



Sociology 3333F Interpreting Law and Social Policy to Build Communities

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 #: Sociology 3333F

Section #: 530

Term: Fall

Year: 2022-23

Delivery: In-person

Course Day and Time: Tuesdays 4:30-5:30 pm, and Thursdays 4:30-6:30 pm

Course Location: BR 203

Instructor Information

Name: Lina Sunseri (she/her/hers)

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Office hours: Wednesdays 1:30- 2:30 pm in-person; or by appointment via zoom

Office location: BR 301A

Deshkan Ziiwing (Thames River) reminds us that this beautiful campus rests upon the traditional homelands of the , Anishinaabeg, Haundenosaunee, Lenaapewak, and Chonnonton people. This territory falls under the London Township Treaty and Sombra Treaty 1796, and the Dish with One Spoon Wampum. As an Oneida, Turtle Clan member, I give thanks to my relations for their love, sacrifices, and teachings, and I promise to do my best to live in a good way and respect all my relations.

Course Description

Students will learn to interpret law and social policy for communities according to the degree of political awareness and/or literacy levels. Through the understanding of the scholarly literature and practical application, the student will facilitate dialogue among community members as they share experiential knowledge, to understand the impact of law and policies on their neighborhoods and communities.

Prerequisite(s): 1.0 from Sociology courses at the 1000 level

Note: Because this is an essay course, as per Senate Regulations, you must pass the writing component to pass the course. That is, the average mark of your written assignments must be at least 50%.

Required Course Materials

Both Texts are also available to purchase in E-book format through the Western Bookstore.

1. Chappell, Rosalie. *Social Welfare in Canadian Society* 5th Edition. 2014. Nelson Publication. Available at Western Bookstore.
2. *Law and Social Policy. Selected Readings*. 2022. Reading Package available at Western Bookstore.

Learning Outcomes

By the end of the course the student will be able to:

1. compare competing approaches to explaining and understanding Canadian social policy.
2. analyze the role of law and social policy in alleviating or reproducing inequities in society.
3. think critically about structures of power and barriers to participation in the social, economic, cultural and political life of the community.
4. examine some of the political, ideological and religious influences in law and social policy making.
5. analyze the role of community-based agencies in working with marginalized, dis-empowered population to promote public awareness and social change.
6. demonstrate competency in oral and written communication skills.

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).

Brescia Competencies

1.Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours. (Level 3)

This competency will be achieved through ongoing class discussions, class activities, written examinations, a case study essay assignment, and group presentation.

2.Problem Solving includes 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. (Level 2)

This competency will be achieved through class activities, written examinations, and a case study essay assignment.

3. Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process. (Level 3)

This competency will be achieved through class activities, group presentation, written examinations, and a case study essay assignment.

4. Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion. (Level 3)

This competency will be achieved through class activities, written examinations, a case study essay assignment, and group presentation.

5. Social Awareness and Engagement involves the "the ability to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change. (Level 3)

This competency will be achieved through ongoing class discussions, class activities, written examinations, a case study essay assignment, and group presentation.

6. 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 emotions and patterns of thinking, their impact on others, and make a commitment to personal growth. (Level 2)

This competency will be achieved through ongoing class discussions, class activities, and group presentation.

Teaching Methodology and Expectations of Students

Adopting a popular education model, which emphasizes participation, direct involvement and practical application, this course begins with an exploration of the concept of social welfare. More specifically, we consider the role of legislation, policy, procedures and activities in identifying, and responding to basic human needs. The importance of community education, access and advocacy is highlighted, as students examine the role of citizens in shaping law and social policy. Students will begin to make links between classroom and community as we substantively consider laws and social policies as they relate to poverty, women's abuse, youth crime and violence, Indigenous peoples, the elderly, and power/privilege.

The format of the course is a three-hour seminar. Please keep in mind that this course requires students to attend classes **regularly** and to **actively** participate in class.

Please note: if you cannot attend a class, please contact a classmate or the instructor so to borrow the slideshow, class notes, and also any information on how to gain access to any videos or other visual aid used in class. The instructor uses various media (such as documentaries, music videos, popular movies, social media) during the lectures to illustrate the sociological concepts covered throughout the term. Students are expected to read the assigned readings before coming to class, pay close attention to the lecture and do not distract themselves and others by chatting with classmates or surfing the net/ mobile phones.

Submission of Assignments: Assignments will be submitted online on the OWL site, in the Assignments Tab. All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the student will lose 5 marks out of 100. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.** Please note that grades **CANNOT** be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests, exams, or assignments cannot be re-written to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail; they will be posted in the course OWL, except for final marks –these will be available only through the Office of the Registrar.

Laptop Use: laptops are allowed in class, **however**, they are only to be used to take notes, not for “chatting” on line or surfing the internet for non-class related information. The latter constitutes disruptive and disrespectful behaviour and is not acceptable. If instructor finds a person doing so, she will warn that student to stop such behaviour. If the student persists in that behaviour, they might be

told to stop using the laptop or leave the class. Also, please **turn OFF** and **PUT AWAY** any cell phones, blackberry and other similar devices during class!!

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

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcomes	Brescia Competencies
Mid-Term Exam	30%	October 13	ALL	ALL
Essay	30%	November 24	ALL	ALL
Group Presentation	10%	TBS	ALL	ALL
Final Exam	30%	TBS	ALL	ALL

EXPLANATION OF ASSIGNMENTS & OTHER EVALUATION CRITERIA:

1. **MID-TERM EXAM:** The exam will cover all course material (readings, lectures, films, etc.) starting from beginning of the course. The format of the test is mixed: it will include multiple-choice questions and two short essay questions.
2. **ESSAY ASSIGNMENT:** This assignment is to be approximately 7 pages long, double-spaced in 12 Font Size, Arial or Times New Roman, properly referenced using the MLA style, and include a Works Cited page. **Instructions:** In this course we have critically examined the relationship between Canadian law and social policy and society, and questioned if/how these can address issues of inequities and discrimination. For this assignment you are required to select a marginalized group in Canada (e.g. Indigenous peoples; visible minorities, immigrants/refugees, sex workers...), and are not limited to those that we have directly covered in our course. Next, pick **either** a specific case law (criminal, civil, or family); for example the Mahar Arar case that dealt with immigration, or the Elizabeth Wettlaufer case that dealt with the elderly, or the Colten Boushie case that dealt with Indigenous youth), **or** a piece of legislation or social policy (can be either federal or provincial) that is either still in existence or of the recent (within last 10 years) past; for example, the federal Immigration and Refugee Protection Act and its Refugee and Humanitarian Resettlement Program, or the Bill C-

36 *Protection of Communities and Exploited Persons Act* which deals with sex workers. By using at least **one** source from our course texts and **2 other** outside **academic** sources, you are to **critically** examine how your selected case law or piece of legislation has served the needs of that group: has it helped to address issues of inequity, discrimination, marginalization, or has it perpetuated systems of inequity, or introduced new challenges? If you believe it to be the latter, what do you and the literature you have reviewed suggest could be done to better deal with the issue you have pointed out in your paper?

3. GROUP PRESENTATION: In groups of likely 3 or 4 students (depending on class size, this might vary) there will be presentations on selected dates (see below). Professor will randomly draw the dates and members compositions for presentations. If the date that your group has drawn is not your preferred choice, you need to find another group that is willing to switch with you and tell the instructor of such an arrangement. The group will be presenting on a community organization profile that deals with topics/issues/themes relevant to the course. Groups can choose the topic/population of interest for their presentation, but need to consult and obtain permission by the instructor on specific community organization profile.

Detailed Guidelines for the Group Presentation Assignment:

This assignment invites you to cultivate your citizenship skills by beginning to explore the connection between the sphere of law and community building/development.

Each group must obtain permission from instructor on the specific community profile they wish to present on. There cannot be duplication of profiles, therefore the sooner a group decides on their choice, the best is for them so to minimize the chance that another group has selected the same one. If more than one group chooses same profile and tells instructor at the same time, then there will be a draw to determine which group is assigned that particular one. The dates of the presentation will be selected by a draw. If you can find another group to switch with you on a date, you are allowed to do so, as long as all members of respective groups agree and inform the instructor of such arrangement. The instructor will make a schedule with names of presenters, dates, selected option and topic of profile presentation. The schedule will be posted on the OWL site.

On the date of the presentation, the group is to provide the instructor with a brief summary of their presentation (**1-2 single spaced typed pages**) and include in it a bibliography page of all sources consulted for the presentation.

The instructor will evaluate the presentation, while soliciting feedback from other students, and each member of the group will receive same mark. There is no opting out of presentation: if a student misses own presentation, then they will receive 0, unless accommodation is made through the Academic Advisor for documented illness or death in the family. In that case, an alternative written

assignment will have to be submitted and arrangements made with the instructor on details of such assignment.

The presentation will be evaluated on organization, clarity, quality of research of the community profile, originality, ability to engage with the class and energy.

The presentation is to last about 40 minutes. It will normally take place on the one hour class, therefore take note of the fact that it is a one hour class (50 minutes in actuality), so be prompt, concise, well organized, keep track of time. If using power point (you are **not** obliged to and can choose to present in any style you wish), I advise you to ensure ahead of time that all slides are properly ordered, and any embedded videos or other Internet link are working properly.

Your Group Task

Select a population or community of interest (e.g. youth, young offenders, Indigenous peoples, elderly, etc....). Identify a social need or issue faced by your community of interest. **Briefly discuss in this section what are some possible explanations for the existence of such a need/issue and how the Canadian State has dealt with such a need/issue.** With a preferable focus on the Ontario provincial area, explore the community-based services and resources available to your population of interest. After your initial investigation, **select a community-based agency that works with your population and do a profile of the agency.** Who are they? What do they do? What is the mission/goal of the agency? What is the agency doing in response to the social need you identified? What services do they provide? What challenges does the agency face in providing assistance? You are encouraged to supplement your research by investigating the specific programs they offer, the effectiveness of these, what challenges the agency faces and what could be done to reduce such barriers/challenges. If you are interviewing someone from the agency, you need to have them sign an informed consent letter and the members of your group who are conducting the interview must complete the online tutorial on ethics of the Tri-Councils and provide the instructor with a copy of the tutorial certificate.

PLEASE READ THIS CAREFULLY: Each person in the group is to positively contribute to the overall project, to attend any meetings (virtual or in-person) the group has set up to prepare for the presentation, to promptly reply to email from group members, to collaborate and respect members of the group, to provide own section of the presentation to group members in a **timely** manner, and to notify group members in advance if there are any issues, or might miss a deadline set up by the group, or a meeting. PLEASE, if any issues, complications, conflict etc. arise, do contact the instructor **as soon as possible** so she can mediate and address these to her best ability. Do not wait until day before/of the presentation, or after presentation is done to tell the instructor that there have been some issues with group dynamics, as she cannot effectively or fairly address them at that point. This is a group project and it works efficiently and positively when **all** members collaborate, fairly contribute and are respectful of each other's time, perspective and needs. A reminder that, indeed, ability to collaborate in a team-based project is one the intended learning outcomes of this course.

4. FINAL EXAM: The final exam will be scheduled by the Registrar’s Office during the December Examination period. The exam will cover **ALL** course material from beginning of the term until the end of classes. It will be made of 2 short essay questions and 1 long-essay question.

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.

Course Content

Topics will be covered in the order listed; any dates listed are meant as guideline. Please note that the following might be subject to revision. That is, throughout the semester, circumstances may arise that will alter the ordering of topics, the pace at which we move through the material and so on.

Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
1	Sep. 8	Introduction to the Course	No readings
2	Sep. 13-15	Understanding Social Justice through Transformative Education	“Active Citizenship is the Best Defense” in Reading Package. Film TBA
3	Sep. 20-22	Understanding Social Welfare in Canada	Chapter 1 in Chappell
4	Sep. 27-29	Social Policies in a Canadian Context	Chapters 2 and 4 in Chappell
5	Oct. 4-6	Social Agencies	Chapter 5 in Chappell from p. 121-129 AND Chapter 6 in Chappell
6	October 11- Review Class October 13 Mid-Term Exam	October 13 Mid-Term Exam in-person in-class	No Readings
7	Oct. 18-20	Restorative Justice and Change	Film TBA; “Restorative Justice: Fundamental Principles” in Reading Package

			AND Chapter 8 in Chappell
8	Oct. 25-27	Social Welfare & Families, and Gendered Violence	Chapter 10 in Chappell AND “Young Women’s Experience with Reporting Sexual Assault to Police”, in Reading Package
9	Oct. 31-Nov.4	Fall Reading Week	No readings
10	Nov.8-10	Addressing the Crises and Crimes of Youth	“Youth Crime: Crises and Responses”, in Reading Package
11	Nov. 15-17	Poverty Group Presentation Nov. 15	Chapter 9 in Chappell
12	Nov. 22-24	Indigenous Peoples Group Presentation Nov. 22	Chapter 12 in Chappell November 24 Essay Due!!!
13	Nov. 29-Dec. 1	Elderly Group Presentation Nov. 29	Chapter 11 in Chappell
14	Dec. 6-8	Group Presentation. Dec. 6; Review Class Dec. 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.
