

Course Outline – Midlife and the Elder Years
School of Social and Behavioural Sciences

General Information

Course #:	FSD2265B
Section #:	530
Term:	Winter
Year:	2022
Delivery:	Online asynchronous

Instructor Information

Name:	Dr. Descartes
E-mail:	ldescart@uwo.ca
Office hours for students:	By appointment, to be held on Zoom

Course Description

This course investigates the midlife and elder stages of life, topics of great importance to Canadian society given the aging of the population. Areas considered may include psychological adjustment, social networks, career and family changes, health care, elder care, and adaptation to transition.

Prerequisite(s): Any Family Studies and Human Development 1000-level course or a former Family Studies 1000-level course or permission of the instructor.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Required Course Materials

All of the readings for this course are accessible online through the linked websites, the Course Readings tab in Owl and/or the UWO library site.

Learning Outcomes

It is expected by the end of this course that:

1. Students will recognize and be able to discuss and apply major theoretical models used to understand the stages of midlife and old age.
2. Students will recognize and be able to discuss some of the major transitions involved in the stages of midlife and old age.
3. Students will demonstrate that they are able to consider current issues in midlife and old age in the context of psychological, economic, and social factors.
4. Students will show proficiency in written communication skills.

Brescia Competencies (mapped onto Learning Outcomes and Assessments)

1. Students will recognize and be able to discuss and apply major theoretical models used to understand the stages of midlife and old age. Inquiry and analysis level 2, critical thinking level 2, communication level 2: Quizzes, book blog, and theory paper.
2. Students will recognize and be able to discuss some of the major transitions involved in the stages of midlife and old age. Inquiry and analysis level 2, critical thinking level 2, communication level 2: Quizzes, meme project, book blog, and theory paper.
3. Students will demonstrate that they are able to consider current issues in midlife and old age in the context of psychological, economic, and social factors. Inquiry and analysis level 2, critical thinking level 2, communication level 2: Quizzes, meme project, book blog, and theory paper.
4. Students will show proficiency in written communication skills. Inquiry and analysis level 2, critical thinking level 2, communication level 2: Meme project, book blog, and theory paper.

Teaching Methodology and Expectations of Students

This online, asynchronous course relies upon student engagement with the assigned readings and completion of activities and written assignments. The length and complexity of readings vary by week. There will be a Forum post for each week, which may have additional notes or comments, and this will be a place for students to ask questions.

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

Reading quizzes: These will be taken through the Owl platform (Tests and quizzes tab). They will be released a few days ahead of their due date and you will pick your timed slot in which to take them. You'll have a half hour for each quiz and they are due by 11 p.m. on their due date.

Theory paper: You will write a paper, minimum three pages excluding title page and reference list, in APA style, 12 point TNR font, left justification (align left).

- You will pick the theory that was of most interest to you that is not ambivalence theory.
- Summarize the theory (use paraphrases, and only use direct quotes when you need to: both should be cited, though).
- Summarize the ambivalence concept (use paraphrases, and only use direct quotes when you need to: both should be cited though)
- Consider how the ambivalence concept can add to your original theory (or argue that it does not and consider why).

- Try to think of an example that would benefit from being considered with your original theory with the ambivalence concept added in. This could be from real life, it could be from fiction or non-fiction media, or it could be a hypothetical situation. Spend at least one paragraph describing the example and at least one paragraph stating how the theory helps us understand the example and how the ambivalence concept adds to our understanding of the example.
- You should have an introductory paragraph that says what you will do in the paper, and a concluding paragraph that says what you did in the paper. Those two paragraphs will overlap but shouldn't be identical.
- This will go through Turnitin under Assignments, so make sure you do your citations.

Book blog: You will read, summarize, and reflect upon a research-backed monograph or edited volume that addresses issues of midlife or the older years.

- You can select from one of the books I suggest (available through libraries and amazon and other sites) or you can suggest one of your own finds that you run by me first.
- Book blogs will be under a Forum topic, under conversations labeled with your last name.
- Blogs will start in Feb., and continue through March. You should add to it every week.
- This is like a running term paper, so you should be attentive to grammar, APA style, and good paragraph structure (3 sentence minimum, one major idea per paragraph).

Meme project (current research summary):

- Go to ScienceDaily's website: <https://www.sciencedaily.com/>. Do a search on aging or old age and find a research bulletin that relates to keeping physically or mentally well in the later years. You'll have to scroll past the initial list of sponsored content links. You can also try this site: the National Institute of Aging <https://www.nia.nih.gov/> and look at "Featured Research" under "News and Events." (if you were in my intersession FSHD1010 and did this project, just pick a different article to summarize).
- Make a meme (an image with a short blurb, usually humorous) summarizing the main take-away point of the research bulletin and post it to our Owl Forum under the "Healthy Aging Memes" topic. I want this to have real-world value, so I want to make a physical booklet from your memes and distribute it to local care facilities and other sites, so you must use a creative commons image site such as Pixabay: <https://pixabay.com/> or Unsplash: <https://unsplash.com/>. The images at these sites can be used without copyright violation.
- At the bottom of your meme include a link to the original research bulletin and to the web address of the image you used. You shouldn't put your name on your meme (I'll put a credits page in the booklet where your name can be included or not as you like).

Evaluation Breakdown: This class has no final exam.

Component (and component location)	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Quizzes (tests and quizzes tab)	12 quizzes, 3% each, for 36%	Ongoing, see calendar, due by 11 p.m.	1, 2, 3	Inquiry and analysis level 2, critical thinking level 2
Theory paper (assignments tab)	20%	Jan. 29, due by 11 p.m.	1, 2, 3, 4	Inquiry and analysis level 2, communication level 2, critical thinking level 2
Book blog (forum conversation topic)	25%	Ongoing, starts Feb. 1, ends on Mar. 29 by 11 p.m.	1, 2, 3, 4	Inquiry and analysis level 2, communication level 2, critical thinking level 2
Meme project (forum conversation)	19% (it's a weird % but it made the math work)	Mar. 15, 11 p.m.	2, 3, 4	Inquiry and analysis level 2, communication level 2, critical thinking level 2

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	Jan. 4	Introduction	<p>Read: syllabus.</p> <p>Read: "Midlife myths" at https://www.apa.org/monitor/apr03/researchers</p> <p>Read: "5 aging myths debunked" at https://www.mcmasteroptimalaging.org/blog/detail/hitting-the-headlines/2017/02/17/5-aging-myths-debunked</p> <p>Take Reading Quiz 1 (all quizzes are due by 11 p.m.).</p>
2	Jan. 11	Theory overview	<p>Read: Novak, M., Northcott, H., & Campbell, L. (2018). Chapter 2, Theories and methods. In <i>Aging and Society: A Canadian Perspective, Eighth Ed.</i>, pp. 20-44. Thomson Nelson.</p> <p>Take Reading Quiz 2.</p>
3	Jan. 18	Altruism theory	<p>Except for methods and results, Read: Tomini, F., Groot, W., & Tomini, S. (2016). Informal care and gifts to and from older people in Europe: The interlinks between giving and receiving. <i>BMC Health Services Research</i>. 16:603 DOI 10.1186/s12913-016-1830-7 https://bmchealthservres.biomedcentral.com/track/pdf/10.1186/s12913-016-1830-7</p> <p>Take Reading Quiz 3.</p>
4	Jan. 25	The ambivalence concept	<p>Read: Connidis, I. (2011). Ambivalence in fictional intergenerational ties: The portrayal of family life in <i>Freedom</i>. <i>Journal of Family Theory & Review</i>, 3, 305-311.</p> <p>Take Reading Quiz 4.</p> <p>By Jan. 29 at 11 p.m., turn in theory paper.</p>

5	Feb. 1	Intergenerational ties	<p>Read: Lero, D. S. (2016). Intergenerational relations and societal change. The Vanier Institute of the Family. https://vanierinstitute.ca/intergenerational-relations-societal-change/</p> <p>Read: Battams, N. (2019). Snapshot of grandparents in Canada. Statistical Snapshots. The Vanier Institute of the Family. file:///C:/Users/confi/Downloads/SNP_2019-05-28_Grandparents-in-Canada.pdf</p> <p>Take Reading Quiz 5.</p> <p>Start book blog this week (You'll keep these as Forum conversations). Read and blog about one to two chapters a week (excluding Reading Week), depending on your book.</p>
6	Feb. 8	Violence against older people	<p>Read: Savage, L. (2019). Police-reported family violence against seniors in Canada, 2018. Statistics Canada. https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00018/03-eng.htm</p> <p>Read: National Institute on Ageing. (n.d.). Putting an end to ageism and elder abuse once and for all. https://static1.squarespace.com/static/5c2fa7b03917eed9b5a436d8/t/5ee8f08020fcb96252cd0938/1592324231761/PuttingAnEndToElderAbuse_EN.pdf</p> <p>Take Reading Quiz 6.</p>
7	Feb. 22	Culture and aging	<p>Lagacé, M., Charmarkeh, H., & Grandena, F. (2012). Cultural perceptions of aging: The perspective of Somali Canadians in Ottawa. <i>Journal of Cross-Cultural Gerontology</i>, 27(4), 409–424. https://doi.org/10.1007/s10823-012-9180-3 https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_gale_infotracademiconefile_A314730203</p> <p>Take Reading Quiz 7.</p>
	Feb. 19-27	Reading week	

8	Mar. 1	Successful aging	<p>Emler, C., Harris, L., Furlotte, C., Brennan, D., & Pierpaoli, C. (2017). 'I'm happy in my life now, I'm a positive person': Approaches to successful ageing in older adults living with HIV in Ontario, Canada. <i>Ageing and Society</i>, 37(10), 2128-2151. doi:10.1017/S0144686X16000878</p> <p>'I'm happy in my life now, I'm a positive person': approaches to successful ageing in older adults living with HIV in Ontario, Canada Ageing & Society Cambridge Core (uwo.ca)</p> <p>Take Reading Quiz 8.</p>
9	Mar. 8	Health	<p>Read: Moseley, R. L., Druce, T., & Turner-Cobb, J.M. (2020). 'When my autism broke': A qualitative study spotlighting autistic voices on menopause. <i>Autism</i>, 24, 1423-1437. doi:10.1177/1362361319901184</p> <p>Read: Walker, J. D., Andrew, M., Bronskill, S., . . . & Jacklin, K. (2019). Ontario First Nations Aging Study: Overview and report. Ontario First Nations Aging Study. https://laurentian.ca/assets/files/Research/Chairs/First-Nations-Aging-2019.pdf</p> <p>Take Reading Quiz 9.</p>
10	Mar. 15	Finances	<p>Read: Government of Canada. (2020). Old age security: Overview. https://www.canada.ca/en/services/benefits/publicpensions/cpp/old-age-security.html</p> <p>Read: Ambachtsheer, K., & Nicin, M. (2020). Improving Canada's retirement income system: A discussion paper on setting priorities. National Institute on Ageing, Ryerson University. https://static1.squarespace.com/static/5c2fa7b03917e9d9b5a436d8/t/5e41c25873b8a7233f398b72/1581367901417/Improving-Canada-s-Retirement-Income-System-Setting-Priorities_final.pdf</p> <p>Take Reading Quiz 10.</p> <p>Meme project due (11 p.m.).</p>

11	Mar. 22	Caregiving	<p>Read: Battams, N. (2017). A snapshot of family caregiving and work in Canada. The Vanier Institute of the Family. file:///C:/Users/confi/Downloads/SNP_2017-03-28_Family-Caregiving-Work_WEB.pdf</p> <p>Except for methods and results, Read: Wong, J. D., & Shobo, Y. (2017). Types of family caregiving and daily experiences in midlife and late adulthood: The moderating influences of marital status and age. <i>Research on Aging, 39</i>, 719–740. http://midus.wisc.edu/findings/pdfs/1681.pdf</p> <p>Take Reading Quiz 11.</p>
12	Mar. 29	End of life	<p>Read: pp. 1-25 of Arnup, K. (2018). Family perspectives: Death and dying in Canada. Vanier Institute Report. file:///C:/Users/confi/Downloads/2018-05-07_FP_DeathDying-2018.pdf</p> <p>Take Reading Quiz 12.</p> <p>Book blog should be complete by this date (11 p.m.).</p>
			This class has no final exam.

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://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 (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&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 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 (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <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 may be 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 **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) 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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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.
