

Course Outline - FSHD Practicum

School of Behavioural and Social Sciences

General Information

Course #: FSHD4403
Section #: 530
Term: Fall and Winter
Year: 2020-2021
Course Day and Time: Usually online asynchronous, but our scheduled time slot is Thursday 12:30-2:30. In that time slot we'll have an introductory Zoom meeting on September 10 and a Community Placement Fair, currently scheduled for October 8.

Instructor Information

Name: Dr. Descartes
E-mail: ldescart@uwo.ca (e-mail is the best way to reach me)
Telephone number for office appointments: 519-432-8353 x28059
Office hours for students: by appointment on Zoom

Course Description

Supervised field placement in family-focused community organizations. Enrollment limited to third and fourth year Brescia Family Studies and Human Development students who are selected by application.

Prerequisites

A 3000-level Family Studies and Human Development course or a former 3000-level Family Studies course or permission of the instructor. Restricted to students in their 3rd or 4th year.

Antirequisites

FS4403

Required Course Materials

Kiser, Pamela Myers. (2015). *The human services internship: Getting the most from your experience*, 4th Ed. Brooks Cole. Available at the Western bookstore:
<https://bookstore.uwo.ca/textbook-search> Other readings are available through our Owl site and/or the library's website.

Learning Outcomes

1. Begin to develop a professional identity through experiences in the virtual classroom and in the field
2. Build professional relationships with colleagues/co-workers and clients, characterized by:
 - o personal responsibility
 - o self-awareness
 - o the values of Family Studies, including an appreciation of diversity
 - o awareness of the importance of understanding the social and historical context for individual actions
 - o awareness of the importance of understanding the history and culture of the placement organization
 - o concern for others
 - o integrity
3. Problem-solve independently and in consultation, putting Family Studies principles into action
4. In writing and orally, clearly communicate with Brescia staff, faculty, students, and placement colleagues/co-workers and clients

Brescia Competencies (mapped onto Learning Outcomes and Assessments)

1. Begin to develop a professional identity through experiences in the virtual classroom and in the field. Self awareness and development level 4, social awareness and engagement level 4: resume and cover letter, chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper.
2. Build professional relationships with colleagues/co-workers and clients, characterized by:
 - o personal responsibility (self awareness and development, valuing – Level 4)
 - o self-awareness (self awareness and development – Level 4)
 - o the values of Family Studies, including an appreciation of diversity (valuing – Level 4)
 - o awareness of the importance of understanding the social and historical context for individual actions (critical thinking, inquiry and analysis, valuing – Level 4)
 - o awareness of the importance of understanding the history and culture of the placement organization (critical thinking, inquiry and analysis, valuing – Level 4)
 - o concern for others (valuing – Level 4)
 - o integrity (valuing – Level 4)

Critical thinking level 4, inquiry and analysis level 4, self awareness and development level 4, valuing level 4: field component, final paper.
3. Problem-solve independently and in consultation, putting Family Studies principles into action
Critical thinking level 4, inquiry and analysis level 4, problem solving level 4, valuing level 4: Chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper.
4. In writing and orally, clearly communicate with Brescia staff, faculty, students, and placement colleagues/co-workers and clients. Communication level 4, inquiry and analysis level 4: resume and cover letter, chapter discussion, journaling, learning plan draft, final learning plan, field component, final paper.

Teaching Methodology and Expectations of Students

This year the classroom portion of the course will be almost entirely online. We do have a dedicated timeslot, but the Brescia policy is it can't be used for anything that comprises a portion of the mark. The plan is to use this time period on Sept. 10 for an introductory session and on Oct. 8 for placement staff to do mini-interviews with you to assign placements.

The course enables students to gain experience working in a placement with a community agency, which may include a school or an organization. Students are expected to lead a project of their own in the placement. In the first term of the course there will be readings that will prepare you for the placement, learning about issues such as ethics, diversity, and communication.

In the second term of the course, you will spend time at your placement site or work virtually at their placement (this is yet to be determined). Students will spend 4 hrs. per week at their placement for 11 weeks.

The professor and staff from Brescia (Dr. Thompson) negotiate the selection of practicum agencies. We will do a Community Placement Fair style approach this year: you will interview with each community partner, rank your preferred placements, they will rank their preferred students, and the professor and Brescia staff will use that information to make final placements.

Agencies will: (a) provide an orientation, (b) assist students in developing a learning contract, and (c) complete a brief mid- and final evaluation.

If your placement is in-person, Brescia requires each organization to have safety measures in place, including COVID precautions. If your placement is in-person, you commit to transporting yourself to and from the practicum site.

All students commit to honoring their time and task commitments to the placement organization. Students may be required to obtain and pay for a police check, and/or a TB check, and/or additional checks.

Although efforts will be made to ensure a good fit, students may not get a placement that is in their area of interest.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Resume and cover letter: Examples are at http://career.uwo.ca/prepare/resume_cv/index.html.

Your resume should be tidy, organized with subheadings, and grammatical. Your cover letter can be addressed: "To Whom It May Concern:" In the body, describe what type of position you hope for, and what skills and experiences you bring to the position. You can use material from your FSHD4403 application if applicable. The letter should be clear, ~one page long, and grammatical.

Chapter discussion, leading and participating: Each student is responsible for initiating and managing one online forum discussion of one chapter (except for class #10, where the student is responsible for both short chapters). You'll sign up for these in the first week of class.

Each student should participate in others' online discussions in a timely way that shows the readings were completed. The readings are important: students who don't stay on top of the readings will be required to delay the start of their placement. Chapter discussion participation will receive one final mark.

Journal blogs: These are personal reflections on the placement experiences. Please keep a running tally of your placement hours as you move through it. You'll use these journal blogs retrospectively to write your final paper. These will receive one final mark. They'll be posted in Forum under a thread you start, labelled with your name.

Learning plan (draft and final): This will outline learning objectives (goals) and an action plan (strategies and methods of measurement) for meeting them. You, in consultation with the practicum supervisor, will complete the plan. The plan will help evaluate your performance at the end of the year. A draft will be submitted to the professor, and that feedback will be incorporated into a final learning plan. Please hand in the draft copy along with the final copy. See pp. 20-23 in textbook.

Field component: 11 weeks, 4 hours each week (44 hrs.). Your practicum supervisor will assign a mark based on your performance. Students must fulfill their obligations regarding hours (e.g., if one week you only work 2 hours due to illness, the next week you should make up the hours). The professor will monitor the student's attendance with the practicum supervisor. It is expected that the student will demonstrate professionalism in their placement and will fulfill their learning plan. Supervisors provide mid-placement feedback by Feb. 4 so any adjustments can be made if needed.

Final paper: You will turn in a final paper (~10 pp.), reflecting upon your participation in the placement, connecting that to your learning objectives, action plan, and relevant course and professional readings. Subheadings will help keep it organized. Use your textbook, library research or professional articles, and your journals to contribute to your paper. Incorporate one theory to explain one component of your placement experience. The paper should be TNR, 12 point, double spaced, APA style. Clear, organized, grammatical writing is expected and that will be part of the mark. This will be submitted to Turnitin ('Assignments' tab in Owl). Feedback on the writing shows up in Turnitin (click the flag). Turnitin does an originality check so be sure to check you used citations.

This class does not have a final exam.

Evaluation Breakdown

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Resume and cover letter	5%	Sept. 17	1, 4	Communication level 4, self awareness and development level 4
Chapter discussions: leading and participating (Fall)	Leading: 5% Participating: 10%	See calendar	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Journaling blog (Winter)	15%	Ongoing	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Learning plan draft	10%	Jan. 7, 2021	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Final learning plan	5%	Jan. 21, 2021	1, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Field component	40%	April 1, 2021	1, 2, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4
Final paper	10%	April 8, 2021	1, 2, 3, 4	Communication level 4, critical thinking level 4, inquiry and analysis level 4, problem solving level 4, self awareness and development level 4, social awareness and engagement level 4, valuing level 4

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic

Calendar. For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
1	Sept. 10	Course introduction	Read syllabus. Join us for our introductory Zoom meeting: https://westernuniversity.zoom.us/j/99907635205 . If you can't join us, please post a brief introductory video in Owl Voicethread and write to me to schedule a Zoom office hour.
2	17	Getting started	C1 pp. 1-29 Resume and cover letter due. Start participating in Forum chapter discussions.
3	24	Placement context	C2
4	Oct. 1	Ethics	C3, pp. 239-240, 'confidentiality'
5	8	Learning styles, integrative processing model	C4 Community Placement Fair 12:30-2:30, Zoom. This event is key, so please contact me if you will have difficulty attending.
6	15	Supervision & communication	C5, C6
7	22	Social justice part 1	C7
8	Oct. 29	Social justice part 2	Riley, T., & Ungerleider, C. (2008). Preservice teachers' discriminatory judgments. <i>Alberta Journal of Educational Research</i> , 54(4), 378-387.
	Nov. 5	Reading week	Reading week
9	12	Social justice part 3	Salerno, A., & Kibler, A. (2013). Before they teach: How pre-service teachers plan for linguistically diverse students. <i>Teacher Education Quarterly</i> , 40, 5-26.
10	19	Classroom (client) dynamics	C2, C15 McKeown, R. (2011). <i>Into the classroom</i> . Knoxville, TN: Torchbearer.

Class/Topic	Date	Description	Assignments and/or Readings Due
11	26	Self-care	C9
12	Dec. 3	Ending your placement, planning your career	C10, C11 This week marks the end of Forum chapter discussions.
13	Jan. 7	Placement week 1	Start your journaling blog on Forum with a thread that has your name on it. Add to it every week through your placement.
14	14	Placement week 2	
15	21	Placement week 3	Final learning plan due
16	28	Placement week 4	
17	Feb. 4	Placement week 5	Request mid-placement feedback from supervisor
18	11	Placement week 6	
	18	Reading week	Reading week
19	25	Placement week 7	
20	Mar. 4	Placement week 8	
21	11	Placement week 9	
22	18	Placement week 10	
23	25	Placement week 11	This week marks the end of your journaling blog.
24	Apr. 8		Final papers due

Final field placement evaluation template, for the use of the practicum supervisor. This template may be used for mid-placement feedback (Feb. 4) to the student, but that can be oral/email/etc.

Please return in the week of April 1, 2020. E-mailed information is fine (ldescart@uwo.ca). Thanks!

Student's Name:

Agency:

Supervisor's Name:

1. What tasks did the student perform in your agency?
2. If there are learning plan activities which weren't performed, please discuss.
3. Please discuss the student's progression in terms of knowledge and skill development.
4. Please discuss the student's development as a professional, including aspects of responsibility, appreciation for diversity, concern for others, and personal integrity.
5. Please comment on the student's understanding of your agency's goals, policies, and procedures, including the student's ability to make appropriate decisions.
6. Describe areas in which student needs additional skill and/or knowledge development.

6. Suggested Grade (rubric below): A+ A B C D F (Please circle)

A+ 90-100 One could scarcely expect better from a student at this level

A 80-89 Superior work which is clearly above oaverage

B 70-79 Good work, meeting all requirements, and eminently satisfactory

C 60-69 Competent work, meeting requirements

D 50-59 Fair work, minimally acceptable

F below 50 Fail

Signature of Supervisor

Date

2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements 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. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate 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 fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. 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;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
