

HURON UNIVERSITY COLLEGE
GOVERNANCE, LEADERSHIP, AND ETHICS 4001E
“THE CAPSTONE COURSE”
2022-2023

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1. Course Plan

Huron’s Governance, Leadership, and Ethics Major is designed to introduce students to new ideas and innovative approaches to tackling the most complex public challenges of the 21st century. These include climate change, economic inequality, systemic racism, and social exclusion. Such challenges are deep-seated and cross-cutting. They cannot be solved by any single organization or sector on its own. The GLE asks “what can we do better together?”, exploring the possibilities for collective problem-solving among governments, businesses, non-profits, and everyday citizens. Investigating such “big questions”, the GLE deploys multiple intellectual lens: from the global to the local scales, across the public, private, and community sectors, and between different schools of thought about what constitutes the “common good”.

The Capstone Course is the opportunity for students to draw together the various GLE themes and issues through sustained intellectual reflection, combined with action-oriented application of ideas. This year, with the crisis of the global pandemic exposing significant gaps in contemporary governance and leadership, our studies will include focus on the innovations required in politics, society, and the economy. Opportunities will be created to engage directly with civic leaders from each of the three core sectors – government, business, and non-profit – to learn about their approaches to the crisis and the collective rebuilding.

There are three core learning components woven through the Fall and Winter Semesters.

- We will dive deeply into intellectual themes related to governance, ethics and leadership as they related to gender, equity and justice as well as cross sector collaboration and systems change.
- There will be a more applied learning approach, exploring the real world of governance and leadership in cities and communities, including our own London Ontario.
- Across both semesters, students will participate in the Huron CityStudio partnership with the City of London. The City of London and the Safe Cities London Advisory Committee is working with a communications firm to advance a shared understanding of sexual violence and how to engage organizations and holders of public space in creating a safer city. The basis of this project will be to use this information to develop a toolbox/framework for organizations and businesses to follow in order to be designated Safe Cities community partner. This project may also utilize some of the data from the alternative reporting systems, particularly about where incidents of sexual violence are occurring. Students will develop a plan for engaging with community partners about how to make their spaces safer.

Learning Objectives

The GLE Capstone course has three major learning objectives. First, it provides students with an integrated framework for the study of Governance, Leadership, and Ethics. It draws together key scholarly themes in the GLE Major about collaborative governance and ethical leadership in an age of deep policy complexity and political turbulence. Second, it provides students with opportunities to bridge “theory and practice” through testing ideas in real-world settings and reflecting on the possibilities for cooperative collective action in tackling today’s major public challenges. Third, the course is designed to enable students to practice new styles of collaborative leadership through group project work, joint research presentations, and shared engagement with professionals from public, private, and community sectors.

2. Course Capstone Details

Instructors:

Malvin Wright malvinwright@hotmail.com

Michelle Baldwin michellebaldwinldn@gmail.com

Neil Bradford bradford@huron.uwo.ca

Guest Lecturer:

AnnaLise Trudell annalise.trudell@gmail.com

Course Assistant:

Tamrah Yeaman tyeaman@uwo.ca

Time: Tuesdays @ 6:30-9:30 in Room V207

Office Hours: Tuesdays @ 5:30pm - zoom TBD

3. Weekly Course Overview

September 13 (Michelle/Malvin)

Theme/Topic: Welcome, Connection and Course Overview

Readings:

Course outline [here](#)

Centering Equity Collective Impact [here](#)

Being in the Humanity of Governance, With All Its Messiness [here](#)

Dialogue Prompts:

Introductions & Check Ins

Overview of Course

What role as individual humans do we play in governance, what is the inner work that contributes to collaborative governance?

Share an example/story of you engaging in governance?

Share an example/story of you engaging in leadership?

Share an example/story of you engaging in ethics?

September 20 (Michelle)

Theme/Topic: CityStudio Project and Safe Cities Overview

Readings:

[CityStudio Project Plan](#)

CityStudio London website review [here](#)

Safe Cities Action Plan [here](#)

Guests: Rosanna Wilcox & CityStudio Team

Dialogue Prompts:

Introductions and Check Ins

CityStudio Overview

Draft collaboration principles of how we want to be in relationship with one another in your work together

Sept 27 (AnnaLise/Neil)

Theme/Topic Creating Safety: Sexual Violence On Campus

Case study of SV on campus

Readings:

Dialogue Prompts :

Introductions & Check Ins

Policy or social movement, which leads to greatest behavior change?

Accountability through law or enforcement, has that led to change?

October 4 (Malvin)

Theme/Topic: Theories of Change/Optimism

Readings:

Oxfam Accountability Report, 2015 - 2016, chapter 4, Engaging with our Stakeholders, pages 27-32, see Link:

<https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fs-public/2019-09/oxfam-accountability-report-2015-2016.pdf>

Oxfam Theories of Change: Humanitarian assistance - Theories of Change, Link:

<https://42kgab3z3i7s3rm1xf48rq44-wpengine.netdna-ssl.com/wp-content/uploads/2021/01/Oxfam-Canada-Humanitarian-Assistance-Theory-of-Change-2021.pdf>

Dialogue Prompts:

Hope and agency; hope vs optimism, power of people coming together to advocate for change and transformation.

Defining change. What does change mean and look like (theory of change, systemic change, structural change)

October 11 (Neil)

Theme/Topic: Place-Based Policy

Readings:

Sarah Ayres, Andrew Beer,, Fiona McKenzie, Jiří Blažek, Markku Sotarauta (2020) [“What are the Benefits of Place-Based Policy? *Regional Studies Policy Impact Books*.](#)

Brookings Placemaking Postcards. [“How an equitable place governance pilot in Boston is shifting power balances”](#)

Cynthia Nikitin. [“Safer Cities for Women and Girls through a Place-based Approach” Project for Public Spaces.](#)

Video clip: Heather McGhee [“The Solidarity Dividend and the Fundamental Question of Our Time”](#)

Dialogue Prompts:

How does Place-based Policy differ from traditional public policy?

Consider a public policy issue of urgent concern and discuss how you would design and implement a place-based approach.

What are the challenges and/or disadvantages to the place-based policy approach?

October 18 (AnnaLise/Neil)

Theme/Topic How Policy Reflects & Shapes Identity

Readings:

Cathering Macdonald’s [The Importance of Identity in Policy: The case for and of children](#)

Daniel Beland’s [Identity, politics and public policy](#)

Dialogue Prompts we often think of policies as impacting people, and intersectional policy analysis as understanding how they impact different people differently. But how does policy actually shape people and identities? How does it define us and define the problem it is then meant to solve?

October 25 (AnnaLise/Neil)

Theme/Topic Power, Knowledge & Evidence

What do we mean by “empowering” others? What is power and how is it (mis)used in governance/leadership?

What counts as knowledge and evidence that propels change?

Readings:

[Ansell Chapter 7 Power and Responsibility](#)

[Power and Authority: The Original Vision of Mary Parker Follet](#)

[Malbon, Carson & Yates' What can policymakers learn from feminist strategies to combine contextualised evidence with advocacy?](#)

Dialogue Prompts: Power over, power with, power to and valuing lived experience

November 1 Reading Week (No Class)

November 8 (Michelle)

Theme/Topic: Cross Sector Collaboration Models

Readings:

Collective Impact, Transformation Catalyst, Multi-Stakeholder Initiatives

Collective Impact [here](#)

Transformation Catalysts: Weaving Transformational Change for a Flourishing World for All [here](#)

More than the Sum of Its Parts: Making Multi-Stakeholder Initiatives Work [here](#)

Dialogue Prompts:

What are the principles of cross sector collaboration?

How can cross sector collaboration contribute to equity and transformation in communities?

Guests: Tim Draimin

November 15 (Michelle/AnnaLise)

Theme/Topic: What does it mean to have choice? Policy impacts of how we construct choice through sex trafficking, sex trade, sex work

Readings: Guest speaker from SafeSpace (Tentative)

Dialogue Prompts Choice biography vs. choice binary

November 22 (Malvin)

Theme/Topic: Identifying Stakeholders and Issues

Readings:

Stakeholder Engagement: The role of non-governmental stakeholders in HiAP/Whole-of-society approaches

https://cdn.who.int/media/docs/default-source/documents/social-determinants-of-health/hiap-ppt-module-7-part-1.pptx?sfvrsn=f19ecd62_2

Identifying and Analyzing Stakeholders and Their Interests, Community Toolbox, University of Kansas

https://ctb.ku.edu/sites/default/files/chapter_files/7.8_0.ppt

A CASE STORY: The MacArthur Foundation's Approach to Evaluation and Learning

https://www.macfound.org/media/article_pdfs/macarthur-case-story_finalv2_11.20.20.pdf

Dialogue Prompts:

Defining and identifying stakeholders, engagement, stakeholder influence, stakeholder analysis, matrix mapping

November 29 (Michelle)

Theme/Topic: CityStudio Panel related to Safe Cities and Participatory Canada

Readings:

Participatory Canada Report [here](#)

Participatory Canada Circle of Change [here](#)

Dialogue Prompts:

How do you see Indigenous relations and reconciliation embedded in both Safe Cities and Participatory Canada? How do they differ?

What surfaces for you when you review the Participatory Canada Report and Circle of Change?

What themes related to governance, leadership and ethics are embedded in these projects?

December 6 CityStudio Visual Creative Presentations (Michelle/Malvin)

Theme/Topic : Safe Cities Case Study Digital Visual Creative & Presentation

CityStudio Project Work and Course Reflections

Readings: N/A

Dialogue Prompts:

Welcome & Check ins

Visual Creative Presentations

Check in on collaboration principles - review, reflect and refresh

January 10 (Michelle)

Theme/Topic Reactive vs Preventative: what does true prevention entail? Case study: homelessness

Readings:

Anne-Marie Sanchez guest speaker (Tentative)
Oudshoorn et al.'s [Evolving an evidence-based model for homelessness prevention](#)
Forgotten 519 ActionPlan
Dialogue Prompts: TBD

January 17 (Malvin)

Theme/Topic: What does governance look like 'from below' – from the perspectives of poor and marginalised people?

Readings:

Racism, disadvantage and multiculturalism: towards effective anti-racist praxis,
Link: [Full article: Racism, disadvantage and multiculturalism: towards effective anti-racist praxis](#)

Governance for Equity, Link:

https://openknowledge.worldbank.org/bitstream/handle/10986/25880/9781464809507_Ch06.pdf?sequence=43&isAllowed=y

Dialogue Prompts:

Multiple and diverse authorities matter for people's decision-making and governance needs. These dualities extend beyond the official government and are both formal and informal- yet impact people's lives on a daily basis.

January 24 (Michelle)

Theme/Topic CityStudio Check In and Transformation for Better Futures

Readings:

SuperBenefit DAO governance blogs [here](#)

Dialogue Prompts:

Welcome & Check ins

CityStudio and City of London Team Attends

Web3 and governance

Role of philanthropy and governance

January 31 (Malvin)

Theme/Topic Corporate Social Responsibility (CSR): The Concept/Philanthropy of Change/Motivation/Dependency/Empowerment

Readings:

- [Instructions for Well being](#), Amenemopoe, 1305-1195 B.C., Kemet, African Intellectual Heritage: A book of Sources

- https://ddc.dk/wp-content/uploads/2021/09/Missionplaybook_A4.pdf
- Social Transformation A radical Approach:
<https://ddc.dk/themes/social-transition/>

Dialogue Prompts:

Welcome and Check ins

Describing social responsibility, a new kind of CSR, community based approaches to CSR, community led CSR approaches

February 7 (Malvin)

Theme/Topic: A new kind of Philanthropy

Readings: UNFUNDED: Black Communities Overlooked By Canadian Philanthropy [here](#)

Dialogue Prompts: Guest Speaker: Liban Abokor, Managing Director, Reimagine LABS, Co-Author: UNFUNDED: Black Communities Overlooked By Canadian Philanthropy

February 14 (Michelle)

Theme/Topic: Equitable and Social Infrastructure

Readings:

[Equitable Infrastructure: A resource framing infrastructure types using an equitable placemaking lens](#)

Sacred Civics: Building Seven Generations - Chapter 1 - [Imagine Shaping Cities as if People, Land, and Nature Were Sacred](#)

Dialogue Prompts:

How do Safe Cities and equitable and social infrastructure connect?

What is an example of a social infrastructure that brings belonging and connection in your life?

How would you build seven generation cities thinking into Safe Cities?

February 21 Reading Week (No class)

February 28: (Malvin)

Theme/Topic: Next Economies, Building inclusive economies: What role does Equity, Diversity and Inclusion play in the development of next economies?

Readings:

Next Economy Conversations: Bill Young

<https://www.youtube.com/watch?v=zpEOTJV25FU>

Six Big Ideas for the Next Economy

<https://socialinnovation.org/news/2021/01/14/six-big-ideas-for-the-next-economy/>

Should Equity Be a Goal of Economic Policy

<https://www.imf.org/external/pubs/ft/issues/issues16/>

ARUP Rethinking Systems

https://www.arup.com/-/media/arup/files/publications/r/arup-research-review_rethinking-systems1.pdf

Dialogue Prompts

Can we find more sustainable ways to build economies of scale and economies of change that are centred around intersection between government, the private sector and not for profits? Will we rely on the old economic models to achieve equity imagined outcomes? Is this even possible? If not, than what will new comonomies and the drivers look like?

March 7 (Malvin)

Theme/Topic: Intersectional approaches to create inclusive communities/economies: *Parkdale Neighbourhood Land Trust*

Readings

Impact Investments Enable Parkdale Neighbourhood Land Trust Purchase of 36 Affordable Housing Units

<https://metcalfoundation.com/metcalf-story/impact-investments-enable-parkdale-neighbourhood-land-trust-purchase-of-36-affordable-housing-units/>

Parkdale Neighbourhood Land Trust <http://www.pnlt.ca/>

Dialogue Prompts: Prosperity is not shared by all. Over the past decade, poverty has been increasing and decent work is getting harder to find. This strains the social and economic fabric of our community. Real impact requires multiple, well-aligned efforts by many partners. (community-based strategies, collaborative learning and capacity building, robust research that connects policy to practice, and creative partnerships to address systemic issues)

March 14 (Neil)

Theme/Topic: EVOLV Rental Housing Project: Multi-sectoral Collaboration in Practice

Readings:

Evergreen and Future Cities Canada. [“Integrated, Affordable and Fast: A Replicable Response to the Rental Housing Crisis”](#)

Tong, Vincent. 2021. [“Toronto: Revitalization in Regent Park 12 Years Later”](#) in [S.Tsenkova Editor, *Cities and Affordable Housing: Planning, Design, and Policy Nexus*. New York: Routledge](#)

Donovan Vincent [“Dozens of affordable units for single moms in rental building in Regent Park created in ‘unique’ public-private partnership”](#)

Dialogue Prompts:

What are the key challenges in multi-sectoral collaboration?

How were these challenges tackled in the EVOLV co-investment project?

Does the EVOLV project provide a “replicable model” for addressing Canada’s affordable housing/rental crisis?

March 21 (Michelle)

Theme/Topic Reimagining Governance & CityStudio Working Class

Readings:

Reimagining Governance [here](#)

Radical Transparency: Confronting Nonprofit Governance to Truly Eliminate Discrimination and Harassment [here](#)

Dialogue Prompts:

Erin Kang, Ontario Nonprofit Network

March 28 (Michelle/Malvin)

Theme/Topic: CityStudio Student Presentation

Readings: N/A

Dialogue Prompts:

City of London Team and CityStudio Team

April 4 (Last Class) (Michelle)

Theme/Topic: Course Reflections & Preparation CityStudio HUBBUB

Readings: N/A

Dialogue Prompts:

Late April HUBBUB (Date TBD) (Michelle/Malvin)

4. Assignments/Grading Outline

Personal Reflection on Capstone Course Themes (15%)

A 750-word personal reflection on how and why the course themes “speak to you” in terms of your intellectual development and post-graduate plans. What issues do you find most interesting or controversial and why? Due October 11.

Safe Cities Case Study: CityStudio Project Contribution (20%)

Review literature and a case study on another jurisdiction

A 2,500-word real-world report that identifies another jurisdiction that has joined the UN Women’s Safe Cities and Safe Public Spaces Flagship Program (Safe Cities). Your report will focus on the partnerships the jurisdiction has established with the participating community organizations, agencies, and businesses. Pulling on available information like the Scoping Study and Action Plan of the jurisdiction, explain the ways in which organizations became affiliated with Safe Cities, how potential organizations were engaged, how their purpose and roles were defined, and how they collaborated with the jurisdiction to inform the Action Plan (deciding on action items and initiatives, etc.), and their roles in the implementation and evaluation of the Action Plan. The information obtained will be used in the final report focused on designing a component of the Safe Cities Community Partnership Toolkit. Due November 29.

Safe Cities Case Study Digital Visual Creative & Presentation (15%)

Create a digital visual representation (e.g. infographic, video, digital art, social media strategy) of your Safe Cities Case Study with a 5 minute lightning share in the December 6 class. Feel free to speak to Malvin or Michelle to brainstorm your approach. Due December 6.

Written Contribution & Presentation to CityStudio Project (15%)

During the CityStudio project students will be required to write content for the project plan, framework, poster presentation, video etc. Each student will be graded for their writing contributions to the CityStudio project. Presentation to CityStudio and City of London teams on April 4th with update on project.

Personal Reflection on CityStudio Project and Project Contribution (15%)

A 750-word personal reflection on connecting the first term theoretical knowledge to the CityStudio project including your learning related to anti-racism and anti-oppression, cross-sector collaboration and collaboration with your peers in pursuit of a common goal. How did the themes of governance, leadership and ethics emerge both in the creation and learning for the CityStudio project. Due April 11.

NOTE: we included having them reflect on their personal contributions in this assignment.

GLE Teamwork and Participation (Total 20%)

10% First Term

10% Second Term

Participation marks will be provided for your engagement with teamwork in the classroom and for CityStudio project. Participation in class, with speakers, group work, engagement in OWL, and participation at the HUBBUB event will be considered in the grading.

Huron's Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights,

responsibilities, dignity and wellbeing 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>

Prerequisite and Antirequisite Information

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

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 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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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

website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar). The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf

Turnitin.com

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 (<http://www.turnitin.com>)

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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 Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The 8 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.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly To Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca

Students seeking academic consideration for a **non-medical absence** (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/studentlife/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit

<https://huronatwestern.ca/student-life-campus/student-services/wellness-safety>

for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>

[Western Calendar - Policy Pages - Academic Calendar - Western University \(uwo.ca\)](#)