



**3325B Diversity and the Canadian Family  
Family Studies and Human Development  
School of Behavioural and Social Sciences**

**General Information**

Course #: 3325B  
Section #: 530  
Term: Winter  
Year: 2020  
Course Day and Time: Wednesdays 6:30-9:30pm  
Course Location: BR 202

**Instructor Information**

Name: Bridget DeMarchi  
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Office hours for students: by appointment only  
Office location: UH 352

**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 race, ethnicity, religion, sexual identity, and more in preparation for working with people from diverse backgrounds.

**Prerequisite(s):** 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**

All readings as listed on this syllabus and any additional readings as posted to OWL.

## Learning Outcomes

1. Describe diversities in Canada: historical, social influences, and theories of diversity including socialization, liberation, and relevant psychosocial theory and their impact on the individual and family
2. Students will assess their own set of diversities and privileges, and critique how their own identity relates to or impacts the identities of others.
3. Students will identify how aspects of 'difference' often exist together or influence one another. Using this knowledge students will be able to articulate a more well- rounded picture of intersectionality and how that applies to working with people from diverse backgrounds.
4. Analyze the role of media as to how it portrays aspects of diversity and difference.
5. Identify and explain theory in discussions of contemporary discrimination on the basis of: race, ethnicity, religion and sexual identity.

## Brescia Competencies

**Communication:** the ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

**Inquiry and Analysis:** the ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things or events.

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

**Self Awareness & 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.

**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.

## Teaching Methodology

The primary teaching methodology for this course is lecture based content supplemented by in-class experiential learning opportunities and power point slides posted to OWL course site. Where appropriate and time permitted, lecture based content will be enhanced and explored using in-class activities and guest presenters.

## Expectations of Students

**Expectations of students regarding use of OWL:**

All course information (power point slides, syllabus, announcements etc.) will be posted to OWL. It is your responsibility to be using / checking the OWL course site on a regular basis.

**Expectations of students regarding attendance:**

Students are expected in attendance at each class, for the entire duration of the class. If you are absent for participation during expansion teaching days, a deduction of 0.5% for the absence will occur. Formal academic accommodation will be required to avoid the penalty. See Academic Accommodation section contained in this syllabus.

**Expectations of students regarding email:**

<b>Do</b>	<b>Do Not</b>
Use email for addressing administrative issues: *arranging a time to meet *reporting a class absence *reporting a missed exam or assignment	Do not use email to ask questions about course material, for example, definitions, differences between theoretical perspectives.  Do not use email to ask questions about testable exam content. (See course syllabus)
Use your UWO email account for all email correspondence	Do not use email to ask me what you missed while you were absent from class. (Consult the course syllabus or a classmate)
Ensure that before you've emailed me, you've checked the course syllabus for the information you are about to request. If available on syllabus, I will re-direct you back to syllabus.	Do not use email to submit any assignments. (Use Dean's Dropbox, in hallway outside BR 136)

**Expectations of students regarding classroom etiquette:**

To encourage everyone to stay focussed and minimize distractions to the instructor, cell phones will be turned off or silenced AND stored away during lecture time. Computers are to be used only for course related activities.

If there is a problem with your classroom conduct you may be asked to leave for the duration of the lecture. Classroom conduct concerns include being distracting to instructor and/or other classmates (online shopping, YouTube, movies, checking social media, surfing the internet), socializing / chatting with others during lecture & class discussions. Earbuds are not allowed during lecture time.

Please note that given the nature of this course and possible disclosure of personal information and/or issues, recording devices will not be allowed for any portion of the lectures. Please refrain from sharing others' personal information when outside of the classroom forum.

This class will allow many opportunities for class interaction and discussions. I encourage and welcome your active participation. Although we may not always agree with each other, we will treat each other with respect, consideration and warmth.

**Expectations of students regarding learning resources:**

Taking a vested interest in one's learning is a key to academic success. Some of the specific things that you can do to help with learning in this course and others include: (1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in the applied learning exercises; (5) Meeting with your professor during office hours when you need extra help or would like to discuss the course material on a more sustained basis; and, (6) Staying organized and on top of your assignment(s), and developing and executing good study habits (e.g., reviewing your material on a regular basis, without distraction of electronic devices).

**Expectations of students regarding missed exams:**

Students, who fail to appear for an examination as indicated in the class schedule, will **NOT** be allowed to write a make-up examination unless the steps under academic accommodation have been followed.

If you are absent for an examination and intend to seek academic accommodation, **I require that you send me an email notification the same day that you miss the test**, barring an exceptional extenuating circumstance.

Similarly, missed assignments or participation marks may not be made up later and will result in the reduction of marks unless you receive academic accommodation through an Academic Advisor.

**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:

Components	Weight	Date/Deadline	Learning Outcome	Brescia Competencies
<b>Self-Awareness Assignment</b>	20%	Jan 29 <sup>th</sup>	2, 3, 5	Communication, Inquiry & Analysis, critical thinking, self-awareness & development  Level 2
<b>Diversity Project</b>	25%	Mar 4 <sup>th</sup>	1, 2, 3, 4, 5	Communication, Inquiry & Analysis, problem solving, critical thinking, self-awareness & development  Level 3
<b>Expansion Teaching</b> <b>Active participation in others expansion teaching</b>	15% + 10%	Date As assigned: Jan 29 <sup>th</sup> – Mar 25 <sup>th</sup>	1, 3, 4, 5 1, 3, 4, 5	Communication, Inquiry & Analysis, problem solving, critical thinking, self-awareness & development  Level 2
<b>Final Exam</b>	30%	Set by Registrar	1, 2, 3, 4, 5	Communication, Inquiry & Analysis, problem solving, critical thinking, self-awareness & development  Level 3

### **Self-Awareness Assignment (20%) – Additional details posted to OWL**

Goal: analyze your own identity and the privilege(s) or oppression(s) that accompany aspects of your identity. Understanding our own bias. Must complete assessment contained in:

<https://implicit.harvard.edu/implicit/canada/> as part of your self-awareness assignment. More details in class.

### **Diversity Project (25%) – Additional details posted to OWL**

Goal: to evaluate and summarize details of your topic, explicitly related to diversity and the Canadian family through critical analysis of the topic from various lenses (media, biases, policy and/or social

change) to demonstrate inequalities, diversity needs and/or knowledge for working with diverse populations.

### Expansion Teaching (15% + 10% participation, total 25%) – Additional details posted to OWL

Goal: within the topic category assigned, to identify new, expanded, differing, or opposing information to the class using a group presentation format.

### Final Exam (30%) Short & Long Answer Questions

Goal: using analysis, application and evaluation, demonstrate comprehensive understanding of core topics/theories covered throughout the course

### 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 and any dates listed are meant as a guideline.

### Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
1	Jan 8	Introduction& Course Expectations  Talking about identity; Difference; Privilege and Unconscious Bias	<ul style="list-style-type: none"> <li>• <a href="http://www.iflscience.com/brain/no-youre-not-entitled-your-opinion">http://www.iflscience.com/brain/no-youre-not-entitled-your-opinion</a></li> <li>• - <a href="http://everydayfeminism.com/2015/06/problem-with-educate-me/">http://everydayfeminism.com/2015/06/problem-with-educate-me/</a></li> <li>• - <a href="http://weeklysift.com/2012/09/10/the-distress-of-the-privileged/">http://weeklysift.com/2012/09/10/the-distress-of-the-privileged/</a></li> <li>• - <a href="http://everydayfeminism.com/2015/12/tone-policing-and-privilege/">http://everydayfeminism.com/2015/12/tone-policing-and-privilege/</a></li> <li>• <a href="https://www.virgin.com/entrepreneur/what-unconscious-bias-and-why-it-important-understand-it">https://www.virgin.com/entrepreneur/what-unconscious-bias-and-why-it-important-understand-it</a></li> </ul>
2	Jan 15	Diversity	<ul style="list-style-type: none"> <li>• - <a href="https://ricochet.media/en/1820/the-unbearable-whiteness-of-being-oblivious-to-privilege">https://ricochet.media/en/1820/the-unbearable-whiteness-of-being-oblivious-to-privilege</a></li> <li>• - <a href="https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion">https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion</a></li> <li>• <a href="https://www.corwin.com/sites/default/files/upm-binaries/27205_11.pdf">https://www.corwin.com/sites/default/files/upm-binaries/27205_11.pdf</a></li> </ul>
3	Jan 22	Race & Ethnicity	<ul style="list-style-type: none"> <li>• - <a href="https://www.diffen.com/difference/Ethnicity_vs_Race">https://www.diffen.com/difference/Ethnicity_vs_Race</a></li> <li>• - <a href="https://implicit.harvard.edu/implicit/canada/">https://implicit.harvard.edu/implicit/canada/</a></li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/girlhood-interrupted.pdf">http://www.law.georgetown.edu/academics/centers-institutes/poverty- inequality/upload/girlhood-interrupted.pdf</a></li> </ul> <p><a href="https://www.apa.org/pubs/highlights/spotlight/issue-128">https://www.apa.org/pubs/highlights/spotlight/issue-128</a></p> <ul style="list-style-type: none"> <li>• - <a href="https://medium.com/embrace-race/your-5-year-old-is-already-racially-biased-heres-what-you-can-do-about-it-d72de0480ba3">https://medium.com/embrace-race/your-5-year-old-is-already-racially- biased-heres-what-you-can-do-about-it-d72de0480ba3</a></li> </ul>
4	Jan 29	Race, Ethnicity	<ul style="list-style-type: none"> <li>• <a href="http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/">http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/</a></li> <li>• - <a href="http://libjournal.uncg.edu/ijcp/article/view/249/116">http://libjournal.uncg.edu/ijcp/article/view/249/116</a></li> <li>• - <a href="http://www.vox.com/identities/2016/11/15/13595508/racism-trump- research-study">http://www.vox.com/identities/2016/11/15/13595508/racism-trump- research-study</a></li> <li>• <a href="https://www.apa.org/pi/families/resources/newsletter/2015/08/racial-socialization">https://www.apa.org/pi/families/resources/newsletter/2015/08/racial-socialization</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date (15% + 10%)</p> <p>Self-Awareness Assignment due (20%)</p>
5	Feb 5	Religion	<ul style="list-style-type: none"> <li>• - <a href="https://nationalpost.com/news/canada/new-poll-finds-religious-diversity-continues-to-divide-canadians">https://nationalpost.com/news/canada/new-poll-finds-religious-diversity-continues-to-divide-canadians</a></li> <li>• - <a href="https://canadianimmigrant.ca/settlement/about-canada/documentary-shines-light-on-religious-diversity">https://canadianimmigrant.ca/settlement/about-canada/documentary-shines-light-on-religious-diversity</a></li> <li>• <a href="https://www.manitobamultifaithcouncil.ca/Education,%20Religion%20and%20a%20New%20Canadian%20Pluralism.pdf">https://www.manitobamultifaithcouncil.ca/Education,%20Religion%20and%20a%20New%20Canadian%20Pluralism.pdf</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
6	Feb 12	Indigenous Peoples- Truth & Reconciliation	<ul style="list-style-type: none"> <li>• - <a href="http://www.trc.ca/assets/pdf/Principles_English_Web.pdf">http://www.trc.ca/assets/pdf/Principles_English_Web.pdf</a></li> <li>• <a href="https://www.macleans.ca/news/canada/why-fixing-first-nations-education-remains-so-far-out-of-reach/">https://www.macleans.ca/news/canada/why-fixing-first-nations-education-remains-so-far-out-of-reach/</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
7	Feb 19	Reading Week – No class	
8	Feb 26	Poverty	<ul style="list-style-type: none"> <li>• <a href="https://www.canada.ca/content/dam/esdc-edsc/migration/documents/eng/communities/reports/poverty_profile/snapshot.pdf">https://www.canada.ca/content/dam/esdc-edsc/migration/documents/eng/communities/reports/poverty_profile/snapshot.pdf</a></li> <li>• <a href="https://www.povertyinstitute.ca/poverty-canada">https://www.povertyinstitute.ca/poverty-canada</a></li> <li>• - <a href="http://www.cwp-csp.ca/poverty/just-the-facts/">http://www.cwp-csp.ca/poverty/just-the-facts/</a></li> <li>• <a href="https://www.homelesshub.ca/sites/default/files/attachments/Child%20and%20Family%20Poverty%20in%20Ontario%20 2018.pdf">https://www.homelesshub.ca/sites/default/files/attachments/Child%20and%20Family%20Poverty%20in%20Ontario%20 2018.pdf</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
9	Mar 4	Gender Identity	<ul style="list-style-type: none"> <li>• - <a href="https://ricochet.media/en/2432/while-trans-community-grieves-murders-its-time-for-others-to-pay-the-tax-on-their-privilege">https://ricochet.media/en/2432/while-trans-community-grieves-murders-its-time-for-others-to-pay-the-tax-on-their-privilege</a></li> <li>• - <a href="http://www.cba.org/Publications-Resources/Practice-Tools/Child-Rights-Toolkit/theChild/Sexual-Orientation-Gender-Identity-and-Gender-Expr">http://www.cba.org/Publications-Resources/Practice-Tools/Child-Rights-Toolkit/theChild/Sexual-Orientation-Gender-Identity-and-Gender-Expr</a></li> <li>• - <a href="https://nationalpost.com/news/canada/who-gets-to-decide-when-a-14-year-old-wants-to-change-gender">https://nationalpost.com/news/canada/who-gets-to-decide-when-a-14-year-old-wants-to-change-gender</a></li> <li>• - <a href="https://www.openaccessgovernment.org/support-gender-identity/73657/">https://www.openaccessgovernment.org/support-gender-identity/73657/</a></li> </ul>

			Expansion Teaching & Active Participation date Diversity Project due (25%)
<b>10</b>	Mar 11	Sexual Orientation	<ul style="list-style-type: none"> <li>- <a href="https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/">https://www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/</a></li> <li>- <a href="https://lgbtqia.ucdavis.edu/educated/ally-tips">https://lgbtqia.ucdavis.edu/educated/ally-tips</a></li> <li>- <a href="https://lgbtqhealth.ca/resources/lgbtqfamiliesandparenting.php">https://lgbtqhealth.ca/resources/lgbtqfamiliesandparenting.php</a></li> <li>- <a href="https://lgbtqpn.ca/ohip-funding-for-ivf-supports-lgbtq-parents/">https://lgbtqpn.ca/ohip-funding-for-ivf-supports-lgbtq-parents/</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
<b>11</b>	Mar 18	Disabilities and Ableism	<ul style="list-style-type: none"> <li>- <a href="http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/13-duty-accommodate">http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/13-duty-accommodate</a></li> <li>- <a href="https://www.canadaemploymenthumanrightslaw.com/2019/07/accommodating-addictions/">https://www.canadaemploymenthumanrightslaw.com/2019/07/accommodating-addictions/</a></li> <li>- <a href="https://www.canada.ca/en/employment-social-development/programs/disability/arc/disability-2006.html">https://www.canada.ca/en/employment-social-development/programs/disability/arc/disability-2006.html</a></li> <li>- <a href="http://cdrnys.org/blog/uncategorized/ableism/">http://cdrnys.org/blog/uncategorized/ableism/</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
<b>12</b>	Mar 25	Addictions	<ul style="list-style-type: none"> <li>- <a href="http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html">http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html</a></li> <li>- <a href="https://www.thestar.com/news/gta/2017/03/01/new-guidelines-help-accommodate-workers-with-addiction-issues.html">https://www.thestar.com/news/gta/2017/03/01/new-guidelines-help-accommodate-workers-with-addiction-issues.html</a></li> <li>- <a href="https://www.bhpalmbeach.com/recovery-articles/impact-substance-abuse-and-addiction-families/">https://www.bhpalmbeach.com/recovery-articles/impact-substance-abuse-and-addiction-families/</a></li> <li>- <a href="https://www.addictionsandrecovery.org/family-support/families-anxiety-depression-addiction-ptsd.htm">https://www.addictionsandrecovery.org/family-support/families-anxiety-depression-addiction-ptsd.htm</a></li> </ul> <p>Expansion Teaching &amp; Active Participation date</p>
<b>13</b>	Apr 1	Last Class	Catch up and Exam Review

## 2019-20 Brescia University College Academic Policies and Regulations

### 1. Policy Regarding Academic Accommodation



The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12).

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page\\_10](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10)).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

### **Requests for Academic Consideration Using the Self-Reported Absence Portal**

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;

4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

### **Request for Academic Consideration for a Medical Absence**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting

course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. Academic Concerns

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

## 3. Absences

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

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

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

## 4. Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### **5. Procedures for Appealing Academic Evaluations**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## 6. Prerequisites

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. Support

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) 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 <http://brescia.uwo.ca/life/sexual-violence/>.

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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