

Overcoming Management Paradigms in Global Development
CGS 3520G | Winter 2018

Instructor: Dr. Amaechi D. Okonkwo

Class: W108

Office: V130

Office Hours: Wednesday 10:00-11:00am

Contact Email: aokonkw2@uwo.ca

Scheduled class times: Wednesday 8:30-9:30am and Friday 8:30-10:30am

Course Prerequisites: 0.5 Centre for Global Studies course at the 1000 – 1099 level, or permission of the Centre for Global Studies.

Course Description

This course will selectively and critically examine the modes and mechanisms through which development is achieved in a manner critiqued as managerial. That is, task-oriented development or management by results. While the course examines the strengths and weaknesses of task-oriented development and alternative approaches, detailed attention will be paid to equipping students with practical development project management knowledge and skills for participatory and sustainable results.

The course is practical and adopts a problem-solving approach. It offers students' the opportunity to practice fundamental project management skills in cooperative teams. In this regard, project management models, methodologies for planning, project implementation, approaches to project monitoring and evaluation will be critically examined and practiced in class. Lectures will be used to introduce objectives, present essential information, critically discuss and practice the selected development management process and tool selected for the day.

Class Methods

A mix of Socratic (questioning, analyzing and simplifying - working on texts and ideas the instructor presents in class), and traditional instruction methods will guide presentations and discussions. This blend of approaches will entail cooperative dialogue among students, and between the students and the instructor. The aim is to stimulate students' critical thinking on managerialism in development, on one hand, and enhance in-class understanding and practice of global development management tools, on the other.

Learning Outcomes

By the end of this course, students will:

1. Understand debates on the weaknesses of development management – concentrating on its underlying causes and potential solutions
2. Acquire a critical understanding of the development project management cycle
3. Understand and demonstrate a capacity to develop given tools for development management, such as the logframe, without underestimating their limitations
4. Understand project risks and the usefulness of identifying, assessing, and reducing them

Main Text

Haslam, Paul., Schafer, Jessica., & Beaudet, Pierre. 2017. Introduction to International Development: Approaches, Actors, and Issues (3rd ed.). Don Mills, ON: Oxford University Press.

Supplementary Materials

Thomas, Alan. 2000 'What Makes Good Development Management' in Wallace, T. (ed) Development and Management, Oxford: Oxfam GB.

Bill Cooke. 2001. From Colonial Administration to Development Management. IDPM Discussion Paper Series. Working Paper No. 63.

Mamdani, Mahmood. 1996 Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton: Princeton University Press.

Geever, Jane C. 2007. The Foundation Center's guide to proposal writing (5th Ed.). Washington: The Foundation Center.

CIDA. 1996. Results-Based Management Policy Statement. Hull: CIDA.

The World Bank 2005. The logframe Handbook; A Logical Framework Approach to Project Cycle Management.

Course Expectations

1. Any changes to the schedule or assignment submission dates will be agreed upon in class regardless of absentees – otherwise the syllabus is final. If you miss a class, please ask a classmate for updates.
2. You are encouraged to read the assigned chapters or articles before each class. This will prepare you to participate in class, essay writing and examination.
3. Course participants are expected to respect diversity of persons and opinions.

***Course policies (see appendix).

Components of Course Assessment and Grading (1)

1. Class Participation

(10%)

Class participation will be evaluated with students' attendance records (taken at each lecture) and active participation in class discussions and debates. The latter, active participation in class discussions and debates, will be assessed with students' knowledgeable and critical contributions/questions during lectures, which will be taken as evidence of reading the course materials and active listening. Accordingly, more than three absences in the entire winter session may result in loss of the class participation mark.

2. Term Paper - due on January 31 (20%)

Current debates on *global development management* tend to give the impression that its tools and processes are unproductive, and that planned change could be somehow achieved without management or administration. Still, the increasing commonality of management, as a practice and ideology, across the public sector (as New Public Management) and in the private sector (which operates on a model of measurable efficiency and profit) suggests otherwise. Drawing on the course material, development management literature and your experience, how true is the above statement? Critically outline and discuss two limitations of global development management and two ways these limitations could be, or is being, addressed.

Students must reference at least 6 *published and peer reviewed articles* in the preparation of the term paper. Some reference materials are listed in the course outline. The paper should be type-written, formatted and 6 pages long – excluding references. See assessment rubric for paper evaluation standards.

3. Team assignment on logical framework due on February 28 (20%)

At the beginning of the second lecture, students will be divided into 8 cooperative teams because developing a logframe is a *collaborative process* that involves all project stakeholders. Approaches to composing student teams will be worked out in the first class.

Members of each team are expected to bring different skill-sets and competences for developing a logframe. For example, research, analysis, logical skills, and so on. Team work is also an opportunity to get to know your classmates better, and hopefully, learn from them. Each team will provide evidence of cooperative work. By Lecture 12 for example, team members should have met and discussed how workloads will be distributed among team members – and email their arrangement in point format to the instructor.

Teams will decide when and where to meet. Each team will be assigned a project that will guide their development of a logframe. The projects will be distributed in the *Lecture 11 class*. The logframe should be type-written, well-formatted in Time New Roman font, and must not exceed 2 pages - excluding references. In addition to using the assessment rubric on page 6, submitted logframes will be assessed with the following criteria;

1. How concisely they draw all key components of the planned project into a clear set of statements that provides comprehensible project overview,
2. How well the causal linkage (vertical logic) between output and purpose levels are demonstrated,
3. How the logframe aids project implementation by specifying project activities,
4. How the logframe sets up indicators that would facilitate the comparison of planned and actual project results, and the monitoring and evaluation processes.

Students may reference as much as 7 published or gray literature and/or books in the preparation of the logframe. Some reference materials are listed in the course outline.

*** Students who decide not to participate in teams (*when the teams are composed*) are expected to develop their own logframe individually.

4. Team assignment - Grant Proposal Writing due on March 16 (20%)

Unless a student indicates a justifiable need to switch teams or work alone, the same teams will prepare a grant proposal – guided by the logframe they submitted. A template for grant proposal writing will be provided by the instructor at the beginning of Lecture 11 as well. The grant proposals will be assessed with the following criteria;

- How the proposal aligns with the vision and mission of the grant institution and/or donor,
- How realistic the project is; and how feasible and robust the implementation plans are,
- Thoughtful and clear plans to monitor, evaluate and disseminate learnings,
- The overall quality of the grant proposal – especially in relation to specifying local participation parameters, the anticipated impact and outcomes on target beneficiaries, the sustainability of the project, and so on.

Students may reference as much as 5 published and peer reviewed articles, and/or books in the preparation of the grant proposal, which must not exceed 6 pages – excluding references. Some reference materials are listed in the course outline.

***Note that all written assignments are to be typed with the Times New Roman font, double spaced and submitted when due in class. Late submissions (without Academic Advising authorization) will be marked down 5% per day.

Students are encouraged to use the APA reference style as outlined in the American Psychological Association. 2009. (6th ed.). Washington, DC. However, other academic reference styles may be used as well. One hard copy of every paper will be submitted in class while a soft copy should be emailed to the instructor at aokonkw2@uwo.ca The emailed paper should be saved in the following format `lastnamestudentnumber_CGS 3520G`

5. Written examination (as scheduled by the university) (30%)

The final examination will consist of essay and short-answer questions evaluating given global development management tools, their strengths and limitations. Students are expected to answer 2 out of 4 essay, and 5 out of 7 short-answer questions. The objective of the examination questions is to assess students' knowledge of global development management tools, their strengths, weaknesses and approaches to overcoming these weaknesses. Examination questions will be drawn from course materials and class discussions. The exact examination dates will be confirmed in class.

***Note that assignments, and the examination, are intended to discover students' potentials for managing global development projects in a participatory and sustainable manner. In other words, the assignment and examination aid the realization of the learning outcomes specified on page 1 of this course outline.

Components of Course Assessment and Grading (2)
Grading Scale

Grade	Percentage
A+	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
F	Below 50% or assigned when course is dropped with academic penalty.

Components of Course Assessment and Grading (3)

Assessment Rubric

Six assessment criteria will be used to determine grades. They include reference sources, analysis, argument, relevance, writing style, and presentation

	Excellent	Good	Poor
Source	Paper represents the authors/own arguments with evidence, and concludes eloquently.	Convincing evidence of reading/research	No evidence of reading/research
Analysis	Paper goes beyond the assignment to explore the implications of issue in new contexts or in a thoughtful and insightful manner	Shows independent thought Analytical Critically reflective	Does not show independent thought Descriptive Uncritical
Argument	Organization of paper is logical and quickly apparent. Connections among paragraphs are clearly articulated. Transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence. The parts of each paragraph connect logically and persuasively, and internal transitions are smooth.	Well-structured and organized Conceptually clear Logical and coherent Shows theoretical and/or historical awareness	Poorly structured/ organized Conceptual confusion Illogical and incoherent Shows little theoretical or historical awareness
Relevance	Evidence used to support paper's argument is relevant to course objectives, detailed and well chosen. Evidence employs appropriate illustrations and/or quotations relevant to course.	Focused, does as instructed/addresses all relevant issues	Lacks focus Does not addresses all relevant issues
Writing style	Throughout the paper, wording is precise and	Effective use of evidence/literature	Obscure

	unambiguous.		Ineffective use of language
	Sentence structure is consistently clear and lucid.	Clear	
	Quotations are all framed effectively in the text (i.e. integrated properly in terms of both grammar and meaning) and explicated where necessary.	Effective use of language	
Presentation	Paper is clean and appropriately formatted.	Right length	Too long/short
	There are no incomplete or run-on sentences.	Effective referencing and bibliography	Poor/inconsistent referencing and/or bibliography
	Quotes are all properly attributed and cited. There are virtually no spelling or grammatical errors.		

Outline of Course Topics and Required Reading

Lecture 1

- Class introductions
- What is Development Management?

Required Reading

Thomas, A. 1996. "What is Development Management?" *Journal of International Development*, 8(1): 95-110.

Daron Acemoglu and James A. Robinson. 2010. *Why Is Africa Poor? Economic History of Developing Regions*. 25(1): 21-50.

Cooke, B. 2010. A new continuity with colonial administration: participation in development management, *Third World Quarterly*, 24 (1): 47-61.

Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming. A How-to Guide*. Office of the Deputy Minister of International Development Global Affairs Canada.

Lecture 2

- Poverty in Development Management

Required Reading

David R. Morrison, 2017. "Poverty and Exclusion: From Basic Needs to the Millennium Development Goals" in Haslam, Schafer and Beaudet, Chapter 13.

Thomas, Alan and Allen, Tim. 2000. *Poverty and Development in the 21st Century*. Oxford: Oxford University Press.

Walsh, Susan. 2014. Chapter 11 *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond*. Montreal: McGill-Queen's University Press.

Bradshaw, Ted K. (2007). Theories of poverty and anti-poverty programs in community development. *Journal of the Community Development Society*, 38(1), 7-25.

Lecture 3

- Funding Development

Required Reading

Joseph Hanlon. 2017. "Debt and Development" in Haslam, Schafer and Beaudet, Chapter 14.

Hydén, Göran. 2011. 'Foreign Aid: What Happened to Development?', in *Danish Foreign Policy Yearbook*, N. Hvidt & H. Mouritzen (eds), Danish Institute for International Studies, pp. 130-155.

Riddell, Roger C. 2007. *Does Foreign Aid Really Work?* Oxford: Oxford University Press. Part 1, pp. 15-86.

Easterly, William. 2006. "Why Aid Doesn't Work" *Cato Unbound*.
<https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work>

Lecture 4

- Development Management Process – key criticisms

Required Reading

Natsios, Andrew, 2010. *The Clash of the Counter-bureaucracy and Development*. Center for Global Development Essay. Read pp 56-75.

Murphy, Jonathan. 2008. Chapter 2 "The Rise of Global Managers" in *The New Development Management*, Sadhvi Dar & Bill Cooke eds. London: Zed Books.

Esteva, G. 2001. *Development: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. Zed Books: London.

Chambers, R 1994. Normal professionalism and the early project process, in *Challenging the professions*, London: IT Press, pp. 76-88.

James Ferguson (w/ Larry Lohmann) 1994 [2008]. "The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 322-31.

Lecture 5

- Alternatives to Development Management, not Management Alternatives

Required Reading

Abbott, D., Brown, S., & Wilson, G. 2007. "Development Management as Reflective Practice." *Journal of International Development*, 19, pp 187-203.

Esteva, Gustavo. 2013. Chapter 7 "Epilogue: A Role for the Development of Scholars and Practitioners." *The Future of Development: A Radical Manifesto*. Bristol: Policy Press.

Walsh, Susan. 2014. Chapter 13 Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond. Montreal: McGill-Queen's University Press.

Lecture 6

- Managing for Development Results (MfDR)

Required Reading

United States Agency for International Development (USAID)
www.dec.org/partners/evalweb/

Canadian International Development Agency (CIDA)
www.acdi-cida.gc.ca/perfor-e.htm

World Bank Group, Operations Evaluation Department (OED)
www.worldbank.org/oed

Global Affairs Canada. 2016. Results-Based Management for International Assistance Programming. A How-to Guide. Office of the Deputy Minister of International Development Global Affairs Canada.

Lecture 7

- Projects, programmes, portfolios and operations
- Grantwriting

Required Reading

PMI, 1996, *A Guide to Project Management Body of Knowledge*, PMI, Sylva.

Rahnema, Majid. 2001. "Poverty" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. Zed Books: London.

Geever, Jane C. (2007). *The Foundation Center's guide to proposal writing* (fifth edition). Washington: The Foundation Center. Optional Supplement (contains sample successful proposals)

Collins, Sarah. (2003). *The Foundation Center's guide to winning proposals*.

Washington: The Foundation Center.

Lecture 8

- Visioning

Required Reading

Livia Bizikova, Dale S. Rothman, Samantha Boardley, Simon Mead and Anne T. Kuriakose. 2014. Participatory Scenario Development and Future Visioning in Adaptation Planning: Lessons from experience. The International Institute for Sustainable Development.

Bunker. B, 1997. Large Group Interventions: Engaging the Whole System for Rapid Change San Francisco, Jossey-Bass.

Svendsen, D. 1997. Collaboration and Planning for Strengthened HIV/AIDS Efforts: A Facilitators Guide, Reston, VA Social Impact.

Lecture 9

- Project Planning
- Results Based Management

*Term Paper on "Why Manage Development" due

Required Reading

Lavagnon A. Ika and Jan Saint-Macary. 2012. The Project Planning Myth in International Development. *International Journal of Managing Projects in Business*, Vol.5(3), p.420-439

Cooke, Bill. 2001. "From Colonial Administration to Development Management" <http://docplayer.net/13730919-From-colonial-administration-to-development-management.html>

Cooke, B. 2003. "A New Continuity with Colonial Administration: Participation in Development Management", *Third World Quarterly*, 24(47).

Hatton, M., Schroeder, K. 2007. Results-based Management: Friend or Foe? *Development in Practice* 17(3). 37-41.

Canadian International Development Agency. (2010). "Results Based Management Tools at CIDA: How-to Guide." <http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/rbmtools-garoutils.aspx?lang=eng#intro>

Lecture 10

- SWOT analysis
- Stakeholder Analysis
- Problem, Situational and Scenario Analysis

Required Reading

Mercy Corps. 2012. Program Management Manual. [Mercycorps.org](http://www.mercycorps.org)

Groenendijk, L. 2003. Planning and Management Tools. A Reference Tool. The International Institute for Geo-Informational Science AND Earth Observation. Netherlands.

Prasanna, C. 2011. Projects: Planning, Analysis, Selection, Financing, Implementation, and Review, TMH

Wield, D. 2000. Tools for Project Development within Public Action Framework. In *Development Management*. Ed. Wallace, T. pp 63-66. UK. Oxfam

Lecture 11, 12 & 13

- Logical Framework

Required Reading

Mercy Corps. 2012. Program Management Manual. Mercycorps.org

World Bank 2005. *The logframe Handbook; A Logical Framework Approach To Project Cycle Management*. From:

http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/06/07/000160016_20050607122225/Rendered/PDF/31240b0LFhandbook.pdf

Groenendijk, L. 2003. Planning and Management Tools. A Reference Tool. The International Institute for Geo-Informational Science AND Earth Observation. Netherlands.

Potts, D. 2005. Project Planning and Analysis for Development, Viva Books Private Limited.

Hummelbrunner, R. 2010. Beyond logframe: Critique, variations, and alternatives. In Fujita, N. (Ed.), *Beyond logframe: Using system concepts in evaluation* (pp. 1-34). Tokyo: Foundation for Advanced Studies on International Development.

Lecture 14

- Risk Management
- Cost benefit analysis

Required Reading

OECD (Organization for Economic Co-operation and Development) 2011a. "A New Deal for Engagement in Fragile States." Paper prepared for the International Dialogue on Peacebuilding and Statebuilding organized by OECD, November 29 - December 1.

The World Bank. 2014. Risk and Opportunity. Managing Risk for Development. World Development Report.

The World Bank. 2010. Cost-Benefit Analysis in World Bank Projects. The International Bank for Reconstruction and Development/The World Bank.

Asian Development Bank. 2013. Cost-benefit analysis for development: A practical guide. Mandaluyong City, Philippines: Asian Development Bank.

February 19 – 23 Spring Reading Week.

Lecture 15

- Participatory methodologies
 - Rapid Rural Appraisal (RRA)
 - Participatory Rural Appraisal (PRA)
 - Asset-based Approaches (appreciative inquiry)
 - Participatory Action

Required Reading

Cooke, Bill & Kothari, Uma. (2001). The case for participation as tyranny. In Cooke, Bill & Kothari, Uma (Eds.), *Participation: The new tyranny?* pp. 1-15. London: Zed Books.

Cornwall, Andrea. (2003). Whose voices? Whose choices? Reflections on gender and participatory development. *World Development*, 31(8), 1325-1342.

World Bank. 1996. The World Bank Participation Sourcebook, available at: www.worldbank.org/wbi/sourcebook/sbhome.htm

Research

Lecture 16 & 17

- Monitoring, Reviewing, & Evaluation

*Team assignment on logical framework due

Required Reading

Mercy Corps. 2012. Program Management Manual. [Mercycorps.org](http://mercycorpors.org)

UNDP. 2009. Handbook on Planning, Monitoring and Evaluation for Development Results. New York: UNDP. Pg 100-142.

<http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf>

Mercy Corps. 2012. Program Management Manual. [Mercycorps.org](http://mercycorpors.org)

Schafer, Haslam and Beaudet, 2017. "Meaning, Measurement, and Morality in International Development" in Haslam, Schafer and Beaudet, Chapter 1.

INTRAC, 2011 Monitoring and Evaluation: New Developments and Challenges. Report of an International Conference 14-16 June 2011. Soesterberg, Netherlands.

Lecture 18

Human dimensions of change

- Project Report Writing
- Teamwork and Culture

Required Reading

Cupples, J., Kindon, S. 2014. Returning to the University and Writing the Field. In Regina Scheyvens (Ed.). Development Fieldwork: A Practical Guide. London: Sage. 236-251.

Engineers Without Borders. 2013. "Striving for Humility: Failure Report." <http://blogs.ewb.ca/failure2013/>

Esteva, Gustavo. 2013. Chapter 7 "Epilogue: A Role for the Development of Scholars and Practitioners." The Future of Development: A Radical Manifesto. Bristol: Policy Press.

Crebert, G, Patrick, C-J, Cragolini, V, Smith, C, Worsfold, K & Webb, F 2011, Teamwork skills toolkit. <http://www.griffith.edu.au/gihe/resources-support/graduateattributes>

Lecture 19

Human dimensions of change continued...

- Influencing and Negotiating
- Building Partnerships

Required Reading

Cornwall, Andrea. (2003). Whose voices? Whose choices? Reflections on gender and participatory development. World Development, 31(8), 1325-1342.

O'Leary, R and Bingham, L. B. 2007. A Manager's Guide to Resolving Conflicts in Collaborative Networks. IBM Centre for The Business of Government. Networks, Collaborations and Partnership Series.

World Bank, 2003, World Bank Development Report 2004: Making Services Work for Poor People, Washington, D.C. USA.

Lecture 20

Human dimensions of change continued...

- Conflict and its Reduction

Required Reading

Astri, Suhrke and Torunn, Wimpelmann Chaudhary, 2017. "Conflict and Development" in Haslam, Schafer and Beaudet, Chapter 22.

*Team assignment on Grant Proposal due

McCandless Erin and Tony Karbo. 2011. Peace, Conflict, And Development in Africa: A Reader. University for Peace. Switzerland.

International Crisis Group (2009), 'Congo: Five Priorities for a Peace building Strategy', Africa Report 150 (May).

Beriker, Nimet. 2015. The Conflict Resolution Field: Reflections on Multiple Realities, Challenges, and Geographical Divides. The Brown Journal of World Affairs, Volume xxi (II).

USAID. 2010. Theories of Change and Indicator Development in Conflict Management and Mitigation. The United States Agency for International Development (USAID).

**Wednesday April 4, Friday April 06, & Wednesday April 11, 2018
Revision for Examinations**

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

Statement on Academic Offences

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

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.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>