



## **Course Outline**

### **Diversity and the Canadian Family**

### **School of Behavioural and Social Sciences**

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

#### **General Information**

Course #:	FSDH 3325A
Section #:	530
Term:	Fall
Year:	2022
Delivery:	In-person
Course Day and Time:	Wednesdays: 8:30 – 11:30 am
Course Location:	BR- 302

#### **Instructor Information**

Name:	Dr. Roula Hawa
E-mail:	<a href="mailto:roula.hawa@uwo.ca">roula.hawa@uwo.ca</a>
Telephone number:	Email is preferred contact method
Office Hours:	Wednesdays from 12:00 – 1:00 pm; or by appointment.
Office location:	Ursuline Hall 327

#### **Course Description**

This course examines contemporary diversity as it impacts individuals and families. Its psychosocial approach enables students to think through their own perspectives on diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today.

#### **Prerequisites**

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

## Required Course Materials

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

## Additional Required Readings

Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. *Disability & Society*, 32(10), 1570-1591.

Other readings maybe assigned by guest speakers.

## Learning Outcomes

1. Students will be able to define diversity as a framework that acknowledges difference, power, and privilege using principles of social equity, social justice, and anti-oppression.
2. Students will be able to understand diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination.
3. Students will actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today. Students will be involved in an experiential learning project (ELP) that will extend their learning beyond the classroom to the real world.
4. Students will critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, immigrants and refugees, racialized people, LGBTQ2+, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society.
5. Students will demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities.
6. Students will learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities.

## Brescia Competencies (mapped onto Learning Outcomes and Assessments)

1. Students will be able to define diversity as a framework and acknowledge difference, power, and privilege using principles of social equity, social justice, and anti-oppression. Communication level 2, social awareness and engagement level 2: test 1, test 2, project.

2. Students will analyze diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination. Inquiry and analysis level 3, self-awareness and development level 3, social awareness and engagement level 3: test 1, test 2, project.
3. Students will actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today. This will entail engaging in peer teaching in high schools in the Thames Valley District School Board and the London District Catholic School Board. Communication level 3, critical thinking level 3, problem solving level 4, valuing level 3: project.
4. Students will critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, racialized people, LGBTQ2+, immigrants and refugees, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society. Communication level 3, critical thinking level 3, inquiry and analysis level 3, problem solving level 3, valuing level 3: test 1, test 2, project.
5. Students will demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities. Communication level 3, problem solving level 3: project.
6. Students will learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities. Communication level 3, inquiry and analysis level 3, problem solving level 4, valuing level 3: project.

#### Teaching Methodology and Expectations of Student

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

To extend your learning beyond the classroom to the real world, you will be part of a team engaging in an experiential learning project. This project is in partnership with Brescia’s Agents of Change, under the leadership of Lissette Ochoa, Coordinator of International Programs and Global Education and Special Advisor to the President,

Diversity and Inclusion. You will be engaging with members of the anti-oppression committees in the City of London, school boards in the City of London, and Equity, Diversity and Inclusion committees through the school boards.

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

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

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

#### Copyright and Intellectual Property

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

#### Evaluation

The group tasks in this course will necessitate collaboration, effective communication, problem solving, self-awareness, social awareness, and critical thinking as you are engaging with your team members in a real-life inquiry. The ELP will be broken down into smaller tasks that need to be completed as a group. This will help you stay up to date. We will have in-class conferencing to discuss project progress. I will provide the groups with regular feedback on the project and you will also have an opportunity to ask questions as you work through the materials.

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

Owl will be used for posting marks and turning in assignments. Tests will be uploaded to Owl in the 'Tests and Quizzes' tab. Tests may cover all material in the text, PPTs, any notes I present, in-class activities, lectures provided by guest speakers, videos, and weblinks. They will include multiple choice and short answer. There are two (2) tests, administered in Owl (20%, each) and class participation marks (20%). The ELP is scaffolded into: a lesson plan (10%), peer teaching (25%) and in-class presentations (5%). There is no final exam in this course.

## Evaluation Breakdown

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>	<b>Learning Outcome (see above)</b>	<b>Brescia Competencies</b>
<b>Test 1</b>	20%	Oct. 12	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
<b>ELP: Lesson Plan</b>	10%	October 26	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3.
<b>Test 2</b>	20%	Nov. 9	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
<b>ELP: Peer Teaching, London District School Boards</b>	25%	Nov. 22 <sup>nd</sup> , 23 <sup>rd</sup> , 24 <sup>th</sup> , 29 <sup>th</sup> , & 30 <sup>th</sup>  TBC	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.
<b>ELP: In-class presentations</b>	5%	December 7	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; social awareness and engagement level 2 and level 3.
<b>Class Participation</b>	20%	Throughout Sept. 12 – Dec.7	1, 2, 3, 4, 5,6	Communication level 2 and level 3; critical thinking level 3; inquiry and analysis level 3; problem solving level 3; self-awareness and development level 3; social awareness and engagement level 2 and level 3; valuing level 3.

## Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. For course components worth less than 10% of the total course

grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

### Course Content

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

As students in this course and with the support of trained peers at Brescia who are part of the Agents of Change, you will be going out into the community to give educational series on inclusive practices and anti-racism steps to allyship. This will entail engaging in peer teaching in high schools in the Thames Valley District School Board and the London District Catholic School Board. You will be actively joining the fight against all forms of discrimination by educating and empowering kids and youth to create brave spaces for all. The experiential learning project is scaffolded into smaller tasks, with built-in instructor and Agents of Change peer support throughout.

**Weekly Organizer** (classes run on Wednesdays from 8:30 – 11:00 am)

**Guest speakers:** 9:45 am – 11:00 am (1 hr presentation + 15 min, Q & A)

Class/Date	Topic	Description	Weight/ Due Date
<b>Week 1</b> Sept. 14	Course syllabus.  Topic: Anti-oppression and critical theory; intersectionality; knowing your own story; examining our biases & worldviews.	Read course syllabus. A discussion of: classroom norms, pathways towards cultural safety, team work, course assessments.  Meet your group members: Introductory activities  <b>Read Chapter 1:</b> Diversity, Oppression & Privilege, <i>Walk a Mile.</i>	Class participation marks
<b>Week 2</b> Sept. 21	Topic: Forms of Oppression  Topic: Social Inequality	<b>Read Chapter 2:</b> Forms of Oppression, <i>Walk a Mile.</i>  Exploitation, marginalization, cultural imperialism & violence; poverty, homelessness, global inequality; poverty in FNIM families.  <b>Read Chapter 3:</b> Social Inequality, <i>Walk a Mile.</i>	Class participation marks

		<p><b>Guest speakers:</b> Brescia's Agents of Change, under the leadership of Lissette Ochoa</p> <p>Introduce experiential learning project.</p>	Prepare questions for our guests.
<p><b>Week 3</b> Sept. 28</p>	<p>Topic: Gender</p> <p>Topic: Sexuality</p>	<p><b>Read Chapter 4:</b> Gender, <i>Walk a Mile</i>.</p> <p><b>Read Chapter 5:</b> Sexuality, <i>Walk a Mile</i>.</p> <p>Agents of gender socialization; gender expression; sexual identities; intimate relationships; current issues.</p> <p><b>Guest speaker:</b> Deena Giri, Research and Evaluation Department, City of Red Deer, Alberta (via Zoom)</p>	<p>Class participation marks.</p> <p>Prepare questions for our guest.</p>
<p><b>Week 4</b> October 5</p>	<p>Topic: Race and Racialization</p>	<p><b>Read Chapter 6:</b> Race and Racialization, <i>Walk a Mile</i>. Acknowledging racism in Canada; "Us" vs "Them"; colour of poverty; forms of racism; colourblindness; race and law enforcement; Anti-Indigenous racism; Anti-Black racism; Islamophobia and Anti-Arab racism; Anti-Asian racism.</p> <p><b>Guest speaker:</b> Lissette Ochoa, International Programs and Global Education and Office of the President, Diversity and Inclusion, Brescia.</p>	<p>Class participation marks</p> <p>Prepare questions for our guest.</p>
<p><b>Week 5</b> Oct. 12</p>	<p><b>Test #1</b></p>	<p><b>Test #1 (chapters 1, 2, 3, 4, 5, 6) + all class notes, video clips, and readings</b></p>	<p><b>Test #1: 20% October 12</b></p> <p>Assessment of Learning</p>
<p><b>Week 6</b> Oct. 19</p>	<p>Topic: Diversity in Canadian Families and Issue of Family Violence.</p> <p>Topic: Indigenous People</p>	<p><b>Read Chapter 13:</b> Diversity in Canadian Families, <i>Walk a Mile</i>.</p> <p>Defining the family; diversity in families; family violence in Canada.</p> <p><b>Read Chapter 7:</b> Indigenous People, <i>Walk a Mile</i>. <b>OR assigned readings</b></p> <p>In our own backyard; intergenerational trauma; the language: using the right words; role of storytelling in Indigenous communities.</p> <p>Truth and Reconciliation: 94 'calls to action' Anti-Indigenous racism</p>	<p>Class participation marks</p>

		<b>Guest speaker:</b> Elizabeth George Antone, Anti-racism and Anti-oppression Unit, City of London.	Prepare questions for our guest.
<b>Week 7</b> Oct. 26	Topic: Ability  Topic: Age	<b>Read Chapter 11:</b> Ability , <i>Walk a Mile</i> .  <b>Read Chapter 12:</b> Age, <i>Walk a Mile</i> . “Can’t we all get along?”; visible and invisible disabilities; mental health and stigma; the generational divide: age stratification in Canada; ageism.  <b>Guest speaker: Melanie Stone</b> , Accessibility and Inclusion, Anti-racism and Anti-oppression Unit, City of London.  <b>Required Readings</b> Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. <i>Disability &amp; Society</i> , 32(10), 1570-1591.	Class participation marks Read assigned material before class and prepare questions for our guests.  <b>Lesson Plans Due by 6:00 pm in Owl. 10%</b>  ELP Assessment of Learning.
<b>Week 8:</b> Oct 31- Nov 6, 2022. Fall Reading week			
<b>Week 9</b> Nov. 9	Test #2	<b>Test #2 (chapters 7, 11, 12 &amp; 13) + all class notes, video clips, and assigned readings.</b>	<b>Test #2: 20% Nov 9</b> Assessment of Learning
<b>Week 10</b> Nov. 16	<b>WORK PERIOD</b>  <b>FEEDBACK</b>	<b>Mock presentations</b>  <b>Feedback:</b> Receive feedback and continue working on your project.	ELP Assessment for Learning  ELP Assessment as Learning
<b>Week 11</b> Nov. 22,23,24 (tentative, TBC)	<b>Thames Valley District School Board presentations</b>  TOTAL: 6 presentations	Presentations to grades 11 and 12 students in high schools in TVDSB, London.  <b>Possible classes to visit:</b> Grade 11 Introduction to Anthropology, Psychology, and Sociology--HSP3U Grade 12 Challenge and Change in Society—HSB4U1 Grade 12 Families in Canada, HHS4U and HHS4C	ELP Assessment of Learning  <b>25% (20% presentation + 5% student evaluations)</b>



<p><b>Week 12</b> Nov. 29,30 (tentative, TBC)</p>	<p><b>Presentation in London District Catholic School Board</b></p> <p>TOTAL: 4 presentations</p>	<p>Presentations to grades 11 and 12 students in high schools in London District Catholic School Board.</p> <p><b>Possible classes to visit:</b> Grade 11 Introduction to Anthropology, Psychology, and Sociology--HSP3U Grade 12 Challenge and Change in Society— HSB4U1 Grade 12 Families in Canada, HHS4U and HHS4C</p>	<p>ELP Assessment of Learning</p> <p><b>25% (20% presentation + 5% student evaluations)</b></p>
<p><b>Week 13</b> December 7</p>	<p>Where do we go from here? Putting all the pieces together towards our journey of equity, diversity, inclusion, and decolonization!</p>	<p>Group Presentations. 10 min/group (2-3 min video)</p> <p>Class celebrations!</p>	<p>ELP Assessment of Learning</p> <p><b>In-Class Group Presentations 5%</b></p>
<p style="text-align: center;">Congratulations on finishing FSHD 3325A! Have a well-deserved winter break!</p>			

## 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](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](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](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](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 maybe different than for synchronous or in-person courses.

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

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](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](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](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](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](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](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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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.

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