

**Pathology and Laboratory Medicine**  
**One Health 3600 (OH3600)**  
**One Health in Action**

**Course Outline for Winter 2026**

*This course takes place at Western University, which is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.*

Students who are in emotional and/or mental distress should refer to <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

**1. Technical Requirements:**



Stable internet connection



Laptop or computer

**2. Important Dates:**

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 5	February 14–22	April 9	April 10, 11	April 12–30

January 30, 2026: Last day to withdraw from a Fall/Winter 24-week course without academic penalty

**3. Contact Information**

Course Coordinator	Contact Information
Dr. Francisco Olea Popelka	

Teaching Assistant(s)	Contact Information
	<a href="#">_____</a>

#### 4. Course Description and Design

**Delivery Mode:** [In-Person & Online]

This course lectures<sup>1</sup> will be delivered in person, with tutorials and group online sessions<sup>2</sup> Virtual/online sessions will be live synchronous sessions as well in person activities (when needed and possible). Students could be expected to complete work prior to attending sessions. Timetabled sessions could be used for lectures, tutorials, discussions, groupwork, etc. Below are details about the sessions.

##### Timetabled Sessions

Timetabled sessions could be used for lectures, tutorials, group, and 1-1 discussions, among others. Below are details about the sessions.

Mode	Dates	Time	Frequency	Attendance
Virtual / Live synchronous <sup>2</sup>	Tue	2:30pm-3:30pm EST	Weekly	Required (As needed <sup>2</sup> )
In Person <sup>1</sup>	Th	2:30pm-4:30pm EST	Weekly	Required
Office hours <sup>3</sup>	Tue	TBD <sup>3</sup>	Weekly	As needed

<sup>1</sup> A schedule will be posted for weekly session/activities; <sup>2</sup> Virtual live synchronous requires attendance when needed for different groups. <sup>3</sup> The course coordinator will be available for office hours, which must be scheduled via email and booked according to students (groups) and the course coordinator availability during a week.

\*Details about design and delivery of the course are listed below in Section 4, 5, and 6

- Attendance at sessions is required
- Missed work should be completed as agreed with the course coordinator.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/d2i/login>. Any changes will be indicated on the OWL Brightspace site and discussed with the class.

If students need assistance, they can seek support on the [OWL Brightspace Help](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

#### 5. Learning Outcomes

##### 5.1 GENERAL OUTLINE

This course represents a core learning experience for students in One Health. Fundamental research and methodologic approaches in One Health will be emphasized, including: study designs; data systems and surveillance; data analytics; informatics; collaboration and teamwork in interdisciplinary teams; engaging stakeholders; advocacy and the role of One Health in informing policy; and integrating One Health into

governance systems. Students will synthesize and integrate these fundamental concepts during critical evaluations of contemporary One Health case studies.

This class will **meet once weekly in person for lectures on Thursdays**. Lectures will be dedicated to reviewing topics and concepts, and discussions of One Health research and “real world” case examples. Students will have the opportunity to interact with instructors actively engaged in One Health research. Students are expected to attend all class sessions.

## 5.2 Learning Outcomes

Upon completion of this course, students should:

1. Have an understanding of One Health research, and the key features that differentiate a research study using a One Health approach.
2. Be able to identify and discuss key study designs in One Health.
3. Identify and discuss the myriad ethical considerations in One Health research.
4. Identify and discuss strategies to address ethical considerations in One Health research.
5. Identify and discuss key methodologic and analytic approaches in One Health research.
6. For a given health problem, identify and discuss the role of key stakeholders using the One Health approach.
7. Identify and discuss strategies for engaging stakeholders to develop solutions to One Health problems.
8. Identify and discuss strategies for implementing One Health findings into policy and institutional “solutions”.
9. Gain familiarity with the One Health scientific literature.
10. Critically appraise One Health case studies using the scientific literature and the One Health approach.

## 6. Course Content and Schedule

### Winter 2026 Schedule

DATE	TOPIC	INSTRUCTOR
Week 1 Tuesday January 6 Thursday January 8	Introduction to the course Course structure / expectations Term project topics, groups, expectations Q & A	OP
Week 2 Thursday January 15	<b>Case 1: One Health approach for Global Health</b>	EK
Week 3 Thursday January 22	<b>Case 2: One Health approach for the Triple planetary crisis</b>	EK
Week 4 Thursday January 29	<b>Case 3: One Health approach for Environmental Monitoring</b> <b>Case 4: One Health approach for Environmental Justice</b>	EK
Week 5 Thursday February 5	<b>Case 5: One Health approach for AMR</b>	EK
Week 6 Tuesday February 10 Thursday February 12	One Health Students Projects <b>Students Oral (zoom) Presentations</b> <b>Students Oral (zoom) Presentations</b>	OP OP
Week 7 February 16-20	<b>SPRING BREAK</b>	
Week 8 *Tuesday February 24 Thursday February 26	<b>Case 6: One Health approach for: Mink / Covid-19</b> <b>Case 7-8: One Health approach for Tuberculosis and Rabies (zoonotic diseases)</b>	OP OP
Week 9 Thursday March 5	<b>Case 12: One Health approach for Walpole Island</b>	GM
Week 10 Thursday March 12	<b>Case 10: One Health approach for health systems</b>	SS
Week 11 Thursday March 19	<b>Case 11: One Health approach for health economics</b>	LP
Week 12 Thursday March 26	<b>Case 12: One Health approach for Bats and viruses</b>	RT
Week 13 Thursday April 2	<b>Case 12: One Health approach for BMSc HSP in OH</b>	OP
Week 14 Tuesday April 7 Thursday April 9	One Health Students Projects <b>Final Oral (in person) Presentations</b> <b>Final Oral (in person) Presentations</b>	OP OP
April 10-30	<b>NO EXAMS IN THIS COURSE</b>	

## 7. Participation and Engagement

- Students are expected to participate and engage with **all** course content and activities
- Students are expected to participate during **all** in person and zoom sessions (as needed)
- Students are expected to interact with the course coordinator on a group and 1-1 basis, regularly as determined with the course coordinator during the duration of the course

## 8. Assessment and Evaluation

\*\*\*\*\*IMPORTANT NOTE\*\*\*\*\*

**8.1** In addition to following **all** Western University's academic policies and procedures **outlined on this document (sections 14, 15, and 16)**, students **must (are required to) directly** contact the course coordinator **via email and/or in person** to inform him about **any** deviation or special request regarding accommodations, deadline extensions/modifications related to any course commitments (written reports, oral presentations, class attendance, etc.) **before the deadline** (prior to the deadline/task) whenever possible to ensure timely coordination and implementation of the accommodation in a timely and efficient manner.

\*\*\*\*\*IMPORTANT NOTE\*\*\*\*\*

**8.2** Below is the evaluation grading breakdown for the course.  
The student's grade for this course will be determined as follows:

	COMPONENT	% OF FINAL GRADE
One Health Term Project	<b>One Health Term Project: Oral Component</b>	<b>40% (Total)</b>
	Initial Progress Oral Presentation	20%
	Final Oral Presentation	20%
One Health Term Project	<b>One Health Term Project: Written Component</b>	<b>35% (Total)</b>
	Part 1: Team structure, responsibilities, tasks, and timeline.	10%
	Part 2: Title and Proposed Summary & Goals	10%
	Part 3: Final, Revised Report	15%
Peer Evaluation	<b>Peer Evaluation of Group Work</b>	<b>12.5% (Total)</b>
Participation	<b>Course/class participation</b>	<b>12.5% (Total)</b>
	<b>TOTAL</b>	<b>100%</b>

**One Health Term Project (Written Component, 35%):** The Term Project is designed to allow students to work with peers (classmates) in groups of 5-6 students to develop a **One Health action plan** to address a health issue. The written component of the Term Project is divided into three distinct parts, with due dates for these parts spread throughout the term. Detailed instructions for the Term Project, the three distinct parts, and grading rubrics, are provided separately and available in the course OWL site. All parts of the written component of the Term Project will be submitted through OWL and evaluated by Turnitin. Please note: all parts to the Term Project are due on the date and time listed in this Syllabus. For each 24-hour period, or part thereof, that any part of the Term Project is submitted after the posted date and time, 25% will be deducted from the earned grade. No part of the assignment will be accepted if it is submitted more than 4 days (four 24 hour periods, or part thereof) after the posted due date and time. Please plan accordingly.

**One Health Term Project (Oral Component, 40%):** The goal of the oral component of the Term Project is to provide student with an opportunity to develop group-based oral presentation skills and the ability respond to questions. The first oral presentation (initial progress report) is an opportunity to introduce your topic, your team, action plan and one health approach to be used, progress to date, and to convey the importance of your work to the audience. Oral presentation will be for **approximately 10-15 minutes\***

(\*depending on number of students/groups in the course). Do keep in mind that your audience will comprise of 'non-experts' in the field. You should clearly describe the problem/knowledge gap, the project main goal, the methodology you will use, and your preliminary and expected results. You should clearly describe how the use of a one health approach is relevant (useful/beneficial) to the specific health topic (research question) under investigation. For the final oral presentations, **approximately** 10-15 minutes students will present their final action plans, evaluation plans, outcomes, as well as discussing the significance and implication of their work. Specific guidelines and grading rubrics will be provided in advance via OWL and discussed in class. **All students will be required to deliver an oral presentation to describe a particular aspect or section of the One Health project**, and 20% of the final course grade will be assigned to each individual student based on each student's oral presentation.

**Special Note on Group Work and Course Grading:** The Term Project will be completed in groups. Being able to effectively work in groups is a key skill and competency for one health and, thus, it is essential that students develop the communication skills and professionalism to be able to work in groups that can consist of a wide variety of individuals, colleagues, and professionals from different backgrounds, expertise, and perspectives. While groups will be established and topics assigned by the course coordinator, it is expected that groups establish their own working arrangements and expectations, and that they manage tasks, timelines, workloads, and resolve conflicts and tensions within their own group (also important skills). In rare cases or uncommon, extenuating circumstances wherein issues cannot be resolved or managed within a group, the course coordinator will be available to assist, or intervene when necessary.

It is the intent that all members of the group receive the same grade **written components** of the Term Project (a total of 35% of the course final grade). For the **oral presentation** component (with a total of 40% of the course total), each student will present on behalf of the group different sections of the project, and each student will get an **individual grade** based on her/his presentation skills that will be worth 20% of the student final course grade. The remaining 20% of the oral component will be a grade assigned equally to every member of the group.

However, the **course coordinator reserves the right to adjust and individual student's grade** for any or all components of the Term Project based on the circumstances of these rare cases, consultation with the other group members, and / or based on a student's evaluation by their peers. The amount of adjustment to an individual student's Term Project grade will be at the discretion of the course coordinator but, in extreme cases, when, **for example, a student simply does not contribute at all (or very minimally) to the group's work, the course coordinator reserves the right to assign that student a grade of 0%** for each part to which the student did not contribute, or the entirety of the Term Project if appropriate.

**Peer Evaluation of Group Work (12.5%):** Using a standardized assessment tool (to be posted in OWL) on group work skills and competencies, students will complete evaluations of their peers on their peer's group work and contributions to the group. As Term Project groups will contain 5-6 students, each student will receive 4-5 evaluations, the scores from which will be averaged, and that will comprise 12.5% of the student's final grade. It is mandatory that all students complete all peer evaluations for their fellow students; a student who does not complete and submit all their peer evaluations will have their own grade withheld until their evaluations are complete. Students will receive the evaluations from their peers (anonymized).

**Course/class Participation (12.5%):** Participation will be evaluated by the course coordinator and based on class/sessions attendance as well on **activate participation** (i.e., speaking, sharing ideas, asking question, providing feedback) on oral discussions, oral presentations, and written forums.

### General information about assessments

- Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- Written assignments will be submitted to Turnitin (statement in policies below)
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- Assessment re-grading could result in the mark, increasing, decreasing, or remaining the same
- Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Department Chair within three (3) weeks from the date that the mark was issued.

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

\*\*\*\*\***ABSENCE FROM COURSE COMMITMENTS**\*\*\*\*\*

#### As indicated in section 8.1

In addition to following all Western University's academic policies and procedures **outlined on this document (sections 14, 15, and 16)**, students **must (are required to) directly** contact the course coordinator **via email and/or in person** to inform him about any deviation or special request regarding accommodations, deadline extensions/modifications related to any course commitments (written reports, oral presentations, class attendance, etc.) **prior to the deadline/task** (whenever possible) to ensure timely coordination and implementation of the accommodation in a timely and efficient manner.

\*\*\*\*\***ABSENCE FROM COURSE COMMITMENTS**\*\*\*\*\*

#### Information about late or missed assessments:

- Late assessments without academic consideration will be subject to a late penalty 30%/day
- ALL assessments listed in **section 8.2** of this syllabus **MUST be completed** to pass the course. Any missed assessment will prevent the student from completing/passing the course.

**INC (Incomplete Standing):** If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned, which could impact program progression. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

**SPC (Special examination):** If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the

class doesn't have a makeup for the final exam or the student misses the makeup for the final exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered, which could impact program progression. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Definitions of Types of Examinations](#) policy.

## 9. Communication

- Students should check the OWL Brightspace site every 24–48 hours
- Students should communicate with their instructor(s), using email, zoom, and by having in person meetings.
- Emails will be monitored daily; students will receive a response in 24–48 hours
- Students should post all course & term project related via email including all group members, thus everyone can access the questions and responses that are relevant to the group.

## 10. Office Hours

- Office hours will be held in-person and/or remotely using zoom
- Office hours will be held as arranged with the course coordinator
- Office hours will be booked via email directly with the course coordinator.
- Office hours will be individual (as needed)

## 11. Course Materials

- All resources will be posted on OWL Brightspace

## 12. Professionalism & Privacy

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:

- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared/upload (e.g., Must Knows Facebook group, Course Hero, Chegg, ChatGPT, etc.)
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All **students**, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's [Non-Discrimination/Harassment Policy \(M.A.P.P. 1.35\)](#) and [Non-Discrimination/Harassment Policy – Administrative Procedures \(M.A.P.P. 1.35\)](#). Any **student**, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

## 13. How to Be Successful in this Class

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you

succeed in this class.

3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

\*\*\*\*\***IMPORTANT NOTE**\*\*\*\*\*

**As indicated in section 8.1**

In addition to following all Western University's academic policies and procedures **outlined on this document (sections 14, 15, and 16)**, students **must (are required to) directly** contact the course coordinator **via email and/or in person** to inform him about any deviation or special request regarding accommodations, deadline extensions/modifications related to any course commitments (written reports, oral presentations, class attendance, etc.) **prior to the deadline/task** (whenever possible) to ensure timely coordination and implementation of the accommodation in a timely and efficient manner.

\*\*\*\*\***IMPORTANT NOTE**\*\*\*\*\*

## 14. Western Academic Policies/Procedures and Statements

### A. Absence from Course Commitments

#### Medical, Compassionate, or Extenuating Circumstances

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes) or there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

**Policy:** [Academic Consideration – Undergraduate Students in First Entry Programs](#)

**Procedures:** [Student Medical Certificate](#)

### Religious Holidays

Students should review the policy for Accommodation for Religious Holidays (Appendix 1). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

**Policy:** [Accommodation for Religious Holidays](#)

### Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates.

**Policy:** [Definitions of Types of Examinations](#)

## **B. Academic Appeals and Scholastic Offenses**

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Requests for relief generally fall into three categories, which are also listed in the policy. All requests for relief must be supported by evidence. A request for relief from academic decisions process was formally referred to as an appeal. Refer to the policy and procedures about further details and timelines.

**Policy:** [Requests for Relief from Academic Decisions](#)

**Procedures:** [Undergraduate Student Academic Requests for Relief](#)

**Scholastic offences** are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a scholastic offence.

**Policy:** [Scholastic Offences](#)

**Procedures:** [Undergraduate Scholastic Offences](#)

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA).

**Policy:** [Senate Review Board Academic Appeals](#)

**Procedures:** [Senate Review Board Academic Appeals](#)

## **C. Accessibility Statement**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation.

**Policy:** [Academic Accommodation for Students with Disabilities](#)

#### **D. Correspondence Statement**

The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

#### **E. Discovery Credit Statement**

Students are permitted to designate up to 1.0 Discovery Credit course (or equivalent) for pass/fail grading that can be counted toward the overall course credits required for their degree program.

**Policy:** [Undergraduate Course Credit](#)

**Procedures:** [Discovery Credits](#)

#### **F. Statement on the Use of Generative Artificial Intelligence (AI)**

The use of generative AI platforms is permitted and encouraged in this course.

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports **must** reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

#### **G. Turnitin and other similarity review software**

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 Western University and [Turnitin.com](#).

**Policy:** [Evaluation of Academic Performance](#)

### **15. BMSUE Academic Policies and Statements**

#### **A. Cell Phone and Electronic Device Policy (for in-person tests and exams)**

The Schulich School of Medicine & Dentistry is committed to ensuring that testing and evaluation are undertaken fairly across all our departments and programs. For all tests and exams, it is the policy of the School that any electronic devices, e.g., cell phones, tablets, cameras, smart glasses, smart watch or iPod are strictly prohibited. These devices **MUST** be left either at home or with the student's bag/jacket at the front of the room and **MUST NOT** be at the test/exam desk or in the individual's pocket. Any student found with one of these prohibited devices will receive a grade of zero on the test or exam and this will be documented as a Scholastic Offence. Non-programmable calculators are only allowed when indicated by the instructor. The program is not responsible for stolen/lost or broken devices.

#### **B. Copyright and Audio/Video Recording Statement**

Course materials produced by faculty are copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

### **C. Rounding of Marks Statement**

Across the Basic Medical Sciences Undergraduate Education programs, we strive to maintain high standards that reflect the effort that both students and faculty put into the teaching and learning experience during this course. All students will be treated equally and evaluated based only on their actual achievement. **Final grades** in this course are rounded to the nearest whole number based on the first decimal place. For example, a grade of 74.49 or lower will be rounded to 74, whereas 74.50 or higher will be rounded to 75.

Marks WILL NOT be arbitrarily increased to the next grade or GPA, e.g., a 79 will NOT be increased to an 80, and 84 WILL NOT be increased to an 85, etc. The mark attained is the mark you achieved, and the mark assigned; requests for arbitrary mark increasing will be denied. Marks will be assigned based on assessments in the syllabus and no extra work or tasks will be assigned to increase a mark.

**Course grade** rounding provisions, as described above, differ from cumulative and term averages. Cumulative and term averages will be calculated to two decimal places and rounded to the nearest whole number with .45 rounded up, for the purposes of admission to and progression in modules, scholarship retention, and Dean's Honour List.

**Policy:** [Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students](#)

## **16. Support Services**

Students who are in emotional/mental distress should refer to Mental Health @Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

### **Statement on Gender-Based and Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Other important links:

- [Academic Advising \(Science and Basic Medical Sciences\)](#)
- [Learning Development and Success](#)
- [Office of the Registrar](#)
- [Wellness & Wellbeing](#)
- [Western USC Services](#)

## Appendix 1: Western University Academic Policies and Procedures

The policies and procedures listed in this syllabus are outlined in the table below. In some cases, a policy does not include an accompanied procedures document.

Academic Policy	Name of Policy/Procedure	Links
General Policy	Marks/Grades; Definitions of Grades; Grading Scale for Undergraduate Students	<a href="#">Policy</a>
General Policy	Structure of the Academic Year	<a href="#">Policy</a>
Registration, Progression, Graduation	Course Numbering Policy, Essay Courses, and Hours of Instruction	<a href="#">Policy</a>
Registration, Progression, Graduation	Undergraduate Course Credit	<a href="#">Policy</a> • <a href="#">Procedures</a>
Examinations	Definitions of Types of Examinations	<a href="#">Policy</a>
Examinations	Evaluation of Academic Performance	<a href="#">Policy</a>
Examinations	Examination Conflicts	<a href="#">Policy</a>
Rights and Responsibilities	Academic Accommodation for Students with Disabilities	<a href="#">Policy</a>
Rights and Responsibilities	Accommodation for Religious Holidays	<a href="#">Policy</a>
Rights and Responsibilities	Policy on Academic Consideration – Undergraduate Students in First Entry Programs	<a href="#">Policy</a> • <a href="#">Procedures</a>
Rights and Responsibilities	Requests for Relief from Academic Decisions (Undergraduate)	<a href="#">Policy</a> • <a href="#">Procedures</a>
Rights and Responsibilities	Requests for Relief from Academic Decisions (Graduate)	<a href="#">Policy</a> • <a href="#">Procedures</a>
Rights and Responsibilities	Scholastic Offences (Undergraduate)	<a href="#">Policy</a> • <a href="#">Procedures</a>
Rights and Responsibilities	Senate Review Board Academic Appeals	<a href="#">Policy</a> • <a href="#">Procedures</a>