

IDS 1200A, Brescia Bold: Living, Learning, Leading

General Information

Course: Interdisciplinary Studies 1200A

Sections: 530 and 531

Term: Fall

Year: 2022-23

Course Day, Time, and Location: **Lectures:** Online asynchronous
Discussion (TUT) Sections: In-person, on campus

Instructor Information

Name:	Dr. L. Frederking	Dr. J. Mitchell
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Tele:	28363	28116
Office:	MSJ 125	UH 255
Office hours:	Please email to arrange an appointment.	

Discussion Sections

<i>Discussion Section</i>	<i>Time</i>	<i>Day</i>	<i>Location</i>	<i>Section Leader</i>
532	5:30-6:30	Tuesday	UH 27	Asare-Bediako
533	6:30-7:3	Wednesday	UH 27	Knight-Messenger
534	4:30-5:30	Thursday	UH 250	Asare-Bediako
535	10:30-11:30	Wednesday	UH 27	Mitchell
536	4:30-5:30	Thursday	UH 30	Kubow

Calendar Description

This course provides an interdisciplinary study on living well, learning deeply, and leading to serve others. It will introduce the topics: what is a good life, living your values, understanding how the world works with attention to information literacy and the ethics of a digital world, and exploring agents of change in a complex world.

Extra Information: Pass/Fail;

Approximately 1 lecture hour and 1 discussion section hour/ week,

Course Weight .5 course.

Learning Outcomes

By the end of this course students will be able to:

1. Articulate the value of the Brescia Competencies and how they relate to global issues and personal goals;

2. Create a poster presentation demonstrating how university students can act as agents of change;
3. Know what credible and scholarly sources are, where to find them, and how to use them
4. Identify personal values and discuss how these values influence their perspectives;
5. Work effectively in groups of individuals with different perspectives, talents and backgrounds;
6. Demonstrate Level 1 of the Brescia Competencies.

Course Materials

Students can access their readings through the course readings website: <https://courserreadings.lib.uwo.ca/>. When you login with your Western ID and password you will then see IDS 1200 in your course list.

You will also be able to access the readings through clicking the “Course Readings” tab in the course OWL site.

If you have any questions or would like help with the course readings website, you are welcome to contact the Beryl Ivey Library anytime.

Course videos and other resources are available on the course OWL site.

Brescia Competencies

1. Communication

The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

2. Critical Thinking

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.

3. Inquiry and Analysis

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

4. 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.

5. 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.

6. Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

7. Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes.

Teaching Methodology and Expectations of Students

Lecture Component

Each week will include an online video introducing the week's theme and a lecture video. Each lecture video is 20 - 30 minutes long and presented by Dr. Frederking and/or Dr. Mitchell and/or a guest. The lecture videos and accompanying online material, such as interviews with students, faculty, and community mentors, are online asynchronous. That is, they will be available 9:00 a.m. of the scheduled week and will remain available through the rest of the course but you should watch them before your Discussion Section meeting of the week.

Discussion Sections

The course also includes a weekly, in-person Discussion Section (listed as TUT in your timetable). The Discussion Sections include a variety of activities that complement the lecture component and that allow you to acquire and practice a range of skills important for your success in university. Discussion Sections will also include time for Teams to develop and refine their Final Project. Attendance at and participation in Discussion Sections is critically important for success in Brescia Bold, and is required.

Attendance at Discussion Sections is required to pass the course.

Copyright and Intellectual Property

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

Evaluation

The course is a pass/fail course. Students will be required to complete the three written reflections and two Reading Responses, the TCPS CORE certificate and submit the required components of the Final Team Project. The Final Team Project requires students, working in teams of 6 students to present a team project that addresses some aspect of food insecurity at the local, regional, national or international level, or among a specific population. The

project will locate the problem in academic literature, identify a way to address the problem of food insecurity, , and communicate both the problem and solution.

Students must complete all course components to pass the course.

Evaluation Breakdown:

Component	Due Date	Learning Outcomes	Brescia Competencies
Reflections	Reflection 1 due by Sep 23, 5:00 pm Reflection 2 due by Nov 25, 5:00 pm	1, 2, 4	1, 2, 3, 5, 6, 7
Reading Responses	Reading Response 1 due by 5:00 pm Oct. 28. Reading Response 2 due by 5:00 pm Dec. 2.	1, 2, 4	1, 2, 3, 5, 6, 7
Weekly Discussion Section Attendance and Participation	Engagement with weekly discussion meeting	1, 3, 4, 5	1, 2, 5, 6, 7
Research TCPS Online Course on Research Ethics	Due by Dec. 8	1,4	2,4
Team Project: with breakdown as follows:	Identification of the Problem: Identify some aspect of food insecurity that the team has selected to address. Due by 5:00 pm October 21. Contribution: Describe problem within the scholarly literature and describe an effective contribution to addressing the problem of food insecurity. Due by 5:00 pm, November 11. Poster and Elevator Pitch: A poster or pictograph that presents your Final Project, saved as a PowerPoint file (.ppt or .pptx) is to be submitted no later than 5:00 pm on Monday,	2, 3, 4, 5	1, 2, 3, 4, 6, 7

	<p>November 28 to be available for the Discussion Section meeting. Late submissions will not be available to show during your presentation, no exceptions.</p> <p>The poster/info graphic and elevator pitch will be presented during Discussion sections the week of November 28 (week 12). This is when you present your contribution to addressing food insecurity.</p>		
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Reflections

Reflection 1 due by **Friday September 23, 5:00 pm**

Begin by giving yourself a score out of 5 in terms of each of the themes below (1 is lowest and 5 is highest in terms of your self-assessment) and then write a reflection paper on why you gave yourself each of these scores at this time:

1. Living your values
2. Learning the Brescia Competencies
3. Leading within your community(ies)

Reflection 2 due by **Friday November 25, 5:00 pm**

Write a reflection on a challenge from your perspective with this semester's experience working on a Brescia Bold Team. Provide evidence from the Brescia Bold experience about how you utilized your character/skill strengths and how others in your team utilized their character/skill strengths.

Reading Responses

Two Reading Responses are required. The first is due by **5:00 pm Friday October 28** and the second is due by **5:00 pm Friday December 2**. Which readings you use as the basis of your Reading Responses is up to you. Reading Responses are based on the assigned weekly readings. You need to choose two of those for your Reading Responses, one from before Fall Reading Week and One from after Fall Reading Week. In some cases, there is an accompanying set of questions and students may write a reflection based on one of the questions assigned for that week. Students may also construct their own question around the week's themes. For both Reading Responses students may also choose to base their Reading Response on what they found the most interesting or important with that reading, or how it applies to their life. The Reading Response should demonstrate understanding the complexity of an issue or theme and locate the reflection topic in a broader academic literature.

Reading Responses should be approximately two pages, double-spaced, and **must** cite and integrate at least one scholarly source. As we will discuss in the Discussion Sections, a scholarly source, with only a few exceptions, means an article in a peer-reviewed academic journal.

Research Online Course on Research Ethics (TCPS: CORE 2), due by **December 8, 5:00 pm**

This online course is the *Tri-Council Policy Statement: Course on Research Ethics*, commonly referred to as TCPS: CORE 2. The TCPS: CORE 2, provided by the federal government's Panel on Research Ethics, prepares students to engage in research and consider the ethics around participation of human subjects. The online course will be available for students to take at any time throughout the term. When you have completed the course, upload the certificate of completion or a screenshot of it to the appropriate tab on the Assignments page of the course OWL site.

Be sure to keep your TCPS: CORE certificate. Upper-level courses that involve research with human participants require that you have completed this training, but you only have to complete it once. The certificate is evidence that you have successfully completed the course. If you take a future course in disciplines such as Family Studies, Foods and Nutrition, Psychology, or Sociology that require the TCPS: CORE training, you have already done it and only need to provide your certificate.

Team Project

In developing the idea for the Team Projects, we took inspiration from Akshaya. Briefly, Akshaya is an organization that has addressed hunger, especially among school children, in India and England. Since its beginning serving a hot lunch to school children, Akshaya has expanded to serve children, adults, families – anyone who is vulnerable, hungry and in need of food. You will learn more about Akshaya during the course.

In partnership with Akshaya, we have arranged that the team members of the three best Team Projects will be eligible to apply for a fully funded summer experience working with Akshaya in either India or England. Up to three students may be selected for this experience. Note that the Team Projects will be viewed by a member of Akshaya as well as by the course instructors.

The Team Project includes:

Identification of the Problem: Your team will identify some aspect of food insecurity at the local, regional, national, or international level, or within a specific population (e.g., homeless people, Indigenous Peoples, children and youth, those living in remote communities). Describe the problem's relevance both from a scholarly perspective (include citations to scholarly sources) and a real-world perspective. Due by **Friday, October 21, 5:00 pm**.

Contribution: Having described some aspect of the problem, identify an effective contribution to the solution. Due by **Friday November 18, 5:00 pm**.

Elevator Pitch: A poster or pictograph that presents your Team Project, saved as a PowerPoint file. This should be a single poster or single slide, not a series of slides or multiple pages of a brochure. The infographic should all fit on the screen at one time. This will be shown while you and your team present your elevator pitch. **The infographic is due no later than Monday November 28 at 5:00 pm. Late submissions will not be available to show during your presentation, no exceptions.** The Team Project 2-minute elevator pitch with graphic will be presented in your Discussion section during the week of November 28.

Students must complete all course components to pass the course.

Academic Accommodation

If you are not able to complete course components by the deadline, please see one of the course instructors or your Academic Advisor. For questions about academic regulations, including academic accommodation, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar or your Academic Advisor.

Course Content

Wk (Mon.)	LEC	Reading	Discussion Section (TUT)	Due
1 (Sept 6)	Learning, Living, Leading Introduction to the course, assignments and assessment. (Start of classes is Sept. 8)	none	No Discussion Section meetings. Discussion Sections start the week of September 12	
2 (Sept 12)	Focus on Learning: The Brescia Competencies and Learning to Learn	<i>Even Artichokes Have Doubts</i> (pp. 187-204) from <i>The Opposite of Loneliness</i> by Marina Keegan	Introductions Discussion Section Guidelines About the course	

<p>3 (Sept 19)</p>	<p>Focus on Learning: The History of Brescia and Ursuline Approach to Education</p>	<p>Core Values: Whole Person Education, from <i>Ursuline Education: The Truck</i></p>	<p>Teams meet, draft team guidelines, discuss roles. Akshaya Video I: Origin of Akshaya</p>	<p>Written Reflection 1 due by 5:00 pm Friday Sept. 23</p>
<p>4 (Sept 26)</p>	<p>Focus on Living: Race, Racism, Diversity and intersectionality with guest Christina Lord, M.Ad.Ed.</p>	<p><i>Reframing internationalization</i> (Report no. EJ1113442). Winnipeg, Canada: Canadian Society for the Study of Higher Education by K. Garson.</p>	<p>Information Literacy Lesson: Finding and Citing Scholarly Sources</p>	
<p>5 (Oct. 3)</p>	<p>Focus on Living: Social media</p>	<p>Is social media bad for you? The evidence and unknowns. By J. Brown, <i>BBC Future</i>. January 5, 2018</p>	<p>Social Media Diaries Check-in about the Information Literacy lesson Check-in with teams about team guidelines, team roles, selection of problem</p>	
<p>6 (Oct. 10)</p>	<p>Focus on Leading: Social action</p>	<p>Introduction (pp. 1 – 14) from <i>Nudge</i> by Richard Thaler Design Thinking video available online</p>	<p>Akshaya Video II: Solutions to Food Insecurity Team Discussions</p>	
<p>7 (Oct. 17)</p>	<p>Focus on Leading: Ethics</p>	<p><i>The Moral Bucket List</i> by David Brooks Video <i>Future Launch: Your</i></p>	<p>Ethical Frameworks and Ethical Dilemmas.</p>	<p>Identification of the Problem: Identify the aspect of food insecurity that</p>

		<i>Brand Matters, Part 1</i> available online		your team has selected to address. Due by 5:00 pm, Friday Oct. 21.
8 (Oct. 24)	Learning, Living, Leading in Today's World: Focus on Wellness	The Body of The Student: A Deep Dive into Student Health and Wellness or Health and Wellness Guide for Busy College Students <i>Video Future Launch: Your Brand Matters, Part 2</i> available online	Akshaya Video III: Leadership Check-in about the lecture videos on stress. Discussion of stress, wellness, resources to support student wellness.	Reading Response 1 due by 5:00 pm Friday Oct. 28
October 31 – November 4 Fall Reading Week				
9 (Nov. 7)	Learning, Living, Leading in Today's World: Inequality, Economic Systems, and Social Justice	Introduction (pp. 3 -15) from <i>What Money Can't Buy</i> by Michael Sandel. Watch <i>Future Launch: What is an Elevator Pitch?</i> (13:33)	Akshaya Video IV: Types of Solutions Team check-in	
10 (Nov. 14)	Learning, Living, Leading in Today's World: Indigenous Perspectives, with Guest Candace Brunette-Debassige	Debassige, B. & Brunette-Debassige, C. (2018). Indigenizing work as "willful work": Toward Indigenous transgressive leadership in	The Indigenous Culture Card. Unconscious bias video	Contribution: Describe problem within the scholarly literature and describe an effective solution to some aspect of

	(Mushkego Cree, Treaty 9), PhD	Canadian universities. Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian Academy.		the problem. Due by 5:00 pm Friday Nov. 18
11 (Nov. 21)	Learning, Living, Leading in Today's World: Seizing an Education and Career with Guest Jennifer Slay, MSW	Emotional Intelligence 2.0 - Travis Bradberry and Jean Greaves	Team check-ins, time to finalize projects, including slide/infographic	Reflection 2 due by 5:00 pm Friday Nov. 25
12 (Nov. 28)	Summing Up: Where We've Been and Where You're Going	Chapter 1 Fears of a Robotic Future (pp. 1 – 22), from <i>Robot-Proof</i> by J. Aoun	Team Project Elevator Pitch presentations. Each Team will present their Elevator Pitch and infographic.	Team Project Presentations poster or pictograph must be submitted no later than Nov. 28 at 5:00 pm. Reading Response 2 due by 5:00 pm Friday Dec. 2

Thursday December 8, Last Day of Classes

The TCPS: CORE Certificate is due by 5:00 pm Thursday December 8

Note: Course components other than examinations may not have a due date after the last day of classes. Hence any remaining or outstanding course components are due by 5:00 pm December 8.

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

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. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. 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.

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 https://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.

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://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar

(<https://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 (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

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:

https://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.

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 https://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 Development & Success 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.