Overcoming Management Paradigms in Global Development
CGS 3520G | Winter 2021

Instructor Name: Dr. Matthew McBurney
Office: Zoom
E-mail address: mmcburn2@uwo.ca
Scheduled class time: Mondays 4:00pm-5:30pm (Zoom schedule will be posted on Owl)
Office Hours: Zoom office hours will be posted on Owl and will be held Wednesday from 2:30-3:30 or by appointment

COURSE DESCRIPTION
This course critically examines how practices of Global Development are typically reduced to problems of measurement, organization, and management. The course will provide students with a critical examination of how Global Development management paradigms are problematic and, at times, reduce the interconnected and complex issues causing global inequalities to simple, easily measurable and quantifiable solutions. The course blends a combination of theoretical critiques and practical exercises of development project management.

Antirequisite(s): the former Centre for Global Studies 3004A/B.
Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE LEARNING OBJECTIVES
 The learning objectives for the course are:
- To increase knowledge of technical and practical skills required for global development project management
- To examine methodologies used for the various phases of project planning and the project cycle
- To analyze assumptions that inform project management in global development
- To consider ethical and methodological issues that arise for project managers and researchers in the context of conducting international work
- To understand the critiques leveled against global development project management

DESCRIPTION OF CLASS METHODS
The course format will combine Zoom seminars with online learning materials. Course materials will be posted on Owl under each week's tab. All of the necessary information for the week will be posted there. Combined with the weekly readings, which are of utmost importance, the weekly material will provide students with all of the necessary tools to pass the course. However, occasional voluntary Zoom seminars will be held (see course outline below, as well as the Zoom tab on Owl for dates). These Zoom seminars are not recorded or posted to Owl. Students who attend Zoom seminars are expected to participate in discussions and activities. To ensure constructive and lively discussions, students are expected to complete all assigned readings before class and to come prepared to discuss and respond to questions, as well as to come prepared to present their own work and assignments. As stated above, the scheduled Zoom seminars and workshops are voluntary, but **highly** recommended. Due to the unique nature of the course material

and assignments, it may be difficult for some students to understand the material and assignments and, as a result, pass the course if seminars and workshops are missed. Time will be dedicated to the assignments during workshops, and seminars will provide opportunities to understand the course materials in detail. Having said that, students can still pass the course without attending Zoom seminars if they are dedicated to independent learning. I am available to answer any questions during Zoom office hours, which will be posted under the Zoom tab and titled "Zoom Office Hours" (or by appointment).

TEXTBOOKS AND OTHER REQUIRED RESOURCES
The main book used for this class which you will need to purchase is
Bill. Cooke, & Sadhvi Dar (Eds.) 2008. *The New Development Management: Critiquing the Dual Modernization.*

The Global Affairs Canada *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide* will also be a key document used throughout the course. You can find a free PDF for here
https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf

You will need at least ONE of the following two books for the analytical book review assignment
Walsh, Susan. 2014. *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.*
or
Murray Li, Tanya. 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*

EVALUATION

Analytical Book Review 20% (Due Week 6 Sunday Feb 28 by 11:55pm)
This is the first major written assignment in this course, which comprises a significant portion of your final grade. You must write an analytical book review (1,500 – 2,000 words, double spaced, Times New Roman font). In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will use time during the Zoom seminars/workshops that will provide more details on how to write an analytical book review.

This written assignment is an analytical book review of either Li's *The Will to Improve* OR Walsh's *Trojan-horse Aid.* These books have been carefully selected because they provide a discussion of the implementation of development projects and the effects these projects have on local communities. Although each book addresses a number of different topics, you will need to narrow down the focus of your essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything in this book review, so you should manage this assignment by choosing a particular "angle" or "issue". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer ALL of the questions below, but

they should help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the book, using citations where appropriate. You are also encouraged to engage with the course material to support your analysis. You are able to use any citation format, but you must use the chosen format correctly and consistently. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You should consider the following questions in this assignment:

1. How does this book relate to issues surrounding development management?
2. What impacts did the development project(s) have on local communities (can discuss both positive and/or negative)?
3. How did these projects portray local communities/beneficiaries?
4. How does the book develop an argument about global development projects? What does the author argue about how/what we can learn from their cases?
5. Are you convinced by the author's argument? In what ways do you agree or disagree with the book's argument?
6. How has this book contributed to your own understanding about global development projects and the ways in which they are managed? What conclusions can you draw?
7. How does the author deal with different power dynamics inherent in the implementation of development project?

Please check – and double-check – to ensure that you have included each of these elements in your book review:

1. A title page that includes the book review's title, student name and number, and course information.
2. Approximately 1,500 – 2,000 words.
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using your chosen citation style. Include a correctly-formatted bibliography at the end of the paper.
7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

Development Project Title and Concept 10% (Due Week 4 Sunday Feb 7 at 11:55pm)
This assignment is a short description of the project title and concept that you will develop as the final assignment for this course. This is a 2 page (maximum) abstract of your conventional development project logframe and final proposal. You need to come up with a creative title that addresses a specific call for proposals.
The main sections of the assignment should be the following:
1. **Development challenge (suggested length 250 - 300 words)**
   a. Concisely describe the development challenge your proposed project will address and how it fits with the chosen call for proposal.
   b. A brief contextual challenge of the country/region where the proposal/project will take place.
2. **Solution (suggested length 150 – 200 words)**

a. Make the case for your proposed solution. Concisely describe:
   i. What: Describe the expected outcomes
   ii. Who: Describe the beneficiaries/participants of the project
   iii. Where: Country/region
   iv. When: Duration of project
   v. Why: Why will the project will successfully achieve the expected results, including critical assumptions, risks and mitigation.
   vi. How: Amount of funding requested (this can be a "best guess" on your part)

The assignment should also contain the following:
1. A link to the call for proposal you have chosen (further description to be given in class)
2. Title of the proposal

Conventional Development Logical Framework 15% - Due Friday, Mar 12 by 11:55pm
Students will prepare a project logic model for an existing call for proposal of their choosing from a list of examples provided by the professor. The list will be posted on Owl. The student can use a different call for proposals with approval from the professor. The essential elements of a logframe will be discussed in class and examples will be provided to guide students in the development of their own logframes. Students will also be provided with a logframe template that can be used for their project. Logframes will be graded on the coherence and connectivity of activities, outcomes/results, and goals, as well as the methodologies used to measure these achievements. All of these concepts will be discussed in detail in readings and Zoom seminars before the assignment is due. A considerable amount of class time will also be dedicated to assisting students in understanding logframes and completing their own logframe. Students are encouraged, but not required, to present their logframes in class where we will work together as a group to understand the complexities of a logframe.

Conventional Development Proposal and Self-critique 40% - Due Sunday, April 4 by 11:55pm
This assignment consists of two parts:
1. Students will prepare a short proposal (worth 20%) connected to their *Conventional Development Logical Framework Project*. The logframe must relate to the proposal and the proposal must directly address the logframe. Students will be graded on their ability to develop a real-life development project proposal. Submission details (listed below), as well as proposal format and page limits that are found within the proposal template posted on Owl, will be strictly graded.
2. Students must also critically analyze their own proposal through a *Self-critique* (worth 20%). This section will be graded on the student's ability to engage with course material and lectures, and to provide a critical analysis of the development management of the project. Students are suggested to include analysis from their chosen book review and other course materials/readings.

Conventional Development Proposal Presentation 15% (Done via Zoom during final 2 weeks of class)
Students will present their final development proposal to the rest of the class. The presentations will be between 10-15 mins in length and must include a PowerPoint presentation. The

PowerPoint presentation must be submitted on Owl under the appropriate assignment tab. Presentations will be done using Zoom during the last 2 weeks of class. A sign up sheet will be provided on a first come, first serve basis.

SPECIAL INSTRUCTIONS

Part of development management is adhering to strict deadlines and requirements stated by funding agencies and organizations. Therefore, the following requirements are mandatory for all assignments and grades will be deducted for non-compliance to these requirements. It is the expectation that students enrolled in CGS 3520G will submit **electronic copies only** via the Owl Assignments tab. When submitting the electronic file, please use **Word only** and **save in the following manner** (lastname.firstinitial.assignmentname.doc, for example mcburney.m.conventionaldevelopmentproposal.doc). The format for all assignments, unless stated otherwise in the assignment itself, is the following:

- Times New Roman 12pt, double spaced
- **Cover page** provides pertinent information
- **Bibliography and citation** must use a correct citation style (Chicago, MLA, APA, etc.) of your choice. Choose one and use it correctly and consistently.

Extensions on assignments can be requested, but, if possible, please make all requests well in advance of the due date. Longer extensions being requested for emergency or medical reasons must be approved through academic advising. Be aware that I have the following policy on late assignments: any assignment receiving an extension or handed in late will be given less feedback and the grade may not be returned before submission of final grades.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline.

Please note that I adhere to a "*24/7 rule*" for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned.

CLASS SCHEDULE
* **Tasks** are suggested tasks that you should be completing during each week (assignment due dates are not suggestions but reminders). I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments and readings is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing and work piling up. Each week is equivalent to 1 week of material and work; however, students are free to work through the material at a faster pace.

Week 1 (Jan 11 – 15) – Course Introduction

Tasks	Read through the entire course outline

Readings	Hekala, Walter. "Why Donors Should Care More About Project Management" Devex. https://www.devex.com/news/why-donors-should-care-more-about-project-management-77595
	Zeitoun, A. A. 2002. Who is the international development project manager? Paper presented at Project Management Institute Annual Seminars & Symposium, San Antonio, TX. Newtown Square, PA: Project Management Institute. https://www.pmi.org/learning/library/makes-international-development-projects-unique-104

PART I – THE FOUNDATIONS OF GLOBAL DEVELOPMENT MANAGEMENT

Week 2 (Jan 18 – 22) – Theory of Change and the Project Management Cycle

Tasks	**Begin reading your book for the Analytical book review**
	Review Calls for Proposals posted on Owl and decide on a specific call for your proposal, logframe, and final project.
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 1**
	Thomas, A. 1996. "What is Development Management?" *Journal of International Development*, 8(1): 95-110.
	World Bank Project Cycle https://www.worldbank.org/en/projects-operations/products-and-services/brief/projectcycle
	Valter, Craig and Danielle Stein. 2012. "Understanding Theory of Change in International Development" *The Justice and Security Research Programme.* http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/UNDERSTANDINGTHEORYOFChangeSteinValtersPN.pdf

Week 3 (Jan 25 – 29) – The Rise of the Development Manager

Tasks	**Begin writing your Development Project Title and Concept assignment**
	Zoom Seminar (See Zoom tab in Owl for day/time) – This seminar will be used to review materials from weeks 2 and 3 and to discuss the upcoming assignment
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapters 2 and 3**
	Abbott, D., Brown, S., & Wilson, G. 2007. "Development Management as Reflective Practice." *Journal of International Development*, 19, pg 187-203.

Week 4 (Feb 1 – 5) – Funding Global Development Projects: Understanding the Matrix of Foreign Aid

Tasks	**Development Project Title and Concept 10% due Sunday Feb 7 at 11:55pm**

	Watch the Documentary film, Poverty Inc. Available for free on YouTube at https://www.youtube.com/watch?v=OXT3cjHtlno
Readings	Collier, Paul. 2007. The Bottom Billion. Chapter 7 Aid to the Rescue? **Available for free online in the Western Library system**.
	Easterly, William. 2006. "Why Aid Doesn't Work" *Cato Unbound.* https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work
	Sachs, Jeffrey. 2012. "The Case for Aid" *The Guardian.* *http://foreignpolicy.com/2014/01/21/the-case-for-aid/*

Week 5 – (Feb 8 – 12) Results Based Management

Tasks	**Zoom Seminar (see Zoom tab in Owl for day/time) – This seminar will be used to discuss week 4 and 5 and to field questions about the Analytical Book Review assignment**
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 10**
	Hatton, M., Schroeder, K. 2007. Results-based Management: Friend or Foe? *Development in Practice* 17(3). 37-41.
	Pages 7 – 31 of Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide.* (see above for link to PDF)

Reading Week (Feb 15 – 19)

Week 6 (Feb 22 – 26) – The Project Logframe - Monitoring and Evaluating What?

Tasks	**Begin writing/filling out Logframe assignment.**
	Analytical Book Review Due Feb. 28
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 6**
	Pages 35-63 from Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide.* (see above for link to PDF)
	Win, Everjoice. 2004. "If It Doesn't Fit on the Blue Square It's Out!' An Open Letter to My Donor Friend." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 123-127.

Week 7 (Mar 1 – 5) - Project Logframe Workshop I

Tasks	**Zoom Seminar to discuss the Logframe assignment (see Zoom tab on Owl for day/time)** This class will be used to discuss and develop student logframes. Students will be encouraged, but not required, to present/discuss their logframes and allow for constructive critique from classmates. This will help students in developing their *Conventional Development Logical Framework* and *Conventional Development Proposal and Self-Critique* assignments. Students are HIGHLY ENCOURAGED to come to seminar ready to present their work, even if it is a very rough draft. The Global Affairs Canada readings from the previous week will help guide students in developing their logframes. The reading below will also help students in preparation for the class and in the writing of their logframes.
Readings	How to Write a Logframe: A Beginners Guide https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide

PART II - CRITICAL PERSPECTIVES ON DEVELOPMENT MANAGEMENT

Week 8 (Mar 8 – 12) – Project Management as Social Control – Colonial Administration to Development Management

Tasks	**Finish writing/completing your Logframe assignment**
	Conventional Development Logframe Assignment Due Mar 12 by 11:55 pm
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 4**
	Escobar, A. 1993. "Planning". In W. Sachs (Ed.), *The Development Dictionary*: 132-146. London: Zed Books. Available for free using Western Library system.
	Scott, James. 2020. "Chapter 2: Cities, People, and Language" in *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. London: Yale University Press. **Available for free online using Western Library system**

Week 9 (Mar 15 – 19) – Final Project Proposal/Logframe In-class Workshop

Tasks	**Zoom seminar (see Zoom tab in Owl for day/time) – This seminar will be used to discuss the final assignment/proposal.**
	Begin writing your final proposal
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 7**

Week 10 (Mar 22 – 26) – Power Dynamics in Global Development Management

Tasks	**Continue writing your final assignment and prepare you PowerPoint presentation**
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 9 and Afterward**
	Ziai, Aram. 2016. **Chapter 10** "'Development: Projects, Power, and a Post-

	structuralist Perspective." *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals.* New York: Routledge, 139-154. **Available for free online in the Western Library system.**
	Mowles, Chris. 2010. "Post-foundational development management—power, politics and complexity" *Public Administration and Development* 30(2), 149-158.

Week 11 (Mar 29 – Apr 2) – Presentations
See Owl for Zoom link and sign up sheet
Final Assignment Due Sunday April 4 by 11:55pm

Week 12 (Apr 5 – 9) – Presentations
See Owl for Zoom link and sign up sheet

Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars
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 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.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at:
www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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 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.

Adding / Dropping Courses
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 Huron website, https://huronatwestern.ca/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.

Class Cancellations
In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, https://huronatwestern.ca/about/accessibility.

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.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising .

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/contact-directory .

Copyright Regarding Course Material
Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they

create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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 Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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 (https://www.turnitin.com/).

Computer-Marked Tests/Exams

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.

Clickers

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.

Academic Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic

consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a Student Medical Certificate (SMC), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

(a) **Medical Grounds for assignments *worth 10% or more of final grade*: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca** .

University Senate policy, which can be found at, https://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:
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.

(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 Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed Accommodation Request Form. Late penalties may apply at the discretion of the instructor.

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 Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support 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. 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
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory
For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** https://huronuc.ca/important-dates-and-deadlines
- **Academic Calendar & Sessional Dates:** http://www.westerncalendar.uwo.ca/SessionalDates.cfm
- **Huron Directory – Faculty, Staff and Administration:** https://huronuc.ca/index.php/contact/contact-directory
- **Western Directory – Faculty, Staff and Administration:** https://www.uwo.ca/directory.html