



Course Outline – Diversity and the Canadian Family

School of Behavioural and Social Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #:	FSHD 3325A
Section #:	530
Term:	Fall
Year:	2021
Delivery:	In-person
Course Day and Time:	Tuesdays and Thursdays: 1:30 – 3:00 pm
Course Location:	BR-MRW153

Instructor Information

Name:	Dr. Roula Hawa
E-mail:	roula.hawa@uwo.ca
Telephone number:	Email is preferred contact method
Office Hours:	Wednesdays, from 2:00 – 3:00 pm; or by appointment.
Office location:	Ursuline Hall 324

Course Description

This course examines contemporary diversity as it impacts individuals and families. Its psychosocial approach enables students to think through their own perspectives on diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today. Through a partnership with CityStudio London and London Abused Women’s Centre and championed by a City of London Councillor, students will have meaningful opportunities to apply their skills to a real-world challenge facing Londoners and help contribute to inclusive strategies to eliminate barriers to full participation of diverse communities.

Prerequisites

1.0 Family Studies and Human Development Courses at the 2000 level, or 1.0 former Family Studies courses at the 2000 level, or permission of instructor.

Required Course Materials

Anzovino, T., Oresar, J., Boutilier, D. (2019). *Walk a Mile: A Journey Towards Justice and Equity in Canadian Society (2nd edition)*: Nelson. We are using the E-text via Top Hat Platform which may be purchased through Western's [Book Store website](#). Text also comes in print.

Additional Required Readings

City of London (2019, December). Housing Stability for All: The Housing Stability Action Plan for the City of London, 2019-2024. Retrieved from: <https://london.ca/sites/default/files/2020-10/2020-01-24%20181029038-COL-Homeless-Prevention-And-Housing-Plan-Report-EMAIL-WEB%20%28002%29.pdf>

Schwan, K., Versteegh, A., Perri, M., Caplan, R., Baig, K., Dej, E., Jenkinson, J., Brais, H., Eiboff, F., & Pahlevan Chaleshtari, T. (2020). The State of Women's Housing Need & Homelessness in Canada: Key Findings. Hache, A., Nelson, A., Kratochvil, E., & Malenfant, J. (Eds). Toronto, ON: Canadian Observatory on Homelessness Press. Retrieved from: <https://womenshomelessness.ca/wp-content/uploads/State-of-Womens-Homelessness-Literature-Review.pdf>

Supplementary Material

City of London (2019). Strategic Plan for the City of London, 2019 – 2023. Retrieved from: <https://london.ca/sites/default/files/2020-09/2019%20Strategic%20Plan.pdf>

Learning Outcomes

1. Students will be able to define diversity as a framework that acknowledges difference, power, and privilege using principles of social equity, social justice, and anti-oppression.
2. Students will be able to understand diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination.
3. Students will actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today. Through a partnership with CityStudio London and London Abused Women's Centre, championed by a City of London Councillor, students will be involved in an experiential learning project (ELP) that will extend their learning beyond the classroom to the real world by expanding how cities co-create solutions to our most urgent issues.

4. Students will critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, immigrants and refugees, racialized people, LGBTQ2+, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society.
5. Students will demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities.
6. Students will learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities.

Brescia Competencies (mapped onto Learning Outcomes and Assessments)

1. Students will be able to define diversity as a framework and acknowledge difference, power, and privilege using principles of social equity, social justice, and anti-oppression. Communication level 2, social awareness and engagement level 2: test 1, test 2, project.
2. Students will analyze diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination. Inquiry and analysis level 3, self-awareness and development level 3, social awareness and engagement level 3: test 1, test 2, project.
3. Students will actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today. This will entail engaging in a partnership with organizations in the City of London to co-create solutions to our most urgent issues. Communication level 3, critical thinking level 3, problem solving level 4, valuing level 3: project.
4. Students will critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, racialized people, LGBTQ2+, immigrants and refugees, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society. Communication level 3, critical thinking level 3, inquiry and analysis level 3, problem solving level 3, valuing level 3: test 1, test 2, project.
5. Students will demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities. Communication level 3, problem solving level 3: project.

6. Students will learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities. Communication level 3, inquiry and analysis level 3, problem solving level 4, valuing level 3: project.

Teaching Methodology and Expectations of Student

To be successful in this course, it is expected that you read the text, watch the recommended videos, and complete the assigned tasks for the experiential learning group project. We will follow a “flipped” classroom model for some of our classes, where I will post a video lecture recording for a particular week along with relevant resources in our course in Owl and you are expected to complete it before you come to class and bring your questions for an engaged discussion. You will be assessed on class participation throughout the semester.

To extend your learning beyond the classroom to the real world, you will be part of a team engaging in an experiential learning project focused on urgent housing needs for women and girls affected by and/or fleeing family violence, as a partnership with London Abused Women’s Centre and CityStudio London for the whole semester. The experiential learning project is scaffolded into smaller tasks, with built-in instructor and peer support throughout.

When sending an email to me, please use your UWO account and put something in the subject line like “FSHD 3325A.” Please sign your name to your email with your student ID.

Because of the interactions with your classmates particularly around group work, it is important to consider the following:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor and your classmates whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. Be professional and considerate in all your in-person and online interactions.

Copyright and Intellectual Property

Notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are 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

The group tasks in this course will necessitate collaboration, effective communication, problem solving, self-awareness, social awareness, and critical thinking as you are engaging with your team members in a real-life inquiry.

The ELP will be broken down into smaller tasks that need to be completed as a group. This will help you stay up to date. We will have in-class conferencing to discuss project progress. I will provide the groups with regular feedback on the project and you will also have an opportunity to ask questions as you work through the materials.

Tasks needed for completing the CityStudio project must be handed in by their due date unless there is academic accommodation. Late penalties are 5 points per day, with the day ending and re-setting at 6 pm.

Owl will be used for posting marks and turning in assignments. Tests will be uploaded to Owl in the 'Tests and Quizzes' tab. Tests may cover all material in the text, PPTs, any notes I present, in-class activities, videos, and weblinks. They will include multiple choice and short answer. There are two (2) tests, administered in Owl and class participation marks. There is no final exam in this course. The final assessment for the ELP will be submitted on the last day of class.

Evaluation Breakdown

Component	Weight	Due Date	Learning Outcome (see above)	Brescia Competencies
Test 1	20%	Oct. 7	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
Test 2	20%	Nov. 16	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
Class Participation	20%	Throughout Sept. 9 – Dec. 7	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
Experiential Learning Project	40%	Poster: Nov. 25 Poster Presentation: Dec. 2 nd Final report: Dec. 13	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.

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

In this course, you will have an opportunity to examine contemporary diversity as it impacts individuals and families through a psychosocial approach. By the end of this course, you will gain knowledge about issues that impact individuals and families in the Canadian society and globally as well as transferrable skills that are relevant to your lives today and as you transition into your future careers working with families. In addition to the required textbooks, there are required readings that are critical for setting the stage for your experiential learning project.

To provide guidance for the ELP, we will have 3 in-class visits by our partners from CityStudio London and London Abused Women’s Centre, with the support of our champion City of London Councillor, Elizabeth Pelosa.

The 3 in-class visits will involve:

1. Introducing our partners from the City of London: CityStudio London and London Abused Women’s Centre as well as our champion, Councillor Pelosa and providing an overview of project and deliverables.
2. Mid-project presentations by students & receiving feedback from our partners, London Abused Women’s Centre, CityStudio London, and our champion, Councillor Pelosa. London Abused Women’s Centre Survivors’ Community Advisory Committee will be invited to participate in interviews with students to share their experience and expertise.
3. Final student presentations

On the last day of class, one group will be selected by our partners to move on to represent Brescia in CityStudio Hubbub event. More information about topics covered and project deliverables are in the weekly course organizer below.

Weekly Organizer

Class/Date	Topic	Description	Weight/ Due Date
Week 1 Sept. 9	Course syllabus.	Read course syllabus. A discussion of: classroom norms, pathways towards cultural safety, team work, course assessments. Meet your group members. Introductory activities: “elevator” pitch.	Class participation marks

<p>Week 2 Sept. 14 & 16</p>	<p>Topic: Anti-oppression and critical theory; intersectionality; knowing your own story; examining our biases & worldviews.</p> <p>Topic: Diversity in Canadian Families and Issue of Family Violence.</p> <p>Topic: Addressing housing and homelessness crisis: urgent housing for vulnerable Londoners.</p>	<p>Sept. 14</p> <p>Read Chapter 1: Diversity, Oppression & Privilege, <i>Walk a Mile</i>.</p> <p>Read Chapter 13: Diversity in Families, <i>Walk a Mile</i>. Defining the family; diversity in families; family violence in Canada.</p> <p>Sept. 16</p> <p>Visit #1 from: CityStudio Staff, London Abused Women’s Centre (LAWC) staff, and our champion, City of London Councillor, Elizabeth Peloza.</p> <p>Read: City of London. (2019, December). Housing Stability for All: The Housing Stability Action Plan for the City of London, 2019-2024. Retrieved from: https://london.ca/sites/default/files/2020-10/2020-01-24%20181029038-COL-Homeless-Prevention-And-Housing-Plan-Report-EMAIL-WEB%20%28002%29.pdf</p> <p>Read: Schwan, K., Versteegh, A., Perri, M., Caplan, R., Baig, K., Dej, E., Jenkinson, J., Brais, H., Eiboff, F., & Pahlevan Chaleshtari, T. (2020). The State of Women’s Housing Need & Homelessness in Canada: Key Findings. Hache, A., Nelson, A., Kratochvil, E., & Malenfant, J. (Eds). Toronto, ON: Canadian Observatory on Homelessness Press. Retrieved from: https://womenshomelessness.ca/wp-content/uploads/State-of-Womens-Homelessness-Literature-Review.pdf</p>	<p>Class participation marks</p> <p>Read all assigned material before class and prepare questions for our guests.</p>
<p>Week 3 Sept. 21 & 23</p>	<p>Topic: Forms of Oppression</p> <p>Topic: Social Inequality</p>	<p>Read Chapter 2: Forms of Oppression, <i>Walk a Mile</i>. Exploitation, marginalization, cultural imperialism & violence; poverty, homelessness, global inequality; poverty in FNIM families.</p> <p>Read Chapter 3: Social Inequality, <i>Walk a Mile</i>.</p> <p><i>Check calendar of events posted in Owl for tasks needed for ELP.</i></p>	<p>Class participation marks</p> <p>Start planning for ELP</p>

<p>Week 4 Sept. 28</p>	<p>Topic: Gender Topic: Sexuality</p>	<p>Read Chapter 4: Gender, <i>Walk a Mile</i>. Read Chapter 5: Sexuality, <i>Walk a Mile</i>. Agents of gender socialization; gender expression; sexual identities; intimate relationships; current issues.</p>	<p>Class participation marks</p>
<p>Week 5 Oct. 5 & 7</p>	<p>Test Review Test #1</p>	<p>October 5 Test Review</p> <p>October 7 Test #1 (chapters 1, 2, 3, 4, 5, 13) + all class notes, video clips, and readings.</p>	<p>Test #1: 20% Oct. 7</p> <p>Assessment of Learning</p>
<p>Week 6 Oct. 12 & 14</p>	<p>Conducting Ethical Research</p> <p>Interviewing 101</p>	<p>October 12 Dr. Jen Pecoskie, Brescia’s Research Officer (date TBC)</p> <p>October 14 Interviewing skills for vulnerable populations. Practice interview skills – mock interviews and scenarios</p> <p><i>Check calendar in Owl for tasks needed for ELP.</i></p>	<p>Set up interview date with LAWC’s Survivors’ Community Advisory Committee</p>
<p>Week 7 Oct. 19 & 21</p>	<p>ELP Work Session</p> <p>FEEDBACK</p> <p>CityStudio Project FEEDBACK</p>	<p>October 19 ELP: Meet with your group and work on your project deliverables. “Cheers, Fears & Unclears”. Provide a project update.</p> <p>Feedback. Conference with your professor and receive feedback on ELP.</p> <p>Reflective Activity. Reflect on your own learning! Achieve deeper understanding.</p> <p>October 21 Visit # 2 from: LAWC’s Staff, CityStudio Staff & Councillor Peloza. Each group would meet separately for 15 min (15min/group) with our partners to discuss draft copy of project deliverable, followed by large team discussion. Students will use feedback received from their professor and our partners to make changes and improve their ELP.</p>	<p>ELP: Assessment for Learning</p> <p>Assessment as Learning</p> <p>Draft copy of ELP deliverable ready.</p>

<p>Week 8 Oct. 26 & 28</p>	<p>Topic: Race and Racialization</p> <p>Topic: Indigenous People</p>	<p>Read Chapter 6: Race and Racialization, <i>Walk a Mile</i>. Acknowledging racism in Canada; “Us” vs “Them”; colour of poverty; forms of racism; colourblindness; race and law enforcement</p> <p>Guest Speaker: Carolyn Anderson, Regional Coordinator, Aboriginal Education, School District #73, Kamloops, BC. Via Zoom (date TBC).</p> <p>Read Chapter 7: Indigenous People, <i>Walk a Mile</i>. In our own backyard; intergenerational trauma; the language: using the right words; role of storytelling in Indigenous communities.</p>	<p>Class participation marks</p> <p>Prepare questions for our guest speaker.</p> <p>ELP – Conduct Interviews</p>
<p>Week 9: Nov. 1st – Nov.7th</p>		<p>Reading week</p>	
<p>Week 10 Nov. 9 & 11</p>	<p>Topic: Ability</p> <p>Topic: Age</p>	<p>Read Chapter 11: Ability , <i>Walk a Mile</i>.</p> <p>Read Chapter 12: Age, <i>Walk a Mile</i>. “Can’t we all get along?”; visible and invisible disabilities; mental health and stigma; the generational divide: age stratification in Canada; ageism.</p>	<p>Class participation marks</p> <p>ELP- Conduct Interviews</p>
<p>Week 11 Nov. 16 & 18</p>	<p>Test #2</p>	<p>Nov 16</p> <p>Test #2 (chapters 6, 7, 11 &12) + all class notes, video clips, and readings.</p> <p>Nov. 18</p> <p>ELP work session. Continue working on your ELP.</p> <p><i>Check calendar of events posted in Owl for tasks needed for ELP.</i></p>	<p>Test #2: 20% Nov 16</p> <p>Assessment of Learning</p> <p>ELP Assessment for Learning</p>
<p>Week 12 Nov. 23 & 25</p>	<p>WORK PERIOD</p> <p>FEEDBACK</p>	<p>Feedback: Receive feedback from your professor on ELP deliverables and continue working on your project.</p> <p>Work on posters and poster presentations. Submit final draft of poster in Owl.</p>	<p>ELP: Poster 10%. Due: 6:00 pm, Nov 25</p> <p>ELP Assessment of Learning</p>

Week 13 Nov. 30 & Dec. 2 nd	Putting all the pieces together. 1. ELP Poster Presentations 2. Final Report	Nov. 30 th Work on poster presentations and final report Dec. 2 nd Visit # 3 from CityStudio staff, LAWC staff and Councillor Peloza (final visit) Poster presentations Adjudication by our guests for CityStudio Hubbub Work with your group members on the final report.	ELP Assessment for Learning ELP: Poster Presentation 5% Dec. 2nd ELP Assessment of Learning ELP: Final report. 25%. Due: 6:00 pm, Dec. 13.
Congratulations on finishing FSHD 3325A! Have a well-deserved winter break!			

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

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