026-2027

Gender & Women in Civic Leadership

Instructors:

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Class location and times and instructor office hours are available on the OWL Brightspace site.

Gender & Women in Civic Leadership Course | 2026-2027

this is an in-person class

Course Description and 2026-2027 Theme

This course offers a unique experience for women and gender non-conforming students to learn about and become engaged in civic leadership and community-building. Students will meet, network, and work with women-identifying civic leaders. Students will learn how these leaders and influencers see the city from their unique position as active women leaders in the City of London and gain insight into the opportunities and barriers facing women in politics.

This year's thematic question is: How do women and gender non-binary civic leaders engage with city change during and after an election? This October 26th will be municipal election day in London and this year's class shall focus on examining how women and non-binary civic leaders engage and react to electoral and political change before, during, and after the election. The class will examine how gendered leadership derives from the purposeful pursuit by women and non-binary folx in advocating and making change in and for their communities. This leadership is inherently intersectional because women leaders belong to multiple communities defined by such things as identity, issue area, and geography.

Texts: There is no required text for this class. Course readings and materials will be available through OWL Brightspace at no expense to the students.

Course Objectives

- Experience and critically reflect upon the influence of gender on leadership, governance, and political participation at the local level.
- Analyze how gender, race, ethnicity, Indigeneity, disability, sexual orientation, class, and other intersecting identities shape experiences of politics, leadership, and civic engagement.
- Apply academic theories and concepts to practical experiences gained through mentorship, observation, and community engagement.
- Use feminist and intersectional approaches to critically examine social, political, and economic issues within local governance.
- Examine the role of community organizing, advocacy, and civic activism in shaping local governance and democratic change.
- Develop qualitative research and fieldwork skills through participant observation, reflective practice, and community-based learning.
- Communicate research findings effectively through written, oral, and visual forms of knowledge mobilization, including presentations, data visualization, briefing materials, and digital media.
- Integrate academic learning with community-based experiences to develop practical problem-solving skills and a deeper understanding of civic leadership.
- Develop professional skills in collaboration, networking, and community engagement through sustained participation with mentors, community organizations, and civic leaders.

Experiential Learning

This course is an experiential learning course combining academic and theoretical knowledge with community-based experiences. Much more than a placement or just a mentor relationship, the course includes a pedagogical framework of concrete experiences, critical analysis, reflection, and synthesis. It is an opportunity for you to understand your strengths, develop new skills and connect with community. It is thoroughly grounded in academic rigour and assignments and discussions should be approached from an integrated academic/experiential perspective.

We use Kolb's Experiential Learning Model as the basis for course discussion and learning. (Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, Inc., Englewood Cliffs, N.J.)

Kolb's Experiential Learning Cycle:

Concrete Experience: Students engage in experiences that involve emotions, perceptions, thoughts, and action. In this course, this involves experiences with mentors, planning the conference, and time spent in the community.

Reflective Observation: By going through a series of questions and discussions in class or specific assignments, students reflect on their experiences to gain insight into their experiences, what assumptions and theories they engaged.

Abstract Conceptualization: Through academic analysis and discussion, students build on previous learnings and apply their reflections to create new conceptual learnings and understanding.

Active Experimentation: Students take what they have learned and apply it in new settings with their mentors and in the community demonstrating the knowledge they gained.

Course Requirements

Course participation: This is an in-person class. Attendance of the biweekly classes is mandatory. In addition, students are expected to commit to an average of **three hours per week** of research and work for the duration of the academic year in both the classroom and the community which along with conference planning is the experiential element of this course.

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

Assignment	Description
Field Journals -- 15% 2% for first journal entry. Minimum of 5 through the year Final journal entry after the Conference Due: April 16, 2027	A field journal is a tool used by researchers, scientists, and students to document observations, thoughts, and activities while conducting research. Essentially, field notes are the researcher's written record of observations made, experiences had, and insights gleaned while conducting research. This includes academic readings. This field journal will serve as a reflective accounting of your meetings with your mentor and other course learnings. We will use this field journal to assess your engagement with your mentor as well as your learning. A field journal is a reflective and observational tool used by researchers, including students, to document their engagement with a particular area of study. In academic settings, it serves as a personal and intellectual record of the research process as it unfolds. Field journals are often used in disciplines like sociology, anthropology, education, and gender studies, where lived experience, social context, and reflexivity are essential components of knowledge production. In this course, your field journal will be a space to critically reflect on your learning and experiences in relation to this year's theme. It is a place to capture your observations, questions, and insights as they relate to course readings, lectures, class discussions, interactions with mentors or community members, and other relevant experiences. More information is available in the FAQ's/Guides Tab of the OWL Brightspace class site. We shall require one field journal entry covering the first class to help you get started on this process. This will be worth 2% The expectation is for a <i>minimum</i> of 5 entries for the year, not including the 1st and the Final journal entry after the Conference (minimum 7 in total). These entries should include your meetings (5 meetings minimum) with your mentors. Your journal should include: Detailed observations of meetings, events, and experiences you attend. This includes your direct interactions with your mentor as well as any meetings,

	activities, or leadership events you observe alongside them. • Notes on assigned readings, classroom lectures, and discussions related to your meetings with your mentors. These will form the foundation for your reflections and help you connect theory to practice. • Reflections should: ○ Demonstrate critical engagement with what you are seeing and learning; ○ Make explicit connections to course materials (readings, lectures, and discussions); ○ Consider broader themes of gender, leadership, and social context. ○ Have a reflective, personal component that explicitly demonstrates your learning Journals may be typed or handwritten (unless otherwise directed), but they must be organized, legible, and clearly dated. Entries should be approximately 250-500 words each. More details and guidance is available on OWL Brightspace. Remember: This is not simply a diary or a record of activities. Your field journal is a research and learning tool that documents your evolving understanding of gendered leadership through your observations, experiences, and interactions with your mentor. Strong journals will demonstrate thoughtful reflection, meaningful engagement with course readings and discussions, and careful analysis of real-world observations. The strongest submissions will move beyond describing what happened to critically examining why it matters and how it connects to broader concepts explored in the course.
Participation in classroom sessions -- Total 20%	This is a combination of attendance and contribution to class discussions. Students must attend all the bi-weekly Friday sessions and come prepared to discuss the week's topic and the assigned readings. Along with lectures and discussions, class sessions will also be used to develop the first-term interview, analysis and blog project, and the second-term planning for the ChangeMaker Conference. Participation will be evaluated based on attendance, oral participation, the observed level of analytical and communicative skill during discussion and displayed

	preparation for the week's topic. We expect students to adhere to the values of engagement presented below. If a prolonged absence becomes unavoidable for medical or such reasons, students should approach the Dean's Office to make sure that proper accommodation is requested and given. Although no formal class is scheduled every other Friday, students are expected to use this time for meetings with mentors and Conference planning groups. Experience from previous cohorts demonstrates that students who make consistent use of these periods are better prepared, have more successful mentoring relationships, and contribute more effectively to the planning and delivery of the Conference.
Interview with Mentor, Analysis, and Blog Post -- Total 30% 1. Questions and ethics protocol Due: Oct. 9 – 5% 2. Interview transcript and analysis Due December 4 -- 10% 3. Academic Blog post Due December 4 -- 15%	The student will be assigned a mentor during the first week of class and introduced to that partner via email by the Profs. The student will then engage with them a minimum of five times between September and April. 1. Students will develop a set of questions for an in-depth semi-structured interview with their mentor focusing on leadership in a city changing during and after an election. They will use the readings and lectures on women's leadership and their own research. Students will complete the appropriate ethics review application (to be covered in class). 2. Students will undertake and record the interview and convert the interview to text using transcription software. Students will edit and analyze the interview using qualitative coding methods and draw out themes. Instructions on how to do this will be covered in class. Codes and themes should reflect the readings and lectures covered in class to that point. An edited coded transcript and a list of themes drawn from the data will be submitted with the final blog. 3. Students will create an academic blog post profiling and analyzing their mentor's leadership in turbulent times. As

	an academic blog, research used in the blog should conform to academic citation style using intext citations (Chicago, APA, MLA). Length 850 - 1000 words. Further instructions and directions will be available on OWL Brightspace
Final Project: ChangeMaker Conference -- Total 35% (see breakdown below) Conference Plan Update (Group Mark) Dec 4th – 5% Conference Planning Participation (Individual Mark) Due March 20th– 5% Execution of Conference Day (Individual Mark)	ChangeMaker Conference – April 9, 2027 Instructions and more details on assignment expectations are available on OWL Brightspace. Students will collectively organize a conference aimed at young women and gender diverse high school and undergraduate students Students will be organized into three conference planning groups. Each group will be responsible for developing a one-hour session for the conference. Additionally, each group will have specific tasks related to organization, planning, and logistics. This conference is led by the students and instructors play a support role. Group 1 will be focused on registration and recruitment; Group 2 on marketing and Communications; Group 3 on Finances and Conference Logistics 1. Conference Plan update – as a group, students will submit a conference update describing their planning to that point; decisions made regarding the conference session and the logistical planning; and future tasks with dates and who is responsible. Students in each group will submit the same update and be evaluated as a group. 2. Students will be evaluated on their contributions to conference planning and their group work. You will be assessed individually on your engagement and contributions to the planning process; your accountability to your team members and the larger class; and your follow-through on tasks. This grade accounts for conference planning participation throughout the year and is an individual mark but also considers how your group functioned as a whole. 3. You will submit a written summary of your own contributions and justification for your participation

	b. Students 2. Review of syllabus and expectations 3. Explain field journals 4. Introduce student-mentor matches. 5. Contact & responsibilities. 6. Introduce conference planning groups. 7. Conference planning 8. Conference theme Conference date: April 9, 2027	(We don't expect you to have the reading done for today, but you should do it in the next week. It should be a focus along with the first class of your first journal entry.)
Friday September 18 NO CLASS		
Friday, September 25 2:30 – 5:00 pm Jacquie	Session 2: Feminism and Intersectionality We shall also spend some time talking about research questions and ethics	Readings and content: Helena Liu. 2023. "Leadership between interlocking oppressions: theorizing with intersectionality," in Sherryll Tan and Lisa DeFrank-Cole (eds.) A Research Agenda for Gender and Leadership. NY: Edward Elgar Publishing, pp. 53-67 (Available on Brightspace) Video: Kimberle Crenshaw discusses intersectionality. Fillable Ethics review applications are available on OWL Brightspace. Videos about ethics are available on OWL Brightspace.
Friday Oct. 2 NO CLASS	Suggested Activities ● Contact your mentor to set up a preliminary meeting ● Get together with your conference group. Start to assign roles and tasks. ● Work on your field journal	
Friday Oct 9 2:30 – 5:00 pm Jacquie	Session 3: Social Reproduction, Women's Leadership, and Role Congruity	Readings and content: Ronit Kark, Anna D.T. Barthel and Claudia Buenglar. 2023. "Leadership theories through the eyes of s/he: a gendered and feminist analysis of the development of

		leadership theories,” in Sherylle Tan and Lisa DeFrank-Cole (eds.) <u>A Research Agenda for Gender and Leadership</u>. NY: Edward Elgar Publishing, pp. 29-51 (Available on Brightspace) Video: Leah Cowan. Emotional labour is a heavier burden for some of us. TEDx RoyalCentral School (255) <u>Emotional labour is a heavier burden for some of us</u> Anja Krstic, Ivona Hideg, Janice Yue-Yan Lam, Winny Shen. 2025. “All women—not just mothers—could benefit from more workplace flexibility” <u>The Conversation</u>. July 28, 2025. (Available on Brightspace) Video: Regina L. Clark. <u>Emotional Labour and the myth of women’s work</u>. Tedx Fulsom. https://www.youtube.com/watch?v=bJLawgDbn_E Available on OWL Brightspace
Friday Oct. 16 Oct. 10 – 18th Fall Reading Break	Suggested Activities ● Start developing questions for your interview. ● Organize a date and time for an interview with your mentor for the last week of October or November. ● Meet with conference group and move forward on tasks.	
Friday, Oct 23 2:30 – 5:00 pm Jacquie	Session 4: Researching Women’s Leadership Introduction to Qualitative Research Guidance: ● How to do an in-depth semi-structured interview. ● How to develop questions to meet	Readings and content: Lisa DeFrank-Cole and Sherylle Tan. 2023. “Gender and Leadership: What is it, what it was, and where it’s going,” in Sherylle Tan and Lisa DeFrank-Cole (eds.) <u>A Research Agenda for Gender and Leadership</u>. NY: Edward Elgar Publishing, pp. 1-11 (Available on Brightspace) Videos about coding are available on OWL Brightspace. Recommended: Marjorie Devault and Glenda Gross. 2014. ‘Feminist Interviewing: Experience, Talk, and Knowledge,’ in Sharlene Nagy Hesse-Biber, <u>Handbook</u>

	the focus of your research. • How to do an ethics review application and the importance of ethics. • How to do qualitative coding and developing themes from your data/interview.	of Feminist Research: Theory and Praxis, Boulder: Sage Pubs, pp. 1-52 (Available on Brightspace)
Friday Oct. 30 No Class	Suggested Activities • Organize a date and time for an interview with your mentor for November, if you haven't already! • Meet with conference group and move forward on tasks.	
Friday Nov 6 2:30 – 5:00 pm Jacquie & Shawna	Session 5: Political Leadership Post-election debrief	Readings and content: Jacquetta Newman. 2022. This is Where I do my work: Women's Identity at the Municipal Level: A very provisional draft. Paper presented at the Annual Meeting of the Canadian Political Science Association. May 30, 2022. (Available on Brightspace) FAQ: What is Municipal Government? Podcast: "Gender parity, increasing diversity on municipal councils with Taneen Rudyk" (Mayor Vegreville, AB and President of FCM) Municipal World Shares Podcast, March 8, 2023: Available at <u>Gender parity, increased diversity on municipal councils with Taneen Rudyk - Municipal World</u>
Friday Nov. 13 No Class	Suggested Activities • Interview your mentor. • If interview done work on transcription editing and coding. • Meet with conference group and move forward on tasks.	

Friday, Nov 20 2:30 – 5:00 pm Shawna	Session 6: Place Based Leadership and the Politics of Belonging	Readings and content: Washington, L., Beer, A., & Kulik, C. T. (2024). Gender, place leadership and levelling up across regions. <i>Contemporary Social Science</i> , 19(4), 583–601. (Available on Brightspace) The tyranny of gender and the importance of inclusive safe spaces in cities Petra Doan https://www.youtube.com/watch?v=Rdua6xvcalg The Right to the City and Gendered Everyday Life Tovi Fenster (Available on Brightspace)
Friday Nov 28 NO CLASS	Suggested Activities • Meet with your conference group. • Analyze the interview with your mentor • Starting drafting your academic blog post	
Friday, December 4 Shawna	Session 7: Indigenous Women's Leadership	Readings and content: Komorowski, J. (2022). Indigenous women and resilience [Digital curriculum module]. In <i>Maatookiying gaa-miinigoowiziying (Sharing our gifts)</i> . Western University. (Available on Brightspace)
SEASON'S GREETINGS AND HAPPY 2027		
Friday, January 8, 2:30 – 5:00 pm Jacquie & Shawna	Introduction to term 2, team building and conference Planning	Readings and content: No readings but be prepared to present as a group your conference planning activities to date. We will do some team building activities and reflect on the development of our own leadership thus far.

Friday Jan 15 NO CLASS	Suggested Activities • Continue with conference planning. • Re-engage with mentor if you have not been in touch since the winter break.	
Friday, Jan 22 2:30 – 5:00 pm Jacquie	Session 9: Movement and non-profit leadership	Readings and Content: Jacquetta Newman. “Acting In and On History; The Canadian Women’s Movement,” James Bickerton and Alain G. Gagnon(eds), <i>Canadian Politics 7th edition</i> . Toronto: University of Toronto Press. (Available on Brightspace) Video: Kimberle Crenshaw, What Intersectionality Really Means for Movements. (Link available on Brightspace)
Friday Jan. 29 NO CLASS	Suggested Activities • Conference group meeting. What needs to be done. We are now in the crunch period.	
Friday, Feb 5 2:30 – 5:00 pm Shawna	Artificial Intelligence, Media, and Reimagining Futures	Readings and content: Toby Newstead, Bronwyn Eager, Suze Wilson. 2023. "How AI can perpetuate – Or help mitigate – Gender bias in leadership," <u>Organizational Dynamics</u> Vol. 52, No. 4. (Available on Brightspace) Artificial Intelligence – Friend or Foe to Gender Equity? https://www.youtube.com/watch?v=9_V3kGoKWgo Wendy Cukier, Samantha Jackson and Suzanne Gagnon. 2019. "The Representation of Women and Racialized Minorities as Expert Sources On-Air in

		Canadian Public Affairs Televisions" <u>Canadian Journal of Communication</u> . Volume 44, Number 1 (Available on Brightspace)
Friday, Feb 12 No Class	Suggested Activities Conference group meeting. What needs to be done. We are now in the crunch period.	
Friday, Feb 19 No Class	Winter Reading Week	
Friday, Feb 26 2:30 – 5:00 pm Shawna	Queering Leadership	Readings and content: Heather Arnold-Reniker, Kyle Inselman, Jennifer Rivera, Cameron T. Whitely. 2020. “Trans and nonbinary leadership and civic engagement,” in Shanna K. Kattari, M. Killian Kinney, Leonardo Kittari, and N. Eugene Walls (eds.) <u>Social Work and Health Care Practice with Transgender and Nonbinary Individuals and Communities: Voices for Equality, Inclusion, and Resilience</u>. London: Routledge, pp. 301-215 (Available on Brightspace) Podcast: Queering Leadership https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/ https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/
Friday, Mar. 5 2:30 – 5:00 pm Shawna	Youth Leadership	Readings and content: Brigid Carroll and Joshua Firth. 2021. Leading or led? A critical exploration of youth leadership development. <u>Management Learning</u> Vol. 52(1) 6–25 (Available on Brightspace) Government of Canada: Youth Secretariat https://www.canada.ca/en/youth.html Government of Canada: State of Youth https://www.canada.ca/en/canadian-heritage/campaigns/state-youth.html Government of Canada: Youth Policy https://www.canada.ca/en/youth/programs/policy.html
Friday March 12 NO CLASS	Suggested Activity • Work on Conference Report	

	• Work on Field Journals	
Friday March 19 Jacquie and Shawna	Conference Planning	
Friday March 26 NO CLASS – GOOD FRIDAY		
Friday April 2	Conference Rehearsal	Conference run through
Friday April 9	ChangeMaker Conference	

Class Policies

Professionalism:

Because this is an experiential learning course, you will be working with people outside King's University College. That means the expectations for professionalism, communication, and reliability are a little higher than in a typical classroom course.

Please remember that your participation affects more than just your own learning. The people you are working with have volunteered their time and often rearranged their own schedules to make this experience possible. Respect their time by showing up when you say you will, communicating if something changes, and following through on your commitments.

Life happens, and sometimes circumstances get in the way. If you are having trouble participating or keeping a commitment, let your mentor and the course instructors know as soon as possible. Good communication goes a long way, and we'll work with you to find a solution.

Values of Engagement

This course explores politics, power, identity, inequality, intersectionality and democratic conflict. Some of the ideas, readings, and discussions may challenge your assumptions or make you uncomfortable. That discomfort is not something to avoid; it is part of the learning process.

When you encounter an argument you disagree with, be reflexive rather than reactive. Ask yourself why it challenges you. What assumptions does it make? What evidence supports it? What evidence supports an alternative perspective? What values or interests are shaping the argument? What values or experiences are shaping your own response? Our goal is not simply to express opinions, but to analyze arguments critically, respectfully, and with evidence.

We also recognize that each of us brings different experiences, identities, and forms of privilege or marginalization into the classroom. Reflecting on your own positionality, while respecting the experiences of others, is an important part of political inquiry and democratic citizenship.

To support these conversations, we will treat this classroom as a **brave space**.

A brave space is "the creation of a challenging environment that encourages equal participation across representative identities." Rather than promising comfort or safety at all times, a brave space recognizes that meaningful learning often involves intellectual risk and the willingness to reconsider previously held assumptions.

Our classroom will be guided by five principles:

- **Controversy with civility:** We welcome disagreement and debate. Critique ideas, not people, and remember that it is okay to agree to disagree.
- **Owning intentions and impacts:** Good intentions do not always prevent harm. Be willing to listen if someone tells you your words had an unintended impact, and be thoughtful about how your own words affect others.
- **Challenge by choice:** You are encouraged to participate in difficult conversations, while recognizing that there may be times when you choose to listen rather than speak.
- **Respect:** Treat everyone in the classroom with dignity and respect, even when you strongly disagree.
- **No attacks:** Personal attacks, harassment, discrimination, or deliberately demeaning others have no place in this classroom.

Our goal is not consensus. It is to create a classroom where we can engage difficult political questions thoughtfully, respectfully, and with intellectual honesty.

Policies Regarding Written Work: You Must Submit Your Own Work

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Back up!, Back up!!, Back up!!: Did I mention that you should back up and save your work in multiple sites. Your field journal is very helpful with this. Students are to keep an electronic and a hard copy of their assignments and essays in their files. Students must also keep a copy of their research notes and rough drafts. Keep copies of all the articles and research you download for the paper in a file, also include your notes, outline, and drafts of the paper. Individual lockers on Brightspace are good for this. This provides evidence of your own work in case of questions and will also save you if you accidentally delete or lose your paper due to a computer glitch.

Plagiarism: Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at [http://www.uwo.ca/univsec/handbook/.](http://www.uwo.ca/univsec/handbook/))

Use of AI Tools: Artificial intelligence (AI) tools, such as ChatGPT and other generative AI applications, may be used in this course only for limited purposes, such as brainstorming ideas, developing an outline, or assisting with preliminary research. However, the analysis, writing, and arguments presented in any submitted assignment must be your own original work.

Remember that AIs are word machines, not truth or information machines. AI-generated information is not always accurate and may often contain factual errors, fabricated sources, or misleading interpretations. Treat AI-generated material as you would any other source: evaluate it critically and verify its accuracy before relying on it.

If you use an AI tool at any stage of an assignment, you must include, as an appendix, (1) the prompt(s) you used and (2) the complete AI-generated response(s) that informed your work. In addition, any use of AI must be acknowledged and cited appropriately using a recognized citation style (e.g., MLA, APA, or Chicago), following the most current guidance for citing generative AI.

Failure to disclose the use of AI-generated material may be treated as a matter of academic integrity under University policy.

Late assignments

Late assignments and papers will have 2% per day late penalty unless students have arranged for an extension with the professors before the due date.

In the event of a medical emergency, students are requested to contact the Academic Dean's Office or Academic Advisor immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

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 an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help:
<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are 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](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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/campus/Kings_Code_of_Student_Conduct.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.

6. 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

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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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/OriginalityReports-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.

7. 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.

8. 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.

9. 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.