



Bridging Classroom & Community: An Introduction to Community Development through Service-Learning

School of Behavioural and Social Sciences

General Information

Course #: Sociology 2215A

Section #: 530

Term: Fall

Year: 2021

Course Day and Time: Mondays, 9:30 a.m.-12:20 p.m.

Course Location: MSJ 136

Instructor Information

Name: Dr. Lisa Jakubowski

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Office hours for students: Thursdays 1:30-2:30 pm, via ZOOM, or by appointment, via ZOOM.

Course Prerequisites

Sociology 1020 or 1021E or permission of the instructor.

Important Course Information

This course is intended to be in-person this fall. If the Covid situation changes or there is an outbreak of cases, we will be able to move online. Your health and well-being are very important to me, and I think that there are several things we can ALL do, to try to keep things on track during this extraordinary time. First and foremost, if you feel at all ill, **DO NOT** come to class. Second, I highly recommend that you all get your Covid vaccines, and get a Flu shot when they become available. Being vaccinated may be a requirement for participating in Community Experiences. Not being vaccinated may limit your ability to participate in our 3 Experience Days. Finally, if you have not already done so, please consider adding the "Covid Alert" app to your phone. It is one

efficient way to contact trace, should there be an outbreak of cases at school, or in London.

Course Description

Community development includes any collaborative process which enhances the ability of communities to both identify and respond to their own needs and priorities. By taking students beyond the classroom into the community, *Bridging Classroom and Community* creates opportunities for students to experience community development through service-learning. In this course, we explore community development and how it is related to cultural competence. Because community development involves a commitment to working with oppressed and/or marginalized groups, we will also spend some time considering the concept of oppression and the ways in which we can become “allies” and work towards positive social change and justice.

During this course, students will be involved in learning through service. Each student will participate in 3 community experiences (to be detailed when the course begins). Depending upon the state of the Pandemic, these may be virtual, or in-person experiences. Through journaling and class discussions, we will reflect on these experiences in light of class readings and lecture materials.

Learning Outcomes

Upon completion of this course students will be able to:

1. **Articulate** an understanding of the following: community development as it relates to cultural competence, oppression, becoming an ally
2. **Demonstrate and cultivate** the skills of collaboration, oral and written communication.
3. **Employ** principles of diversity competence in the classroom and during service-learning experiences.
4. Critically **analyze** knowledge learned in the classroom through community experiences and their associated journaling assignments.

Student competency on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content, and meet all other course expectations of you as a student.

Brescia Competencies

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing

world. Throughout this course, students will be developing the following Brescia Competencies:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking is the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

Social Awareness and Engagement involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Teaching Methodology and Expectations of Students

This course utilizes a variety of instructional approaches including lectures, group projects, small group discussions, and experiential learning opportunities.

Regarding other class specific expectations, please note the following:

Submission of Assignments

Given the Covid-19 Pandemic, all assignments will be submitted online. All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g., illness, death in the family). For each day the assignment is late, the student will lose $\frac{1}{2}$ (.5) of a mark (.5% of the final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

Cell Phones and Computers

Technology has become an integral part of all our lives. However, out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers, tablets, and/or iPads are to be used for notetaking and class related activities only. There will be ample time during class breaks to check your messages! Thank you for your cooperation!

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, videorecording, 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.

Assignment and Grading Structure

Assignment	Weight	Course Learning Outcomes	Brescia Competencies
Midterm Journal Test	35%	1, 2, 3, 4	<ul style="list-style-type: none">✓ Communication✓ Critical Thinking✓ Inquiry and Analysis✓ Self Awareness and Development✓ Social Awareness and Engagement

Assignment	Weight	Course Learning Outcomes	Brescia Competencies
Group Project	20%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Problem Solving ✓ Self-Awareness and Development ✓ Social Awareness and Engagement
Final Comprehensive Journal	45%	1, 2, 3, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Self-Awareness and Development ✓ Social Awareness and Engagement ✓ Valuing

Required Texts and Readings

Bishop, Anne. 2015. *Becoming an Ally: Breaking the Cycle of Oppression in People*. (3rd ed.) Halifax: Fernwood Publishing/ZED Books.

* Several readings, in electronic form, linked to our OWL page.

Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. It is your responsibility to do all required readings, to attend class and to participate in all 3 community service-learning experiences as they are scheduled. If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

CLASS DAYS	COURSE THEMES/ DUE DATES	REQUIRED READINGS	In-Person Class	Online Class
September 13 th	Administrative Details; Introduction to Service-Learning	No readings this week.	✓	

CLASS DAYS	COURSE THEMES/ DUE DATES	REQUIRED READINGS	In-Person Class	Online Class
September 20 th	Understanding Community	“Understanding Community” (<i>e-reading linked to our OWL page</i>)	✓	
September 27 th	Exploring Community Cultures Guest Presentation: Martin McIntosh-RHAC (to be confirmed)		✓	
October 4 th	SERVICE-LEARNING EXPERIENCE #1	No new readings	✓	✓
October 11 th	Thanksgiving-no class	No new readings		
October 18 th	Understanding Oppression <i>Debrief: SLE #1</i> Journal Midterm due. Please submit online.	Bishop, Chapters 1-4	✓	
October 25 th	SERVICE-LEARNING EXPERIENCE #2	No new readings	✓	✓
November 1 st	FALL READING WEEK	No new readings	No class	No class

CLASS DAYS	COURSE THEMES/DUE DATES	REQUIRED READINGS	In-Person Class	Online Class
November 8 th	Exploring Different Types of Oppression <i>Debrief: SLE #2</i> <i>Video & Discussion TBA</i>	Bishop, Chapters 5-7	✓	
November 15 th	Breaking the Cycle of Oppression/ Becoming an Ally <i>Video & Discussion TBA</i>	Bishop, Chapters 8-10	✓	
November 22 nd	SERVICE-LEARNING EXPERIENCE #3 <i>End of term assignment posted on OWL</i>	No New Readings	✓	✓
November 29 th	Becoming an Ally continued. Practicing Cultural Competence <i>Reflect on Experience #3</i> Questions and clarification regarding final assignment Group Projects Due	“Cultural Competence: An Important Skillset” https://extensio.npublications.unl.edu/assets/html/g1375/build/g1375.htm “Cultural Competence and Beyond” https://journals.sagepub.com/doi/pdf/10.1177/2516602619826712	✓	

CLASS DAYS	COURSE THEMES/ DUE DATES	REQUIRED READINGS	In-Person Class	Online Class
December 6 th	Final Reflections End of Term Assignment Due. Please submit online.	No new readings	✓	

Detailed Breakdown of Assignments and Grading Structure

1. First Journal: Take-home Midterm Test:

Worth: 35%

Date: Monday October 18th, 2021

For this test, you will submit an online journal, connecting your first community experience to the material thus far covered in class. In preparation for this test, we will together create a list of course concepts related to community development, service-learning and cultural diversity competence. This list will serve as a guide for the “apply” portion of this test described below.

Your journal should be divided into 3 parts. In Part 1, **DESCRIBE** what you heard, saw and did during your community experience. Part 2 two requires that you **REFLECT** upon your reactions to what you heard, saw and did. For example, think about and describe your mental and emotional reactions to your community-service learning experience. Was it meaningful to you? What do you think about the organization, or neighbourhood in which you worked, and the person or people with whom you were connected during the experience? The third and final part of your journal level, **APPLY**, is the most challenging and most important. During the application portion of your journal, explain how your community experience relates to concepts, ideas and theories associated with community service-learning and/or community development.

The purpose of the “apply” portion of your journal entry is to allow what you are learning in the classroom to facilitate your learning in the community, and to allow your community experience to enrich your academic learning. In the apply section, I will expect to see a minimum of 3 course concepts used. Some of you will choose to include more. Remember that the effectiveness of your apply section depends not only on the number of concepts included. It is also dependent on how well you explain and relate the chosen concepts to your experiences.

2. Group Project
Worth: 20% --Evaluation by Professor
Due Date: November 29, 2021

Format: Anything but an essay!

For this assignment, students will work in groups. Each group should do a bit of research to get a sense of what challenges community organizations are facing in light of the Pandemic. In the spirit of authentic community-academic partnerships, each group will then reach out to a community organization of interest, in London or beyond, to see how you can support them during this time of Pandemic. Fund-raise? Food-drive? Coat-drive? Pet-supply drive? Update or create a website? Write letters or cards to isolated seniors? Upon completion, your project is to be delivered to the community organization upon which the project is based.

In order to determine what kind of project may be helpful to a community organizations or neighborhood, I encourage you to develop topics in consultation with community partners of Sociology 2215 or in consultation with other community organizations where you have volunteered.

I would also invite you to consider doing a project in the spirit of Truth and Reconciliation. Read the recommended book in this course, *My Conversations with Canadians* by Lee Maracle. Considering the recent horrific revelations of mass graves associated with Canadian Residential Schools, what can you do to become an ally to Canada's Indigenous communities?

Share with me both your group project and how you worked together as a group to complete it. Discuss what principles of community development you used to reach your goal. What challenges did you face as a group? What moments are you most proud of? Format for this assignment—Anything but an essay! Be creative! Please designate one member of your group to submit your final project online via **DROPBOX**.

3. Comprehensive Final Journal (Take Home)

Worth: 45%

Date to be posted on OWL: Monday November 22nd, 2021.

Due Date: Monday December 6th, 2021 (the last day of class).

*Length: 7-10 pages (**max.**), typed, double-spaced, properly referenced.*

Instead of a final examination in this course, you will be required to complete a comprehensive end of term journal. This journal is to be written using the following format.

Students will journal about their community experiences, recording their observations and reactions. To begin, your journal should include the dates and locations of the community experiences you are writing about, and it should be clear in your discussion which agency or neighbourhood you were working in. While on one level, journal entries are very personal and subjective, there is a more “structured” component to this assignment. Specifically, students’ observations will also be considered more analytically and critically using concepts from their coursework and class readings.

This journal will be divided into three parts: describe, reflect, apply. You might distinguish the three parts, by typing each entry in a different font. For example, part one– “**DESCRIBE**” might be written using “Arial”; part two- “**REFLECT**” might be written using “Rockwell Extra Bold”; part three- “**APPLY**” might be written using “Comic Sans MS.” Alternatively, if you don’t wish to use different fonts to type the sections, you might try: regular type for part 1; *italics for part 2*; **and bold for part 3**.

In Part 1, briefly **DESCRIBE** what you heard, saw and did during your various community experiences. Part 2 requires that you **REFLECT** upon your experiences. For example, think about and describe your mental and emotional reactions to your community-service learning experiences. Compare the experiences. Were they meaningful to you? What did you think about the organizations, or neighbourhoods in which you worked, and the person or people with whom you were connected during the experiences? The third part, **APPLY**, is the most challenging. During the application portion of your journal, explain how your community experiences relate to concepts, ideas and theories associated with community service-learning and/or community development.

The purpose of the “apply” portion of your journal entry is to allow what you are learning in the classroom to facilitate your learning in the community, and to allow your community experience to enrich your academic learning. **In the apply section, I will expect to see a minimum of 6 course concepts used.** Some of you will choose to include more. Remember that the effectiveness of your apply section depends not only on the number of concepts included. It is also dependent on how well you explain and relate the chosen concepts to your experiences. Concepts can be taken from: your 3 (three) community experiences, course readings, lectures, discussions and guest presentations. There will be no additional research for this assignment; it will be based only on materials from the course.

This assignment will conclude with a final, more general question related to the themes addressed throughout the course. Two weeks before its due date, this assignment will be posted on our OWL course site.

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 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.
