



**Huron University College
Management and Organizational Studies
Course Outline**

MOS 3398B Organizational Governance

Winter 2018

Course Meets: Fridays, 11:30am to 2:30pm, Room: W103

Instructors:	Prof. Jan Klakurka Dr. Bill Irwin
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Course Calendar Description:

This is an integrating course, which exposes students to the basic nature and character of top governance decision-making. The objective is to help students think critically about governance from different perspectives, i.e., mainstream and multi-stream approaches, to better understand and help resolve current management issues. Students get involved in the formulation and analysis of corporate strategies and policies. It provides the opportunity to link basic concepts and techniques learned from the various functional areas to see how it fits from a total corporate viewpoint.

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

Course Description:

In this course, students will learn about how organizations are governed toward their long-term goals. Concepts introduced will include the nature, composition and functioning of the Board of Directors, in profit-oriented, not-for-profit, and public-sector entities. Students will be introduced to the primary roles of directors of the board and their responsibilities. The course will take a balanced approach to the perspective of whom the Board serves, both shareholders and broader stakeholder groups. Students will be introduced to the building blocks of “good

governance”, namely keen strategic orientation, beyond mere financial literacy, positive sustainability stance, and governance process best practice and self-evaluation.

Course Objectives:

Throughout this course, we will focus on:

1. assessing the effectiveness of governance roles and responsibilities,
2. understanding strengths and blind spots,
3. recognizing the implications of behaviors and actions,
4. and developing skills for addressing difficult governance situations and advancing monitoring and strategic goals and risks of and by a board of directors.

Through transformative learning, the students shall be able to communicate ideas, information, and arguments orally and in writing the notion and practice of governance and its relation to the development/underdevelopment of society, government, and the world. Furthermore, the students are expected to practice critical thinking through a governance project that promotes good democratic governance and collaborative learning.

Learning Outcomes:

The purpose of this course is to enable students to:

1. Enhance their own critical reading skills.
2. Discuss the major differences between old and new approaches to organizational governance: its structures, relationships, objectives, methods, and implications.
3. Assess major environmental changes that have led most Western economies to alter their approach to governance.
4. Reflect critically on the long-term implications for democratic rule and citizenship of the focus on new methods of Organizational Governance.

Evaluation:

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Date

Class Participation	15%	Daily
CEO / Chair Effectiveness Report	10%	February 2, 2018
Individual Board Composition Project	20%	March 23 rd , 2018
Individual Case Studies (x2)	20%	Selected from those in outline; one due by Feb 28
Final Future Board Group Project	35%	Apr 6 th , 2018

All assignments must be submitted within the Assignment section of OWL, and receive a grade in order for students to pass this course.

Please submit all work in .pdf, as the case may be, to save trees and facilitate use of TTS (text-to-speech) by professor. Turnitin will be utilized for your submissions.

Summary of Important Huron University College Dates (Other than project deadlines)

January 12, 2018	First Day of Classes for MOS 3398B
March 7, 2018	Last day to DROP MOS 3398B without academic penalty
April 6, 2018	Last Day of Classes for MOS 3398B

<i>Activity</i>	<i>Percentage of Grade</i>	<i>Description</i>
CEO / Chair Effectiveness Report	10%	<p>Student should select a real CEO or Board Chair of their choice. Based on publicly-available and library sources of information (including Annual Reports, news releases, academic journals, etc.), analyze the competencies of the particular CEO/Chair and evaluate their effectiveness across the spectrum of their role. Develop a list of professional development performance goals for the individual for the upcoming year+.</p> <p>It is due end-of-day (11:55pm) on February 2nd, 2018. No exceptions. It will be uploaded to the Assignment section of OWL.</p>
Participation	15%	<p>Preparation for class case discussion, as demonstrated by;</p> <ul style="list-style-type: none"> • willingness to lead and actively participate class discussions in a professional manner • providing valuable insights and analysis • responding to “cold-calls” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings <p>Each week 3-4 students will be asked to give an impromptu 1-2 minute presentation on a random topic provided by the Professor. Students will have 5 minutes to prepare their speech. Each student will be called upon once during term. Occasionally, students will be given exercises to prepare in advance of class. A random number of students may be called upon to present such analyses.</p>
Board Composition Project	20%	<p>This assignment requires individual students to compare and contrast the Boards of Directors governing two organizations. The two organizations need not be from the same industry, but may be. Students must research, from available sources, the composition of the Board of Directors and create individual Board profiles. Students should evaluate the appropriateness of the Board composition and make recommendations, as deemed necessary.</p> <p>Due: March 31st, 2018. No exceptions to due date.</p>

Case Assignments	20% (2 x 10% each)	<p>Individually prepared case analysis of a <i>single</i> case, which will be selected by students during the first class (on a first-come, first-served basis). Case analyses will be handed-in at the beginning of class. The case write-up should be no more than twelve pages in length, with a maximum of seven exhibits. The student should write the case assignment from the perspective of the main character in the case whose business issue requires a solution. The case-writing tools presented in class, in the text, and delivered on OWL as supplementary readings should be used to “crack the case”. The case assignment should include the following:</p> <ul style="list-style-type: none"> • Identify the main character in the case and their strategic / governance business issue(s) • Summarize the key case “question(s)” from the perspective of the main character, asking the question “what needs to be done now, soon, this year, in 3 years, in 10 years”? • Using the casebook, course tools, and supplementary tools and information, conduct an analysis of the firm, its competitors, market, products, finances, people, operations, innovativeness, culture, and other business areas, to determine the root causes of the case issue(s) and identify potential short and long-run solutions • Go beyond the case facts in theorizing what the industry might look like in 2025 and 2050, and what the organization can do to stay relevant, growing current customers and acquiring new ones; ask what this company is doing/can do to become sustainable, create uncontested market space, develop wealth for stakeholders, and enhance profitability/other objective measurements • Propose a solution(s) to the business problem(s). Create a detailed plan of action for the character/company to execute in order to solve their problem, enhance their competitiveness, and “win in the marketplace”, including the 5 W’s of how to execute on the plan <p>No extensions. Each will be uploaded to the Assignment section of OWL.</p>
Future Board Project	35%	<p>Working in groups of 4-5, students will provide a research-intensive, yet highly creative assessment of the future of the Board of Directors. Students may approach the project from the perspective of a particular organization, industry, or more broadly across the economy. A complete <i>governance vision, role of the Board in society/industry(ies), preparation of individuals to serve effectively in a governance capacity, analysis of what Boards are likely to face in the future in expunging their obligation, and a plan of action</i> will be undertaken and completed by April 2nd, 2018. Groups will work together on their own time and should allocate the work effort evenly to each of the team members. Real-life organizational Boards can be used as the subject of the report, but obtaining access is the responsibility of student groups. The assignment details are as follows:</p>

Objective: Describe the governance landscape and nature of the Board, including a detailed and analytical description of macro/micro factors, mega- and micro-trends, and an approach to moving Boards toward this vision, *both in 2035*. Conduct your analysis from the perspective of where Boards are today and what it will take to achieve your proposed vision for the future.

Report: Approximately 25 pages (+ exhibits).

Submission: Via Assignments on OWL.

Total	100%
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COURSE READINGS:

Required Text

LeBlanc, R. (2016) *The Handbook of Board Governance: A Comprehensive Guide for Public, Private, and Not-for-Profit Board Members*, Wiley

Additional sources will be identified and supplied by the course instructors

Course Schedule:

Week	Topic	Readings
January 12	Boards that Lead	Chpt. 2
January 19	Trends in Corporate Governance	Chpt. 3
January 26	Governance as a Corporate Discipline	Chpt.4
February 2	Director Competence	Chpt. 8
February 9	Team Intelligence in Value Creation	Chpt. 9
February 16	Leadership & Effective Board Behaviour	Chpt. 10
February 23	Reading Week	
March 2	Director Misconduct	Chpt. 11
March 9	Director Duties & Liabilities	Chpt. 13
March 16	Risk Management Oversight	Chpt. 15
March 23	Lines of Assurance	Chpt. 17
March 30	Good Friday	
April 6	Boards for a Sustainable Future	Chpt. 30

Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others.

Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas.

During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent
1. Attended class, but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".
2. Made minor comments or contributed only when called on.
3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.
4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.
5. Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like a re-evaluation of your grade in any component of the course, you should follow the proscribed procedures as set out in the document available you're your Academic Counselor. The suggested procedure is as follows:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., "I *really* need an A," "I worked so hard"), or social justice (e.g. "he got an A for saying the same thing") appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of

the person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.

(b) You will normally get a response within a week.

(c) The entire exam or paper will be re evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets re evaluated” policy is a case where there is a mathematical error in determining a grade.

The instructors are responsible for your grade in MOS 3398B but not responsible for any administrative decisions that may make use of your grade in MOS 3398B. If you believe that your grade requires review, please follow the procedure above.

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, **active** simulation involvement and decision-making, and case summary assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

POLICY AND PROCEDURE

Missed Tests, Quizzes and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify their Academic Counselor on the date of the missed test (or due date in the case of course work) and submit supporting within one week of the originally scheduled test or due date. Students who do not provide their Academic Counselor or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero).

Note that the physician’s report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Academic Counselors will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

If a student is excusably absent from a case one-page hand-in, the value of the final examination will be re-weighted to reflect the value of the case one-page hand-in (2% per quiz). If a student is excusably absent from the final exam, a make-up test will be completed at a date and time set by the Faculty of Arts and Social Sciences.

Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Professor with class participation
- Case discussion facilitated by Professor with active participation by prepared students (all students)
- Two 5-7minute breaks each hour and time to write on-going formal feedback about the class
- Commence Summary Learning Point List Creation
- Class Ends

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and quiz/assignment results will be addressed holistically. Students should prepare all weekly cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and professor at the end of the class will list summary learning points. These points will be important study notes for future

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials

developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof. Fifteen percent (15%) of your group project mark (equivalent to 3% of overall mark) will be based on results of a peer review survey developed, delivered and interpreted by the Instructor. So, work well together and actively contribute.

The Group Industry Project requires students to work in teams of 3-5.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. When working in a team, students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving differences:

Conflicts can – and do – occur. Conflicts are part of the team's process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a mutually agreeable solution, the entire team must meet with the professor as soon as possible – NOT IN THE LAST WEEK AFTER IT'S TOO LATE. The Professor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

Feedback to Instructor

Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted using the Western Student Opinion Survey seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

During the final weeks of term, you are requested to complete the Course Evaluation survey when made available by the Faculty of Arts & Social Sciences.

Submission of Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor's discretion and will include an academic penalty of 2%/day off the grade otherwise obtained. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials and good service, consistent with our obligations to maintain the high academic standards of Huron University College and Western University.

In return we expect that you will conduct yourself in a way that prepares you for the world of work.

- 1 We start on time, so please do not arrive late and disrupt others.
- 2 Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
- 3 Turn off your cell phone, pager, and watch alarm.
- 4 Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
- 5 During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Accessibility Needs

Huron University College is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the Huron University College. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the Western degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University's Code of Behaviour on Academic Matters

You are expected to be familiar with the contents of the Code. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.

- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

If you have any question about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the professor or other Huron/Western resources.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all Huron University College students are required to have a valid huron.uwo.ca or UWO email address. You are responsible for ensuring that your university email address is set up. Forwarding your huron.uwo.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from huron.uwo.ca addresses sent to Hotmail, Gmail or Yahoo, etc. accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

OWL and the Course Page

The online course page for this course is accessed through OWL. To access the course page, go to the OWL login at <https://owl.uwo.ca/portal> and log in using your UWO login name and password. Once you have logged in, look for the MOS 4410B - 2017 module where you'll find the link to all course materials.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, OWL materials, etc. If permission is granted by the professor, it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.



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>