

FOODS & NUTRITION 2241B
Section 530 Noelle Martin, RD
Sections 531 & 532 Sylvia Rinaldi, RD

NUTRITION THROUGHOUT THE HUMAN LIFE CYCLE

COURSE OUTLINE

Professor Noelle Martin

Registered Dietitian
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519-615-3438
Phone policy: No texts please. Feel free to call me anytime between 8 am and 4 pm Monday through Friday. If I am unable to answer your call, you may leave me a voicemail. My voicemail box is confidential.

Professor Sylvia Rinaldi

Registered Dietitian
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Ursuline Hall, RM 107
Office hours: by appointment

Email Policy: Email will be checked throughout the day from 8 am to 4 pm and will respond to within 48 hours Monday through Friday. Emails will not be checked on the weekends; if you email on the weekend you will get a response by the end of the day (4:00pm) on Tuesday. When emailing, please put the course code and section in the subject heading, and a quick description of your question/concern.

COURSE DESCRIPTION:

A study of nutritional requirements from conception to senescence. Discussion of food habits and nutrition intervention programs in relation to life-cycle.

CLASS SCHEDULE:

Section 530 -Thursday 10:30 - 1:30 PM BR-18
Section 531- Thursday 6:30 PM - 9:30 PM BR-136
Section 532- Wednesday 6:30 PM - 9:30 PM BR-303

ANTIREQUISITE: Foods and Nutrition 2245A/B.

PREREQUISITES: Registration in BSc (Foods & Nutrition) or BSc (Human Ecology) programs. **Corequisites:** Chemistry 2203A/B or 2213A/B, and Foods and Nutrition 1030E or or Foods and Nutrition 1021 or Foods and Nutrition 2121.

OBJECTIVES: Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies of Communication, Critical Thinking, Inquiry & Analysis, Problem Solving, Self-Awareness and Development, Valuing, Social Awareness and Engagement.

1. Explaining how nutrition influences humans and contributes to their health throughout each stage of life. [Critical Thinking Level 2; Communication Level 2; Inquiry & Analysis Level 2]

2. Identifying, for every stage of the life span, the characteristics of normal growth and development, the energy and nutrient requirements to support health, as well as the various nutrition-related aspects and concerns. [Critical Thinking Level 2; Communication Level 1; Inquiry & Analysis Level 2]
3. Demonstrating an understanding of the relationship of chemistry, biochemistry, physiology and microbiology to the biological utilization of food and its nutrient components. [Critical Thinking Level 2; Inquiry & Analysis Level 2]
4. Understanding the relationship of biological utilization of foods to nutritional status. [Critical Thinking Level 2; Problem Solving Level 1; Inquiry & Analysis Level 2]
5. Understanding the factors that determine nutritional needs and the utilization of foods throughout the life cycle. [Critical Thinking Level 2; Inquiry & Analysis Level 2]
6. Recommend practical food choices appropriate for different age groups, taking into consideration the influence of the psychological, political, social, cultural and economic factors on food consumption. [Critical Thinking Level 3; Social Awareness and Engagement Level 2; Problem-Solving Level 2; Communication Level 2]
7. Be aware of the main credible sources of public health nutrition information and recommendations in Canada. [Inquiry and Analysis Level 1; Critical Thinking Level 1]
8. Explore nutrition-related Web sites on the Internet, and be critical about the credibility of their information. [Critical Thinking Level 2; Inquiry and Analysis Level 2]

FORMAT:

- Three hours of lecture per week, plus supplementary readings and exercises assigned.
- Students will be graded on a case study assignment and two exams.
- An interactive approach to learning will include individual and group work, workshops and class discussions.

REQUIRED TEXTS:

Brown, J.E. 2016. Nutrition Through the Life Cycle. 6th edition. Wadsworth / Nelson Thomson Learning, Toronto, Ontario.

Note: Other interesting reference books are also available at the Brescia University College library and are listed after the course readings. You are strongly encouraged to consult them. Many of these books will be mentioned throughout the course lectures. A copy of the texts assigned for reading will be placed on library reserve for consultation.

EVALUATION:

Component	Percent of Final Grade	Dates
Case Study Assignments	30% (3 x 10% each)	TBD
Mid-term exam In class material & assigned readings lectures 1-6	35%	March 2 nd Length: 3 hours Location: auditorium
Final Exam In class material & assigned readings/exercises since midterm	35%	Based on exam schedule

DIVISIONAL POLICIES:

Participation/Attendance: Everyone enrolled in the course is expected to participate in class discussions. Attendance at class and laboratory is mandatory. Students who have not attended at least 75% of the lectures will not be able to write the final exam.

Penalty for late assignments: Assignments are due at class time on the date specified. There will be a deduction of 20% of the value of the assignment for late submission. NO assignment will be accepted one (1) week after due date, except in cases with proper documentation to show a confirmed personal illness or a death in the student's immediate family.

Special examination: NO special examination will be given for a student who has missed a scheduled examination except in cases with proper documentation to show a confirmed personal illness or a death in the student's immediate family.

Class Schedule and Required Readings:

Please note that this schedule may be amended as needed throughout the course

Lecture Date	Topic	Readings
Jan. 9/10	Lecture 1 - Course Outline Explanation of Case Study Assignments Introduction	Text: Chapter 1 Reading: 1
Jan. 16/17	Lecture 2 - Pre-Conception Nutrition	Text: Chapter 2 Readings: 2
Jan 23/24	Lecture 3 - Nutrition through Pregnancy Part 1	Text: Chapter 4
Jan 30/31	Lecture 4 - Nutrition through Pregnancy Part 2	Text: Chapter 4

Feb 6/7	Lecture 5 - Nutrition during Lactation	Text: Chapter 6
Feb 13/14	Lecture 6 - Infant Nutrition	Text: Chapter 8 Reading: 3
Week of February 18	STUDY WEEK: NO CLASS	
Feb 27/28	Lecture 7 - Toddler & Pre-School Nutrition	Text : Chapter 10 Reading: 4
9:00am March 2nd	MIDTERM Auditorium	In class material & readings Weeks 1-6 only
Mar 6/7	Lecture 8 - Child & Pre-Adolescent Nutrition	Text: Chapter 12 Reading: 5
Mar 13/14	Lecture 9 - Adolescent Nutrition	Text : Chapter 14
Mar 20/21	Lecture 10 - Adult Nutrition	Text: Chapter 16
Mar 27/28	Lecture 11 - Nutrition & the Elderly	Text: Chapter 18 Reading: 6
Apr 3/4	Review Class	
April 11th	Final Examination Period Begins	

REQUIRED READINGS:

1. Position of the Academy of Nutrition and Dietetics: Vegetarian Diets. J Acad Nutr Diet. 2016;116:1970-80.

2. O'Connor et al. Canadian Consensus on Female Nutrition: Adolescence, Reproduction, Menopause and Beyond. *J Obstet Gynaecol Can.* 2016;38(6):508-554. Recommendations (only) can also be found at [http://www.jogc.com/article/S1701-2163\(16\)00042-6/abstract](http://www.jogc.com/article/S1701-2163(16)00042-6/abstract)
3. Dietitians of Canada. WHO Growth Charts. Resources for Health Professionals. <http://www.dietitians.ca/Dietitians-Views/Prenatal-and-Infant/WHO-Growth-Charts/WHO-Growth-Charts---Resources-for-Health-Professio.aspx>
4. Ellen Satter. Division of Responsibility in Feeding. Downloaded from <http://ellynsatterinstitute.org/dor/divisionofresponsibilityinfeeding.php> January 3, 2017.
5. Canadian 24-Hour Movement Guidelines for Children and Youth. 2016. Downloaded from <http://www.csep.ca/view.asp?x=696> January 3, 2017.
6. The National Academies Press. Nutrition Across the Lifespan for Healthy Aging. Proceedings of a Workshop-In Brief. Downloaded from <https://www.nap.edu/catalog/24641/nutrition-across-the-lifespan-for-healthy-aging-proceedings-of-a> January 3, 2017.

OTHER RECOMMENDED REFERENCES: (most of them are available at Brescia Library)

- American Dietetic Association. 2005. "Position Paper of the American Dietetic Association: Nutrition Across the Spectrum of Aging." *Journal of the American Association.* 105 (4) 616-633.
- American Dietetic Association and Dietitians of Canada. 2004. "Position of the American Dietetic Association and Dietitians of Canada: Nutrition and Women's Health." *Journal of the American Dietetic Association.* 104 (6) 984-1001.
- American Dietetic Association and Dietitians of Canada. 2000. "Lifecycle Nutrition" Section of the Manual of Clinical Dietetics. 6th Edition. American Dietetic Association, Chicago, Illinois, pp. 69-176.
- American Dietetic Association. 2002. "Position of the American Dietetic Association: Nutrition and lifestyle for a healthy pregnancy outcome." *Journal of the American Dietetic Association.* 102 (10) 1479-1490.
- Bales, C.W. and C.S. Ritchie. 2004. Handbook of Clinical Nutrition and Aging. Humana Press, Totowa, NJ.
- Boyle, M.A. 2003. Community Nutrition in Action. An Entrepreneurial Approach. 3rd Edition. Thomson Learning/Wadsworth/Nelson, Toronto, Ontario.
- Brown, J.E. 2005. Nutrition Now. 4th Edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.

- Canadian Institute for Health Information. 2004. Improving the Health of Canadians. Canadian Institute for Health Information, Ottawa, Ontario. (This document and its Summary Report are available online at www.cihi.ca)
- Canadian Paediatric Society, Dietitians of Canada, and Health Canada. 1998. Nutrition for Healthy Term Infants. Minister of Public Works and Government Services, Ottawa, Ontario.*
- Cavanaugh, J.C., and F. Blanchard-Fields. 2002. Adult Development and Aging. 4th Edition, Wadsworth / Thomson Learning, Belmont, CA.
- Chernoff, R. 2006. Geriatric Nutrition. The Health Professional's Handbook. 3rd Edition, Jones and Bartlett Publishers, Sudbury, MA.
- Dietitians of Canada. PEN: Practice-based Evidence in Nutrition. Online resource. (<http://www.dietitians.ca>).
- Dietitians of Canada. 2003. The Dietitians of Canada and Dairy Farmers of Canada 2004 Report on Healthy Eating for School Age Children. Dietitians of Canada, Toronto, Ontario. (Available online for Dietitians of Canada members at www.dietitians.ca/members_only/nutritionmonth.asp)
- Dietitians of Canada, and H. Keller. 2003. Bringing Nutrition Screening to Seniors. Community Implementation Guide. Dietitians of Canada, Toronto, Ontario.
- Dietitians of Canada, Canadian Paediatric Society, The College of Family Physicians of Canada, and Community Health Nurses Association of Canada. 2004. "The Use of Growth Charts for Assessing and Monitoring Growth in Canadian Infants and Children." *Canadian Journal of Dietetic Practice and Research*. 65, 22-32.
- Dunford, M., Editor. Sports, Cardiovascular and Wellness Nutritionists Dietetic Practice Group. 2006. Sports Nutrition. A Practice Manual for Professionals. 4th Edition. American Dietetic Association, Chicago, Illinois.
- Endres, J., R.E. Rockwell, and C. Mense. 2004. Food, Nutrition, and the Young Child. 5th Edition, Prentice Hall, Englewood Cliffs, New Jersey.
- Federal, Provincial and Territorial Advisory Committee on Population Health. 1999. Toward a Healthy Future. Second Report on the Health of Canadians. Publications, Health Canada, Ottawa, Ontario.*
- Fiatarone Singh, M.A., Editor. 2000. Exercise, Nutrition, and the Older Woman. Wellness for Women Over Fifty. CRC Press, Boca Raton, Florida.
- Fox, M.K., B. Devaney, K. Reidy, C. Razafindrakoto, and P. Zeigler. 2006. "Relations between Portion Size and Energy Intake among Infants and Toddlers: Evidence of Self-Regulation." *Journal of the American Dietetic Association*. 106, S77-S83.

- Health Canada. 2007. Eating Well with Canada's Food Guide. A Resource for Educators and Communicators. Health Canada, Ottawa, Ontario. *
- Health Canada. 1999. Nutrition for a Healthy Pregnancy: National Guidelines for the Childbearing Years. Minister of Public Works and Government Services Canada, Ottawa, Ontario.*
- Health Canada. 2000. CPNP: A Portrait of Participants. Minister of Public Works and Government Services Canada, Ottawa, Ontario.* (Available online at <http://www.hc-sc.gc.gc/hppb/childhood-youth/cbp.cpnf/>)
- Health Canada. 2003. Canadian Guidelines for Body Weight Classification in Adults. Health Canada Publications Centre, Ottawa, Canada. (Available at <http://www.healthcanada.ca/nutrition>).
- Institute of Medicine of the National Academies. 1997. Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride. The National Academies Press, Washington, D.C. (and other DRI publications available for consultation at <http://www.nap.edu>)
- Institute of Medicine of the National Academies. 1998. Dietary Reference Intakes: Proposed Definition and Plan for Review of Dietary Antioxidants and Related Compounds. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000a. Dietary Reference Intakes for Thiamin, Riboflavin, Niacin, Vitamin B6, Folate, Vitamin B12, Pantothenic Acid, Biotin, and Choline. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000b. Dietary Reference Intakes: Applications in Dietary Assessment. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2000c. Dietary Reference Intakes for Vitamin C, Vitamin E, Selenium, and Carotenoids. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001a. Dietary Reference Intakes: Proposed Definition of Dietary Fiber. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2001b. Dietary Reference Intakes for Vitamin A, Vitamin K, Arsenic, Boron, Chromium, Copper, Iodine, Iron, Manganese, Molybdenum, Nickel, Silicon, Vanadium, and Zinc. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2003a. Dietary Reference Intakes: Applications in Dietary Planning. The National Academies Press, Washington, D.C.

- Institute of Medicine of the National Academies. 2003b. Dietary Reference Intakes: Guiding Principles for Nutrition Labeling and Fortification. The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2004. Dietary Reference Intakes: Water, Potassium, Sodium, Chloride, and Sulfate. Prepublication copy, The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies. 2005. Dietary Reference Intakes: Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids (Macronutrients). The National Academies Press, Washington, D.C.
- Institute of Medicine of the National Academies Committee on the Scientific Evaluation of Dietary Reference Intakes. 2006. Dietary Reference Intakes: The Essential Reference for Dietary Planning and Assessment. The National Academies Press, Washington, D.C.
- Kalnins, D., and J. Saab. 2001. The Hospital for Sick Children Better Baby Food. Robert Rose, Toronto, Ontario.
- Kalnins, D. and J. Saab. 2002. Better Food for Kids. Robert Rose, Toronto, Ontario.
- Kalnins, D. and J. Saab. 2006. Better Food for Pregnancy. Robert Rose, Toronto, Ontario.
- Kramer-Atwood, J.L., J. Dwyer, D.M. Hoelscher, T.A. Nicklas, R.K. Johnson, and G.K. Schulz. 2002. "Fostering healthy food consumption in schools: Focusing on the challenges of competitive foods." *Journal of the American Dietetic Association*. Vol. 102, No. 9, pp. 1228-1233.
- Lutz, C.A. and K.R. Przytulski. 2006. Nutrition and Diet Therapy: Evidence-Based Applications. 4th Edition. F.A. Davis Company, Philadelphia, PA.
- Lynn, S., and D. Mizumoto. 1999. Breastfeeding: Nature's Best for You and Your Baby. The American Dietetic Association, Chicago, Illinois.
- Mahan, L.K. and S. Escott-Stump, Editors. 2008. Krause's Food & Nutrition Therapy. 12th Edition. W.B. Saunders Company, Philadelphia, PA.
- Mehrotra, C.M. and L.S. Wagner. 2006. Aging and Diversity. 2nd Edition, Taylor and Francis, Bristol, PA.
- Middlesex-London Health Unit. 2000. Toddler Healthy Eating Guide. Middlesex-London Health Unit, London, Ontario. (Available online at www.healthunit.com)
- Middlesex-London Health Unit. 2000. Preschool Healthy Eating Guide. Middlesex-London Health Unit, London, Ontario. (Available online at www.healthunit.com)
- Mitchell, M.K. 2003. "Aging and Older Adults." Chap. 13 in: Nutrition Across the Life Span. 2nd Edition, Saunders, Elsevier, Philadelphia, PA, pp. 429-470.

- Nix, S. 2005. Williams' Basic Nutrition & Diet Therapy. 12th Edition. Mosby Inc., Elsevier Science, St. Louis, Missouri.
- Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee. 2004. Call to Action: Creating a Healthy School Nutrition Environment. Ontario Society of Nutrition Professionals in Public Health, Ontario Public Health Association, Toronto, Ontario. (Available online at www.osnpnh.on.ca)
- Papalia, D.E., H. Sterns, R.D. Feldman, and C. Camp. 2007. Adult Development and Aging. McGraw-Hill, New York.
- Peckenpaugh, N.J. 2007. Nutrition Essentials and Diet Therapy. 10th Edition. Saunders Elsevier, St. Louis, Missouri.
- Rolfes, S.R., K. Pinna, and E.N. Whitney. 2006. Understanding Normal and Clinical Nutrition. 7th Edition. Wadsworth Publishing, Thompson Learning, Belmont, CA.
- Shield, J. and M.C. Mullen. 2002. ADA Guide to Healthy Eating for Kids: How Your Children Can Eat Smart from 5 to 12. The American Dietetic Association, Chicago, Illinois.
- Shils, M.E., M. Shike, A.C. Ross, B. Caballero, and R.J. Cousins, Editors. 2006. Modern Nutrition in Health and Disease. 10th Edition. Lippincott, Williams & Wilkins, New York, New York.
- Thompson, J. and M. Manore. 2006. Nutrition: An Applied Approach. Pearson Education Inc., Benjamin Cummings, San Francisco, CA.
- Wardlaw, G.M. and A.M. Smith. 2007. Contemporary Nutrition. 6th Edition. McGraw-Hill Ryerson Ltd, New York, NY.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). 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 eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC 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:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

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>).

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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.