

Department of Physiology and Pharmacology
Physiology 1021: Introduction to Human Physiology

Course Outline for Fall 2026/Winter 2027

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
September 9	October 10-18	December 9	December 10	December 11–22

September 30, 2026: National Day for Truth and Reconciliation; non-instructional day

September 17, 2026: Last day to add or drop a Fall/Winter 24-week course

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 4	February 13–21	April 9	April 10, 11	April 12–30

February 1, 2027: Last day to withdraw from a Fall/Winter 24-week course without academic penalty

3. Contact Information

Course Coordinator	Contact Information
Dr. Angela Beye	abeye2@uwo.ca

Instructor(s) or Teaching Assistant(s)	Contact Information
Dr. Christine Bell	cwitcher@uwo.ca
Dr. Stefan Everling	severlin@uwo.ca
Dr. Oana Birceanu	obirceanu@uwo.ca
Dr. Anita Woods	anita.woods@uwo.ca
Dr. Amin Manji	amanji44@uwo.ca

4. Course Description and Design

Delivery Mode: in-person

An introductory course outlining the principles of human/mammalian physiology along with a general survey of various physiological systems (e.g., cardiovascular, renal, neural, motor, gastrointestinal, endocrine, respiratory, etc.). Limited to students enrolled in first year Kinesiology and first year Bachelor of Science (Foods and Nutrition). 2 lecture hours, 1 tutorial hour.

Prerequisite(s): Grade 12U Biology or equivalent. Grade 12U Chemistry recommended.

Antirequisite(s): Physiology 1020, 2130, 3120, Physiology/Pharmacology 2000

Physiology 1021 is designed to help you learn the basic facts, concepts, and principles that are essential to your understanding of the function of the human body, so that you will be able to use that knowledge to solve physiological problems. Because many of you who are enrolled in this course intend to pursue careers related to health, the course will place some emphasis on clinical scenarios and disease (pathophysiology).

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites.

Timetabled Sessions

Component	Date(s)	Time
Lectures	Tuesdays & Thursdays	9:30-10:20AM
Tutorial	Tuesday, Wednesday, or Thursday	Depends on tutorial section enrolled in

- ☒ Asynchronous pre-work, such as pre-lecture videos, must be completed prior to lectures.
- ☒ Attendance at sessions is expected
- ☒ A PowerPoint recording of a lecture will be provided for two weeks following the lecture in case of absence. We will do our best to record class lectures but cannot guarantee every lecture will be posted should technical difficulties arise.
- ☒ Automated closed captioning (unedited) will be provided on video recordings

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/d2l/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

Upon successful completion of this course, students will be able to:

- Describe the functions of the nervous, sensory, endocrine, muscular, cardiovascular, renal, respiratory, gastrointestinal, and reproductive systems of the human body at the organ and cellular level
- Predict how these organs and organ systems will respond to a problem or pathology/disease to maintain homeostasis
- Integrate information from lectures to identify how organs and organ systems work together to maintain health and homeostasis

There are a few general objectives that you should always keep in mind as you study. You will be expected to be able to recall or recognize facts, concepts, or physiological principles. The ability to recall, however, is not so useful unless you can do something with the information that you have learned. Therefore, you should also be able to use your knowledge to explain physiological function.

Most important, of course, is your ability to use your knowledge to predict the consequences of alterations to normal physiological function or to predict changes in physiological systems. Not only are these latter objectives the most useful skills you can learn, but they are also the most interesting. Therefore, the type of effort you put into learning the course material will affect how well you do at applying what you have learned. We will be teaching you about different study methods to achieve the goal of long-term retention and a deep understanding of the course material, instead of just trying to memorize for the short-term.

6. Course Content and Schedule

Fall Schedule

Week	Dates	Topic	Instructor
1	Sept 9–13	Essentials 1	Dr. Beye
2	Sept 14–20	Essentials 2 & 3	Dr. Beye
3	Sept 21–27	Essentials 4 & 5	Dr. Beye
4	Sept 28–Oct 4	Essentials 6 Endocrine Physiology 1	Dr. Beye Dr. Bell
5	Oct 5–11	Endocrine Physiology 2 & 3	Dr. Bell
6	Oct 12–18	Reading Week (starts October 10th 12:01 AM)	
7	Oct 19–25	Endocrine Physiology 4 Sensory Physiology 1	Dr. Bell Dr. Everling
8	Oct 26–Nov 1	Sensory Physiology 2 & 3	Dr. Everling
9	Nov 2–8	Sensory Physiology 4 Motor Control Physiology	Dr. Everling
10	Nov 9–15	Skeletal Muscle Phys 1 & 2	Dr. Birceanu
11	Nov 16–22	Smooth Muscle Physiology Autonomic Nervous System Physiology	Dr. Birceanu
12	Nov 23–29	Cardiovascular Physiology 1 & 2	Dr. Beye
13	Nov 30–Dec 6	Cardiovascular Physiology 3 & 4	Dr. Beye
14	Dec 7–9	Cardiovascular Physiology 5	Dr. Beye

Winter Schedule

Week	Dates	Topic	Instructor
15	Jan 4-10	Cardiovascular Physiology 6 Renal Physiology 1	Dr. Beye Dr. Woods
16	Jan 11-17	Renal Physiology 2 & 3	Dr. Woods
17	Jan 18–24	Renal Physiology 4 & 5	Dr. Woods
18	Jan 25–Jan 31	Renal Physiology 6 & 7	Dr. Woods
19	Feb 1–7	Integrative Physiology 1 Respiratory Physiology 1	Dr. Woods Dr. Beye
20	Feb 8–14	Respiratory Physiology 2 & 3	Dr. Beye
21	Feb 15-21	Reading Week (starts February 13th 12:01 AM)	N/A
22	Feb 22–Feb 28	Respiratory Physiology 4 & 5	Dr. Beye
23	Mar 1–7	Integrative Physiology 2 Gastrointestinal Physiology 1	Dr. Beye Dr. Manji
24	Mar 8–14	Gastrointestinal Physiology 2 & 3	Dr. Manji
25	Mar 15–21	Gastrointestinal Physiology 4 & 5	Dr. Manji
26	Mar 22–28	Gastrointestinal Physiology 6 Reproductive Physiology 1	Dr. Manji Dr. Bell
27	Mar 29–Apr 4	Reproductive Physiology 2 & 3	Dr. Bell
28	Apr 5–11	Reproductive Physiology 4 Integrative Physiology 3	Dr. Bell

7. Participation and Engagement

We know first year can feel intimidating, but we've built in opportunities for you to get to know other students in the course, your teaching assistant, as well as your instructors. These resources will be helpful in keeping you motivated and feeling supported.

- ☒ Students are expected to participate and engage with lecture content as much as possible
- ☒ Students should participate during tutorial sessions in group activities with their small group and feel comfortable asking or answering questions posed by their teaching assistant
- ☒ Students can also participate by interacting in the discussion forums with their peers, teaching assistant, and instructors
- ☒ Students can also participate by attending weekly office hours with Dr. Beye and other instructors

8. Assessment and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date	Flexibility
Midterm Test 1 (covers content from Sept 10 – Oct 20)	Multiple choice	16%	October 30, 2026, 6:00PM (1 hr)	Not applicable
Midterm Test 2 (covers content from Oct 22-Dec 8)	Multiple choice	16%	December exam period (1 hr): scheduled by the Registrar	Not applicable

Midterm Test 3 (covers content from Jan 5 – Feb 11)	Multiple choice	16%	February 26, 2026, 6:00PM (1 hr)	Not applicable
Final Exam (cumulative)	Multiple choice	30%	April exam period (2.5 hrs): scheduled by the Registrar	Not applicable
Tutorial Attendance		6%	Weekly	Flexibility if missed: allow 5 missed tutorials without penalty over the full year, otherwise, reweigh this 6% onto the exams written in the course
Tutorial Quizzes	Multiple choice, in tutorial	4 @ 3% each (Drop lowest= Total 9%)	Quiz 1: Week of Oct 20 Quiz 2: Week of Dec 1 Quiz 3: Week of Feb 9 Quiz 4: Week of April 6	Flexibility if missed: Drop lowest quiz grade, reweigh any 3 remaining missed quizzes (3%) to next exam written
Midterm Test Reflections	Written short answer response during tutorial; group work	2 @ 3.5% each Total = 7%	Midterm 1 reflection: Week of Nov 10 @ at end of tutorial Midterm 2 reflection: Week of Jan 12 @ end of tutorial	Flexibility if missed: Submit individually in video format within 72 hrs with no penalty

Alternative Grading:

At the end of the course, the lowest test/exam grade will be automatically reweighed by reducing that test/exam by 6% and applying that equally to the other tests/exams written in the course. For example, if midterm 1 is your lowest grade, it will be worth 10%, making the other two midterms worth 18%, and the final exam worth 32%.

Designated Assessment: Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. See below for information on academic consideration policy and missed course work. For this course, the following assessment has been designated as requiring supporting documentation:

- **Midterm 1 (semester 1) & Midterm 3 (semester 2)**

Note: Exams in the December and April exam period ALWAYS require supporting documentation if they will be missed. Academic consideration will be submitted through the student absence portal (see page 9)

Information about flexibility in assessment

- ☒ Flexibility in assessment has been applied to this course; therefore, academic consideration requests will be denied on the assessments where flexibility is included, such as the midterm reflection assignment (see information on missed assessments below)

General information about assessments

- ☒ Rubrics will be used to evaluate the midterm reflection assignments and will be posted with the instructions
- ☒ Students are responsible for ensuring that the correct file version is uploaded for the midterm reflection assignment; incorrect submissions including corrupt files could be subject to late penalties (see 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 Undergraduate Chair within three (3) weeks from the date that the mark was issued.
- ☒ 15% of your course grade will be evaluated and returned 3 days prior to the drop deadline (see Evaluation of Academic Performance policy below).

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

Information about late or missed assessments:

- ☒ Students are **permitted to miss 5 tutorials** without penalty. If more than 5 tutorials are missed, the 6% assigned to this component will be equally distributed to the 4 tests/exams in the course. There will be no academic consideration for additional missed tutorials beyond the 5 permitted, even with documentation.
- ☒ There are no makeup **quizzes**. Instead, the weight of that quiz (3%) will be transferred onto the next test/exam that the student writes in the course. For example, if quiz 2 is missed, midterm 2 will be worth 19% rather than 16%. If multiple quizzes are missed, the first missed quiz will be dropped and the remainder will be reweighted to the next test/exam written in the course.
- ☒ Missed midterm reflection(s) will be done as an individual video assignment and submitted within 72 hours of the deadline without penalty
- ☒ Late midterm reflection assignment submissions will be subject to a late penalty of **10%/day**
- ☒ A **make-up test** will be offered to students who have received academic consideration for approved absences with supporting documentation, as follows:

Tentative date: Thursday, Nov 5 (tentative date): Makeup Midterm 1

Tentative date: Scheduled by department in early January: Makeup Midterm 2

Tentative date: Thursday, Mar 4 (tentative date): Makeup Midterm 3

The makeup final exam will be scheduled by the department in May 2027. *All these dates are tentative and subject to change based on scheduling and room availability.*

Only one makeup is offered for each test/exam. If a student's documentation covers an absence for both the regular test and makeup, the weight of that test will be added to the final exam in the course.

(Note: 2 of the 3 midterms must be written-see below) Therefore, only one midterm will be reweighted.

- ☒ Make-up tests/exams may be a different format than the original assessment
- ☒ Any tests/exams that are missed without approved academic consideration will receive a grade of 0 on that evaluation.
- ☒ **At least TWO midterms must be written to receive a final grade in the course.** If two midterms and their makeup tests are missed with approved academic consideration, the student may receive an INC and be required to write all missed midterms the next time the course is offered.
- ☒ If the final exam and final makeup exam is missed with approved academic consideration, the student will be withdrawn for the course without penalty (see SPC below)

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 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. If a student misses an SPC exam and is approved for academic consideration, they will be withdrawn from the course without academic penalty. If a student misses an SPC exam and is not approved for academic consideration, they will receive a grade of zero on the exam.

9. Communication

- ☒ Students should check the OWL Brightspace site every 24–48 hours
- ☒ A weekly update will be provided through Brightspace announcements
- ☒ Students should email Dr. Beye (abeye2@uwo.ca) with questions about the course structure or assignments, but an attempt to locate that information on the syllabus or Brightspace should be made first.
- ☒ Emails sent to Dr. Beye will be monitored during regular business hours; students will receive a response within 72 hours.
- ☒ Students should post all lecture content questions on Brightspace discussions so that everyone can access the questions and responses. These are monitored Monday – Friday by the instructors and/or teaching assistants.

10. Office Hours

- ☒ Dr. Beye's office hours will be held remotely using Zoom. Dates and times will be posted on Brightspace. Students will be able to sign up for an individual appointment with Dr. Beye (10 min appts). Information on how to sign up will be shared in class and through announcements.
- ☒ Office hours scheduling for other instructors will be posted on Brightspace.

11. Course Materials

- ☒ Required workbook from UWO Bookstore: Physiology 1021: Introduction to Human Physiology Custom Workbook for 2026-2027. You should bring this workbook to class each day. The cost is \$56.00 + tax. (SKU: M12373) <https://bookstore.uwo.ca/product/m12373>

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

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 day planner or app** to keep track of your courses and assignment deadlines. 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 into OWL Brightspace** to ensure you have seen everything posted.
3. **Follow checklists** created on OWL Brightspace or create your own to help you stay on track.
4. **Take notes** as you go through the material. Keeping handwritten notes will help you learn more effectively than just reading or listening in lecture. *Note: typed notes work too, but the literature suggests handwritten notes are a more effective learning strategy.*
5. **Connect with others**. Try forming a study group and meet on a weekly basis for studying and peer support. Tutorials are also a great place to get to know your peers, learn good study habits, and form supportive networks that might last for years.
6. **Do not be afraid to ask questions**. We welcome questions in class. Or if you are struggling with a topic, check the online discussions on OWL Brightspace and post your questions there. You will be anonymous to your peers. Feel free to answer other questions posted in the discussions too! Your teaching assistant will also answer questions in tutorial sessions.
7. **Make connections between lectures**. You should build in study time every week for this course. Try making flow charts, diagrams, comparisons, and big picture summaries.
8. **Reward yourself** for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.
9. Try to **keep a weekly routine**. Consistent wake-up times, regular exercise, and building in some enjoyable activities will help break up your week to balance academics and your own personal health and well-being.

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 [Student Absence 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](#)

and must be so structured that the student is required to demonstrate competence in essay writing to pass the course. The structure of the essay course must be such that in order to pass the course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course.

Policy: [Course Numbering Policy, Essay Courses, and Hours of Instruction](#)

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

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. The exam reflection assignment is to reflect the students' own thoughts and independent work. **AI cannot be used for your midterm reflection assignments.** 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 contributions.

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.

G. 15% Rule

At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade.

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

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Other important links:

- [Academic Advising \(Kinesiology\)](#)
- [Academic Advising \(Foods and Nutrition\)](#)
- [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	Policy
General Policy	Structure of the Academic Year	Policy
Registration, Progression, Graduation	Course Numbering Policy, Essay Courses, and Hours of Instruction	Policy
Registration, Progression, Graduation	Undergraduate Course Credit	Policy • Procedures
Examinations	Definitions of Types of Examinations	Policy
Examinations	Evaluation of Academic Performance	Policy
Examinations	Examination Conflicts	Policy
Rights and Responsibilities	Academic Accommodation for Students with Disabilities	Policy
Rights and Responsibilities	Accommodation for Religious Holidays	Policy
Rights and Responsibilities	Policy on Academic Consideration – Undergraduate Students in First Entry Programs	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Requests for Relief from Academic Decisions (Graduate)	Policy • Procedures
Rights and Responsibilities	Scholastic Offences (Undergraduate)	Policy • Procedures
Rights and Responsibilities	Senate Review Board Academic Appeals	Policy • Procedures