

Department of Physiology and Pharmacology
Physiology 3140A: Cell Physiology

Course Outline for Fall 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
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 12-week course

November 30, 2026: Last day to withdraw from a Fall 12-week course without academic penalty

3. Contact Information

Course Coordinator	Contact Information
Dr. Christine Bell	cwitcher@uwo.ca

Instructor(s) or Teaching Assistant(s)	Contact Information
Dr. John Di Guglielmo	john.diguglielmo@schulich.uwo.ca
Dr. Emily Day	eday9@uwo.ca
Dr. Chris Pin	cpin@uwo.ca

4. Course Description and Design

Delivery Mode: in-person

A survey of principles of cellular physiology including membrane, ion channel, receptor, and transport protein function, and signal transduction mechanisms. Extra Information: 3 lecture hours.

REQUISITES: Prerequisite(s): one of Physics 1201A/B, Physics 1401A/B, Physics 1501A/B, the former Physics 1028A/B, the former Physics 1301A/B; 1.0 course from: Calculus 1000A/B or Calculus 1500A/B, Calculus 1301A/B or Calculus 1501A/B, Data Science 1000A/B, Mathematics 1600A/B, Mathematics 1225A/B, Mathematics 1228A/B, Mathematics 1229A/B, Statistical Sciences 1024A/B, Applied Mathematics 1201A/B, Numerical and Mathematical Methods 1412A/B, Numerical and Mathematical Methods 1414A/B, the former Applied Mathematics 1412A/B, the former Applied Mathematics 1413, the former Applied Mathematics 1414A/B; Biology 1001A and Biology 1002B; or permission of the department. Integrated Science 1001X can be used as a prerequisite in place of Biology 1002B and Calculus 1301A/B. It is strongly recommended that Biochemistry 2280A and Biology 2382A/B be taken prior to Physiology 3140A. Open only to students who are registered in Years 3 or 4.

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
Lecture	Mon/Wed/Fri	9:30-10:30

- ☒ Attendance at sessions is required
- ☒ Missed work should be completed within 72 hours

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

1. Explore how cells are programmed to respond to cues, including membrane biology, signaling pathways, and the epigenetic landscape.
2. Examine how cells adapt to changing environmental conditions, including post-translational modification, mitochondrial function, and gene expression.
3. Develop an understanding of how disruption of these processes and adaptations can promote cell pathology.
4. Connect these pathologies to diseases that may be inherited or acquired.

5. Engage in the iterative practices of scientific inquiry, including generating and refining hypotheses, incorporating evidence-based feedback, and working collaboratively as a research team.
6. Mobilize scientific knowledge for audiences beyond the discipline, including translating a course concept into an accurate, audience-appropriate output and articulating the reasoning behind what was simplified, kept, or omitted.

6.

Course Description

After completing this course, the student will understand the fundamentals of cellular physiology and the cellular basis of disease, from the molecule to the cell to the tissue. They will additionally garner knowledge of how individual cells are integrated into functional tissues and how cells sense and adapt to their environment. The latter will expose students to membrane biology and transport, receptor and ion-channel signalling, mitochondrial function and bioenergetics, and the transcriptional and epigenetic control of gene expression. Students will further develop critical thinking and presentation skills through discussion of the current literature and by engaging in the iterative practices of scientific inquiry as a collaborative research team.

Specific Course Objectives

After completing this course, students will understand, at an appropriate level, the essentials of membrane structure and lipid-bilayer properties, cell–matrix and cell–cell interactions, epithelial polarity and transport across epithelia, the cytoskeleton and scaffolding proteins, ion-channel structure and function, calcium and gap-junction signalling, enzyme-linked and G-protein-coupled receptor signal transduction, mitochondrial bioenergetics and dynamics (fission, fusion, biogenesis and mitophagy), and the pathways that connect the membrane to the nucleus to govern transcription and the epigenetic landscape. They will also garner an understanding of key pathobiologic states, whether inherited or acquired, and their cellular origins. Those states include but aren't limited to: ion-channel diseases (channelopathies), mitochondrial disease, the contributions of mitochondrial dysfunction to cancer, inflammation and aging, and disorders arising from dysregulated signalling, transcriptional or epigenetic control, and impaired DNA damage repair.

7. Course Content and Schedule

Sept. 2026			
Week 1	Wednesday, September 9	Course Introduction	Dr. Bell / Dr. Di Guglielmo
	Friday, September 11	Integrating Cells into Tissues	Dr. Di Guglielmo
Week 2	Monday, September 14	Cell-Matrix Interactions	Dr. Di Guglielmo
	Wednesday, September 16	Cell-Matrix Interactions II	Dr. Di Guglielmo
	Friday, September 18	Cell-Cell Interactions	Dr. Di Guglielmo
Week 3	Monday, September 21	Epithelial Cell Polarity / Properties	Dr. Di Guglielmo
	Wednesday, September 23	Transport Across Epithelium	Dr. Di Guglielmo
	Friday, September 25	Cytoskeleton / Scaffolding Proteins	Dr. Di Guglielmo
Week 4	Monday, September 28	Membrane Properties / Lipid Bilayer	Dr. Di Guglielmo
	Wednesday, September 30	Truth and Reconciliation Day — no lecture	
October 2026			
	Friday, October 2	Membrane Rafts / Signaling Platforms	Dr. Di Guglielmo
Week 5	Monday, October 5	Ion Channels	Dr. Bell
	Wednesday, October 7	Patch Clamp	Dr. Bell
	Friday, October 9	Ligand gated channels	Dr. Bell
Week 6	Monday, October 12	Reading Week — no lecture	
	Wednesday, October 14	Reading Week — no lecture	
	Friday, October 16	Reading Week — no lecture	
Week 7	Monday, October 19	Review/Active Learning session	Dr. Bell
	Wednesday, October 21	Mechanical Ion Channels	Dr. Bell
	Friday, October 23	SNARE complex	Dr. Bell
Week 8	Monday, October 26	Gap Junctions	Dr. Bell
	Wednesday, October 28	Enzyme Linked Receptors	Dr. Di Guglielmo
	Friday, October 30	GPCR signalling & connection to Mitochondria	Dr. Day
November 2026			
Week 9	Monday, November 2	Introduction to structure and bioenergetics	Dr. Day
	Wednesday, November 4	Mitochondrial dynamic fission fusion - mitophagy	Dr. Day
	Friday, November 6	Mitochondrial biogenesis and exercise - aging	Dr. Day
Week 10	Monday, November 9	Mitochondria cancer and inflammation	Dr. Day
	Wednesday, November 11	Mitochondrial disease	Dr. Day
	Friday, November 13	From Membrane to Nucleus I — WNT/b-catenin	Dr. Pin
Week 11	Monday, November 16	From Membrane to Nucleus II — TGFb/SMADs	Dr. Pin
	Wednesday, November 18	Nuclear Organization and Structure	Dr. Pin
	Friday, November 20	In-class working lecture for group project	Dr. Pin/Bell
Week 12	Monday, November 23	Transcription I — Genes, Promoters & Enhancers	Dr. Pin
	Wednesday, November 25	Transcription II — Transcription Factors	Dr. Pin
	Friday, November 27	Transcription III — Nuclear Receptors	Dr. Pin
Week 13	Monday, November 30	Epigenetics I — Histone Modifications	Dr. Pin
December 2026			
	Wednesday, December 2	Epigenetics II — DNA Methylation	Dr. Pin
	Friday, December 4	Epigenetics III — Non-coding RNAs	Dr. Pin
Week 14	Monday, December 7	DNA Damage and Repair I	Dr. Pin
	Wednesday, December 9	DNA Damage and Repair II	Dr. Pin

8. Participation and Engagement

- ☒ Students are expected to participate and engage with content as much as possible

9. Assessment and Evaluation

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

Assessment	Format	Weighting	Due Date	Flexibility
Group project Consists of: Task 1-4 below	Written/group	25% (see break down below)	See Tasks 1-4 below	These tasks have a no late-penalty period of 72 hours. Any task (1-4) submitted after the extension period will receive a 10% deduction for every day it is late.
Task 1: Submit group member names and protein choice	Online: see Brightspace for details	1%	Friday Oct 2 at 11:59 PM	
Task 2: Brief and Evidence Dossier	Written/group work see Brightspace for details	5%	Friday, Oct 9 at 5 PM	
Task 3: Hypothesis and Reasoning Chain	Written/group work see Brightspace for details	5%	Friday, Oct 23 at 11:59 PM	
Task 4: Experimental Test Design	Written/group work see Brightspace for details	8%	Friday, November 13 at 11:59 PM	
Task 5:	Written/group work see Brightspace for details	6%	Monday, November 30 at 11:59 PM	
Creative Concept Communication	Asynchronous/individual	9%	Friday, December 4, 2026 at 11:59 PM	This assessment has a no late-penalty period of 72 hours. Any project submitted after

				the extension period will receive a 10% deduction for every day it is late.
Midterm Test	Written/In Person	33%	Oct 24, 2026 – 7PM 2H	Not applicable: designated assessment
Final Exam	Written/In Person	33%	Dec exam period, 2026 2H	Not applicable

Designated Assessment: For this course the following assessment has been designated as requiring supporting documentation: **Midterm Test**

The midterm and final exam are worth 33% each. The final exam will cover material from the midterm forward. Questions will be multiple choice and short answer and will ask student to draw diagrams, explain/extrapolate from lecture material and design/critique experiments based on lecture notes/paper presentations.

The make-up test for the midterm will be conducted as part of the final exam. If a student misses the make-up test, the student will be given a cumulative final exam with extended time to write both. It will occur at the same time as the final exam. The student will be given appropriate time to complete the cumulative midterm make-up/final exam, up to four hours. A single crib sheet will be permitted.

Information about flexibility in assessment

- ☒ Flexibility in assessment has been applied to this course; therefore, academic consideration requests may be denied on the assessments where flexibility is included

General information about assessments

- ☒ Group project details will be posted on Brightspace.
- ☒ 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.
- ☒ Rubrics will be used to evaluate assignments and will be posted with the instructions.
- ☒ Feedback will be returned to students for the Midterm test, but not for the final exam.
- ☒ Students will be allowed to use crib sheets (also referred to as a 'note card') for all tests and exams as outlined by Dr. Bell on the course OWL site. Format: Handwritten, 4x6" card, both sides.
- ☒ A student might not receive the same grade as their group members if it is determined that the completion of work was not equitable.
- ☒ 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.
- ☒ A +1 overcompensation mark for the short answer section on the midterm test and final exam will be awarded for attempted questions. If a student requests a regrade, the +1 overcompensation mark will be forfeited regardless of the outcome of the regrade.
- ☒ 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:

- ☒ Late assessments without academic consideration will be subject to a late penalty of **10 %/day**
- ☒ An assessment cannot be submitted after it has been returned to the class; If proper documentation is provided for the entire group (if applicable) the weight will be transferred to the other components of the group project (for the group project) or the final exam (for the Creative Concept Communication).
- ☒ One make-up test will be offered as a cumulative final exam.
- ☒ Only one special examination (see below) will be offered in January

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.

10. Communication

- ☒ Students should check the OWL Brightspace site every 24–48 hours
- ☒ Students should email their instructor(s) and teaching assistant(s) using email
- ☒ Emails will be monitored daily; students will receive a response in 24–48 hours
- ☒ This course will use discussions on Brightspace
- ☒ Students should post all course-related queries on the discussion forum so that everyone can access the questions and responses

11. Office Hours

- ☒ Office hours will be held on Zoom
- ☒ Office hours will be held by appointment

- ☒ Office hours will be individual

12. Course Materials

- ☒ All resources will be posted on OWL Brightspace

13. 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).

14. 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 your time throughout the course.
2. Make it a daily habit to log onto OWL Brightspace to ensure you have seen everything posted to help you succeed in this class.
3. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
4. Set time aside after every class to summarize the key points from memory and make note of what might be important to include on your cue card.
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 for clarification on topics. If something is not clear with a topic, 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.

15. 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.

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

E. Statement on the Use of Electronic Devices

See BMSUE policy below.

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

In this course, students are permitted and encouraged to use generative AI tools (such as ChatGPT, Claude, Copilot, and similar) as a support for their learning and work. You may use these tools for information gathering and brainstorming, to help draft, organize, and refine your ideas—for example, to outline an argument, restructure a paragraph, explore counterpoints, or clarify your writing. AI is welcome here as a tool that supports your thinking, not as a replacement for it. The core ideas, arguments, analysis, and conclusions in your work must be your own: you are responsible for critically evaluating anything a tool produces, verifying its accuracy, and ensuring that the final product reflects your own understanding and independent judgment. In keeping with the principle of transparency, students will be required to disclose their use of AI. Sources—including AI tools—should be appropriately attributed and passing off AI-generated content as wholly your own original work, without disclosure, is a violation of academic integrity. By using these tools openly, thoughtfully, and honestly, you contribute to a responsible and ethical learning environment that values critical thinking, independent inquiry, and original contribution.

G. Turnitin and other similarity review software

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.

H. 15% Rule

At least three days prior to the deadline for withdrawal without academic penalty, students will receive assessment of work accounting for at least 15% of their final grade. Generally, students can expect some form of feedback on their performance in a course before the drop date.

Policy: [Evaluation of Academic Performance](#)

16. 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](#)

17. 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 \(Science and Basic Medical Sciences\)](#)
- [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	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

