

**BRESCIA UNIVERSITY COLLEGE  
DIVISION OF FOOD AND NUTRITIONAL SCIENCES  
2011 - 2012**

<b>HE 2222 F</b>	<b>Professor Heather Thomas, MSc, RD</b>
<b>Professional Perspectives</b>	<b>519- 663-5317 ext. 2222</b>
<b>Section 531 – Room 201</b>	<b>hthoma@uwo.ca</b>
<b>Mondays: 8:30 – 11:30 am</b>	<b>Office hours: By appointment only</b>
	<b>Office location: Room 107 Ursuline Hall</b>

**PLEASE DO NOT EMAIL via WEBCT**

**COURSE OUTLINE**

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**DESCRIPTION:** Introduction to the philosophy of the human ecology professions in North America and the evolving concepts of human ecology as a field of study in higher education. Socialization toward professionalism will include the development of knowledge, skills and values appropriate to the profession.

**OBJECTIVES:** In this course, students will:

- a) describe the philosophy and purpose of human ecology theory and practice
- b) explain the development and current status of human ecology professions
- c) analyze relevant issues in human ecology / home economics (e.g., food, clothing, shelter, family relationships, and the environments within which families live)
- d) interpret systems theory as applied in human ecology / home economics
- e) assess and reflect on personal strengths, areas for improvement, values, and professional goals / career options
- f) discuss the concepts and legalities of professions and professionals
- g) identify and value relevant professional organizations and colleges
- h) demonstrate basic skills necessary for professional performance (e.g., time management teamwork, written and oral communication skills, advocacy, leadership, social responsibility, self-reflection, problem-solving, ethics and judgement, literature searching and retrieval)

**PREREQUISITE(S):** Registration limited to students in the Foods and Nutrition programs or by permission of the Division.

**FORMAT:** Students are expected to prepare for lectures by reading assigned articles. Lectures will be supplemented by audio visuals, class discussions and guest speakers. Students are encouraged to seek support available through the Brescia Writing Centre ([http://www.brescia.uwo.ca/campus\\_life/campus\\_services/writing\\_center/index.html](http://www.brescia.uwo.ca/campus_life/campus_services/writing_center/index.html)). Students are also encouraged to enrol in the University Student Toolkit program. This certificate program focuses on a variety of essential skills (e.g., examination preparation, not taking, time management, the research process, avoiding plagiarism, grammar) ([http://www.brescia.uwo.ca/academics/CertificatePrograms/student\\_tool\\_kit/index.html](http://www.brescia.uwo.ca/academics/CertificatePrograms/student_tool_kit/index.html)).

**CLASSROOM:** Room 201, Brescia University College (St. James Building)

**CLASS TIME:** Section 531: Mondays 8:30 – 11:30 am

**PARKING:** Parking on Brescia property is enforced by UWO. Students may park at metered spaces or purchase a parking permit to use other available spaces. Daily permits can be purchased from the reception desk in the main building (at the top of the hill).

**EVALUATION:**

COMPONENT	% FINAL MARK	DUE DATE
Research Essay *	30 %	November 30, 2011
Mid-term Examination	35%	Saturday, October 29, 2011
Final Examination	35%	TBA
<b>Total:</b>		<b>100%</b>

\* Instructions for the Research Essay will be provided separately.

*Note: The date and location of the exams will be scheduled by the Registrar's Office and will be posted as well as announced in class. **The exams may not be on the same night as your regularly scheduled class.** Students who miss exams because they have assumed dates and time incorrectly will **not** be permitted to reschedule them.*

**SPECIFIC COURSE POLICIES:**

**PENALTY FOR LATE ASSIGNMENTS:** Assignments are due at the time and date indicated in the course outline. The mark will be **reduced by 20%** on assignments submitted late.

Assignments submitted **after this seven (7) day period** will **not** be accepted for marking, except for a confirmed personal illness or a death in the student's immediate family.

**ACCOMMODATION FOR MEDICAL ILLNESS:** Any student who misses a course component worth 10% or higher can request accommodation on medical grounds. A UWO Student Medical Certificate (SMC) must be submitted to a Senior Academic Advisor. The SMC can be downloaded from the UWO website:

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> or obtained from Brescia's Registrar's Office.

**SPECIAL EXAMINATION:** NO special examination will be given for a student who has missed a scheduled examination except for a confirmed personal illness (an SMC must be submitted to a Senior Academic Advisor) or a death in the student's immediate family (a public death notice is required).

#### **NOTE TAKING:**

Good note-taking skills are important, if not essential, in both the academic environment and in other professions. For these reasons, the responsibility for note-taking in class is that of the **student**. I will provide a skeletal outline of lecture slides and you are responsible for creating the full complement of notes from each class. Any guest speakers' lectures are considered testable material (whether or not they provide slides). **You are responsible for retrieving notes from classmates for any classes missed.** Please do not ask for the course Instructor or the course Teaching Assistants' lecture notes or slides—they will **not** be given to you. If you find that the lectures are moving too quickly or too slowly, please raise your hand and let me know. If others feel the same way, I will do my best to accommodate the majority of the class. If you are having difficulties taking notes for any reason, let me know and we will try to help you find a student who may be willing to share notes with you.

I will provide access to the lecture notes prior to each lecture via WebCT. It is the student's responsibility to download these documents prior to class or access them during class. **Do not assume the notes will be full and complete.** It is the expectation that the student will complete the notes before and/or during class time and/or by reviewing the text book information. **If you miss some information, please access it from one of your peers in the classroom.**

#### **MUTUAL EXPECTATIONS:**

You can expect me to come prepared for, and attend, all lectures regularly and punctually. I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I require the same from you. Reading during a lecture, not turning ringers off on cell phones, the disturbing consumption of food or drink, littering the classroom, the use of ipods, facebook, twitter, and other activities which may impede the ability of you or other students to learn are unacceptable behaviours. If you are using these electronic devices and engaging in social networking activities during class time, I will ask you to stop and to turn them off. If you do not stop and turn them off, I will ask you to leave. Thank you for understanding the need to be respectful of everyone's time in class, including your own. If we all abide by this code of civility and mutual respect, we set the stage for a healthy and

stimulating intellectual forum. Finally, if you are having problems with any aspect of the course, please come and talk to me. I am approachable; I welcome your comments, your constructive criticisms and, of course, your questions.

### **ROUNDING OF GRADES (i.e., bumping a 79 to 80%):**

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level. Please do not ask me to do this for you.

### **RE-GRADING:**

If you receive a grade on an assignment that you wish to have re-evaluated, you are required to follow the procedure below:

- Read the assignment instructions and review the grading scheme and comments carefully.
- If you are still convinced that you have not received the grade that you deserve, prepare a minimum half-page written explanation and submit it with the original assignment and marking scheme. The assignment will be re-evaluated based on the strength of your explanation as well as the assignment instructions and grading scheme.
- Communicate respectfully and clearly why you believe a grade should be reconsidered and re-evaluated.
- Requests for re-graded assignments must be submitted within **ONE** week of return of an assignment **IN CLASS**. If you are absent from the class where an assignment is returned, it is your responsibility to see the professor during office hours or by appointment to retrieve your assignment.
- The deadline for submission of a request for re-grading an assignment is based solely upon the date the assignment is returned in class by the professor.
- There is **NO** guarantee that the grade you are requested to be re-evaluated will be increased, in fact, **it could be reduced**.

### **COMMUNICATION:**

Because this is a relatively large class, **e-mail communication** tends to be an efficient and effective mode of communication between the course Instructor/Teaching Assistants and the students. Your e-mailed comments and questions are most welcome and will be responded to in as timely a fashion as possible, provided they are appropriate. If you have more than three questions, it would be best to make an appointment to see me in person. I do not read page long emails. Please be concise in your email communication. E-mails, like any other form of communication with the course Instructor/Teaching Assistant, are appropriate when their content is respectful, when appropriate English language is used (not “text” talk), when they are **NOT** anonymous, and when their originator does not ask for information delivered during a lecture to be repeated.

If you have a question or do not understand a term or phrase, it is your responsibility to tell the course Instructor what you think is the answer, what you think would be an appropriate example, and/or what it is that you are having difficulty interpreting. Inappropriate e-mails will either receive no response or will receive a response in which you are directed to review this

component of the course outline and then invite you to e-mail again. **Any inappropriate emails will be forwarded to the appropriate administrative office to be placed on-file.**

In addition, I do not respond to emails sent to me 24-hours before examinations, tests, or assignments are due because at this point, it will be too late to make any difference in your understanding of the material. Manage your time well and you will be able to have your questions answered in a more timely fashion.

### **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 the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>. It is the student's responsibility to ensure that he/she is not involved with any form of plagiarism, including cheating on tests, allowing others to cheat on tests, cheating on assignments, and copying work of any kind without proper referencing.

### **PLAGIARISM:**

It is the student's responsibility to ensure that he/she is not involved with any form of plagiarism, including cheating on tests, allowing others to cheat on tests, cheating on assignments, and copying work of any kind without proper referencing. The University of Western Ontario uses software for plagiarism checking. **Students may be required to submit their written work in electronic format for plagiarism checking.**

*"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 and citations. Plagiarism is a major academic offence"* (See Scholastic Offence Policy in the current UWO Academic Calendar).

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.

### **TENTATIVE LECTURE SCHEDULE of TOPICS AND READINGS:**

<b>WEEK DATE</b>	<b>TOPIC</b>	<b>READINGS – please read before coming to class.</b>
Week 1 Sept. 12	Introduction & Course Outline  Introduction to the profession of human ecology / home economics  Career options as a Professional Home Economist  Professional associations and	Home Economics Institute of Australia. (2002). Understanding home economics education. Available at: <a href="http://www.heia.com.au/heia_graphics?Understanding%20Home%20Ec.pdf">http://www.heia.com.au/heia_graphics?Understanding%20Home%20Ec.pdf</a>  Pereira, A. (2008). Home economics for a new generation. <i>University Affairs</i> . Available

WEEK DATE	TOPIC	READINGS – please read before coming to class.
	colleges	<p>at:</p> <p><a href="http://www.universityaffairs.ca/home-economics-for-a-new-generation.aspx">http://www.universityaffairs.ca/home-economics-for-a-new-generation.aspx</a></p> <p>Lichtenstein, A. H., &amp; Ludwig, D. S. (2010). Bring back home economics education. <i>Journal of the American Medical Association</i>, 202(18); 1857-58.</p>
Week 2 Sept. 19	<p>Characteristics of a profession</p> <p>Toward becoming a professional: Knowledge, skills, and values</p> <p>Reflective practice: Professional Behaviour Development Form</p> <p>Home economics around the world</p>	<p>MacLellan, D., Lordly, D., &amp; Gingras, J. (2011). Professional socialization in dietetics: A review of the literature. <i>Canadian Journal of Dietetic Practice and Research</i>, 71(1); 190-193.</p> <p>International Federation for Home Economics (IFHE). Position Statement. (2008). Home Economics in the 21<sup>st</sup> Century. <i>International Journal of Home Economics</i>, 1(1); 6-7.</p>
Week 3 Sept. 26	<p>Name, mission, philosophy</p> <p>History, events, and people in home economics, human ecology, and dietetics</p>	<p>Clancy, K. (1999). Reclaiming the social and environmental roots of nutrition education. <i>Journal of Nutrition Education</i>, 31(4); 190-193.</p> <p>Stage, S. (1997). Ellen Richards and the social significance of the home economics movement. In S. Stage &amp; V. B. Vincenti (Eds.). <i>Rethinking home economics : Women and the history of the profession</i> (pp.17-33). Ithaca, NY : Cornell University Press. Available at: <a href="http://www.lib.uwo.ca">www.lib.uwo.ca</a> (under Course Reserves)</p>
Week 4 Oct. 3	<p>Specialization within the profession</p> <p>A fine balance: Specialist and Generalist</p> <p>Transdisciplinary education and practice</p> <p>DVD: A Sacred Balance (David Suzuki program)</p>	<p>Pendegast, D. (2003). From the margins: Globalization with(out) home economics. <i>International Journal of Consumer Studies</i>, 27(4); 331-334.</p> <p>United Nations Educational, Scientific and Cultural Organization (UNESCO). (n.d.). Education for Sustainable Development: A Transdisciplinary Approach to Education: AN Instrument for Action. Available at: <a href="http://portal.unesco.org/education/en/ev.php">http://portal.unesco.org/education/en/ev.php</a></p>

WEEK DATE	TOPIC	READINGS – please read before coming to class.
		<a href="#">URL_ID=30365&amp;URL_DO=DO+TOPIC&amp;URL_SECTION=201.html</a> (click on PDF file)
Week 5 Oct. 10	No Class – Thanksgiving	
Week 6 Oct. 17	Common systems models in human ecology	<p>Thompson, P. (2004). Introduction. In <i>Fatal abstractions: The paralogics of everyday life</i> (pp. xv-xix). New York: Peter Lang.</p> <p>Ruff, R. (2003). Recipes for success: Integrating environmental education into home economics. <i>Green Teacher</i>, 71; 16-19.</p> <p>Capra, F. (n.d.) The new facts of life: Connecting the dots on food, health, and the environment. Available at: <a href="http://www.ecoliteracy.org/essays/new-facts-life">http://www.ecoliteracy.org/essays/new-facts-life</a></p>
Week 7 Oct. 24	Ethics and judgement  Concepts and legalities of professions and professionals  Research	<p>Codes of Ethics</p> <p>Jack, L. et al. (2010). Appraising quantitative research in health education: Guidelines for public health educators. <i>Health Promotion Practice</i>, 11(2); 161-165.</p> <p>Harris, J. et al. (2009). An introduction to qualitative research for food and nutrition professionals. <i>Journal of the American Dietetic Association</i>, 109(1); 80-90.</p> <p>Endacott, R. (2004). Clinical research 1: Research questions and design. <i>Intensive and Critical Care Nursing</i>, 20; 232-235.</p> <p>Collingridge, D.S., &amp; Gantt, E.E. (2008). The quality of qualitative research. <i>American Journal of Medical Quality</i>, 23(5); 389-395.</p>
Oct. 29	<b>Mid Term Examination (35%)</b>	<b>Both Sections, Saturday October 29, 2011</b> <b>2 hours: exam covers weeks 1 – 6 inclusive</b>
Week 8 Oct. 31	Human ecology and sustainability	Gussow, J.D. (1999). Dietary guidelines for sustainability: twelve years later. <i>Journal of Nutrition Education</i> , 31(4); 194-200.

WEEK DATE	TOPIC	READINGS – please read before coming to class.
		<p>Condrasky, M. D., &amp; Hegler, M. (2010). How culinary nutrition can save the health of a nation. <i>Journal of Extension</i>, 48(2); 1-6. Available at <a href="http://www.joe.org">www.joe.org</a></p>
<p>Week 9 Nov. 7</p>	<p>Families in Canadian society  Balancing personal and professional obligations  The family meal</p>	<p>Lero, D. (2001). New families, new economy, new horizons. <i>Canadian Home Economics Journal</i>, 51(1): 5-7. Available at: <a href="http://www.lib.uwo.ca">www.lib.uwo.ca</a> (under Course Reserves)</p> <p>Hamilton, S., &amp; Hamilton Wilson, J. (2009). Family mealtimes: Worth the effort? <i>Infant, child, &amp; adolescent nutrition</i>, 1(6); 346-350. Available at: <a href="http://can.sagepub.com/content/1/6/346.full.pdf+html">http://can.sagepub.com/content/1/6/346.full.pdf+html</a></p> <p>Fieldhouse, P. (2008). Eating together: The culture of the family meal. Available at: <a href="http://www.vifamily.ca/library/ransition/374/374.html">http://www.vifamily.ca/library/ransition/374/374.html</a></p>
<p>Week 10 Nov.14</p>	<p>Social determinants of health</p>	<p>Mikkonen, J., &amp; Raphael, D. (2010). Social determinants of health: The Canadian facts. Toronto: York University School of Health Policy and Management. pp. 7-27. Available at: <a href="http://www.thecanadianfacts.org/">http://www.thecanadianfacts.org/</a></p> <p>Williams, P.L., et al (2010). Milk insecurity: Accounts of a food insecurity phenomenon in Canada and its relation to public policy. <i>Journal of Hunger &amp; Environmental Nutrition</i>, 5(2); 142-57.</p>
<p>Week 11 Nov. 21</p>	<p>Leadership  Power and politics  Advocacy</p>	<p>Perkins, D.F., Ferrari, T.M., Covey, M.A., &amp; Keith, J.G. (2005). Getting dinosaurs to dance: Community collaborations as applications of ecological theory. In T.R. Chibucos &amp; R.W. Leite (with D.L. Weis) (Eds.) <i>Readings in family theory</i> (pp. 345-357). Thousand Oaks, CA: Sage Publications. Available at: <a href="http://www.lib.uwo.ca">www.lib.uwo.ca</a> (under Course Reserves)</p> <p>Dietitians of Canada Advocacy Approach</p>

WEEK DATE	TOPIC	READINGS – please read before coming to class.
		Breitrose, P., et al. (n.d.). Getting an advocacy campaign off the ground. <i>The Community Toolbox</i> . Available at: <a href="http://ctb.ku.edu">http://ctb.ku.edu</a>
Week 12 Nov. 28	The future of the profession <b>DUE: Research Essays (35%)</b>	Austin, E. (1999). Saving the home from Martha Stewart. <i>The Washington Monthly</i> , 21(12); 9-12.  Wilkins, J. L. et al. (2010). Beyond eating right: The emergence of civic dietetics to foster health and sustainability through food system change. <i>Journal of Hunger &amp; Environmental Nutrition</i> , 5(1); 2-12.  McIntosh, J., Collin, E., & Collin, C. (2009). Home economics futures: Possible scenarios and where they take us. <i>International Journal of Home Economics</i> , 2(2); 85-101.
Week 13 Dec. 5	Review	
<b>Dec. 10 - 21</b>	<b>Final examination period (35%)</b>	<b>Check schedule Exam covers weeks 7 – 12 inclusive</b>

## BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by

the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student “was seen for a medical reason” or “was ill” is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). 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.*

The 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.

## 3. ABSENCES

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

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

## 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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.

#### **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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

### **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your 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 prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

### **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html).

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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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.