

Department of Physiology and Pharmacology
Life Course and Reproductive Health – Physiology 4740A

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. As we study reproductive health across the life course, we acknowledge that Indigenous peoples have long understood the interconnections between environmental health, community wellbeing, and reproductive outcomes. Their traditional knowledge systems recognised many of the relationships between land, water, air quality, and human health that we now explore through contemporary physiological science. We commit to approaching our study of reproductive health with respect for diverse ways of knowing and with awareness that health equity remains an ongoing challenge, particularly for Indigenous communities in accessing reproductive healthcare.

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 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 Timothy Regnault	tim.regnault@uwo.ca

Instructor(s) or Teaching Assistant(s)	Contact Information
Dr Christine Bell	cwitche@uwo.ca
Dr Daniel Hardy	Daniel.Hardy@schulich.uwo.ca
Dr Dean Betts	Dean.Betts@schulich.uwo.ca
Dr Ute Schwarz	uswarz@uwo.ca
Dr Michelle Mottola	mmottola@uwo.ca
Dr Noha Gomaa	noha.gomaa@schulich.uwo.ca
Dr Jasna Twynstra	jjunuzo@uwo.ca

Dr Patti Kiser	pkiser@uwo.ca
Nouran Al-Banaa (TA)	

4. Course Description and Design

Description:

Physiology 4740A examines reproductive physiology across the life course through the lens of functional exposomics: the cumulative biological consequence of nutritional, pharmacological, microbial, environmental, social, and climatic exposures acting from preconception through pregnancy and into the next generation.

The course is built as a spiral curriculum. The first half establishes the conceptual framework: reproductive health as a global health and equity issue tied to the United Nations Sustainable Development Goals (SDGs); the core mechanisms through which an exposure becomes biology (epigenetic regulation, oxidative stress, and inflammation); allostatic load as the physiology of cumulative stress and the bridge from the HPA to the HPG axis; and the foundational biology of the female and male gametes.

The second half returns to those mechanisms through successive classes of exposure, including nutritional and behavioural, pharmacological, microbial and disease-related, social, and environmental and climatic. Each is examined for how it is encountered, how it acts on reproductive tissue and the developing offspring, and what it carries into the next generation.

Alongside content, the course builds the working skills of a reproductive physiologist. Structured in-class exercises develop critical reading and critique of primary literature, concept integration through a mind-map exercise, experimental design paired with the disclosed and appropriate use of AI tools in science, and science communication. Running in parallel, an advocacy project moves students from a baseline reflection on reproductive health and the SDGs, through the design and delivery of their own survey instrument, to a final advocacy presentation, developing agency in translating physiological evidence into public- and policy-facing argument.

Throughout, students are asked to weigh the strength of causal evidence and to situate reproductive health within the ethical and economic realities of different global settings.

Delivery Mode: Blended

One to two hours or equivalent online pre class reading/group work and,

Two hours in-person lecture/invited speaker or in class work period

Prerequisite: Physiology 3120

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
Online work – reading/group activities	Pre lecture	flexible
Lecture	Thursday	10:30-12:20 pm

- ☒ Asynchronous pre-work must be completed prior to attending sessions
- ☒ Attendance at sessions is required
- ☒ Missed work should be completed within 48 hours
- ☒ A recording will, where possible, be provided of the sessions

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:

1. Analyse integrated reproductive physiological systems and their regulatory mechanisms across the life course, from preconception through the postpartum period.
2. Apply core mechanistic frameworks, epigenetics, oxidative stress, and inflammation, to explain how environmental, lifestyle, and social exposures translate into reproductive and developmental outcomes.
3. Assess how cumulative exposures (the functional exposome) shape gametes, pregnancy physiology, and intergenerational health using the Developmental Origins of Health and Disease (DOHaD) framework.
4. Critically evaluate primary research literature on reproductive exposures, including study design, mechanism, strength of evidence, and translational relevance.
5. Appreciate emerging applications of precision medicine, artificial intelligence, and predictive modelling in identifying, mitigating, and addressing reproductive health risks.
6. Connect reproductive physiology and the exposome to global health priorities, the United Nations Sustainable Development Goals, and questions of health equity and reproductive justice.
7. Design, deliver, and critically appraise an evidence-based advocacy deliverable, including survey design, science communication to non-specialist audiences, and the responsible, disclosed use of AI tools in scientific work.

6. Course Content and Schedule

Week	Dates	Lecture #	Topic	Instructor
1	Sept 9–13	1	Foundations of Reproductive Health and the Life Course: Functional Exposomics, DOHaD, and the UN SDGs	Regnault/Bell
2	Sept 14–20	2	Core Mechanisms of the Reproductive Exposome: Epigenetics, Oxidative Stress, and Inflammation	Regnault/Al-Banaa
3	Sept 21–27	3	Allostatic Load: Integrating Mechanisms Through Cumulative Stress, CNS Control, and Reproductive Outcomes	Olson/Bell
4	Sept 28–Oct 4	4	The Female Gamete and Assisted Reproduction: Environmental Stress, Oocyte Vulnerability, and Sustainable ART	Bell/Betts
5	Oct 5–11	5	The Male Gamete: Paternal Exposures and the Sperm Epigenome	Hardy/Bell/Regnault
6	Oct 12–18		Reading Week (starts October 10 th 12:01 AM)	Students
7	Oct 19–25	6	Nutrition and Exercise: Modifiable Exposomes Across the Reproductive Life Course	Twynstra/Mottola
8	Oct 26–Nov 1	7	Drug Metabolism and the Pharmacological Exposome: From Preconception to Postpartum	Schwarz/Holloway
9	Nov 2–8	8	The Reproductive Microbiome: Host–Microbe Interactions Across the Life Course	Sloboda/Bell
10	Nov 9–15	9	Climate Change and Reproductive Health: Heat Stress as an Emerging Exposome	Regnault/Al-Banaa
11	Nov 16–22	10	Disease as Exposure: Communicable and Non-Communicable Diseases in Reproductive Health	Kiser/Sarr
12	Nov 23–29	11	Maternal Oral Health and the Socio-Exposome: Pathways to Fetal and Child Development	Gomaa/Bell/Raha
13	Nov 30–Dec 6	12	Plastics, Pollution, and Legacy Chemicals: The Chemical Exposome and Course Synthesis	Regnault/Bell
1-13	Sept 9 th – Dec 6 th	1-12	<i>In class activities</i> - AI pledge (week 1), Skills development I (Week 2), Mind-map project (Weeks 5, 9 and 10), Advocacy project (Weeks 3,5,9 and 13), Skills development II (Week 10) and Skills development III (Week 11).	Regnault/Al-Banaa/Bell

7. Participation and Engagement

- ☒ Students are expected to participate and engage with content, both pre lecture and during lecture as much as possible
- ☒ Students will participate during in class work sessions for skill development based exercises and student advocacy exercises
- ☒ Students are expected to participate by interacting in the forums with their peers and 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 (First five lectures)	MCQ, Mixed format short answer paragraph responses	25%	24 th October (Saturday)	Not applicable: designated assessment
Mind-Map Concept Integration project	Home-built visual mind-map and 1-page rationale submission.	Total:10% (4%)	5 th November	72-hr no late penalty for the visual map and 1 page submission.
	In-class/written defence	(6%)	12 th November	
Advocacy project 1) Self-Reflection and pre survey 2) Reflection on Speakers and UN SDGs application (in-class) 3) Survey Development and Survey Presentations 4) Final Reflection and post survey	Written/oral In-class/Written	Total: 30% (5%)	24 th September	72-hour no late penalty for the reflection components.
	In-class/Written	(5%)	8 th October	
	In-class/Written/ Oral	(15%)	5 th November and 3 rd December	
	Written/asynchronously	(5%)	8 th December (9 AM)	
Final Exam (Lectures 6–12; concepts from Lectures 1–5 will be required for full marks)	Mixed format short answer paragraph responses	35%	During the December exam period (Dec 11-22)	Not applicable

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 Test on October 24th.

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

- ☑ Under the Mind-Map project, the Home-built visual mind-map and 1-page rationale submission will have flexibility, however the in class written defence does not. The assignment deadlines can be found above in the course outline
- ☑ Under the Advocacy Project: Each reflection will have flexibility, however the oral presentation does not. The assignment deadlines can be found above in the course outline.
- ☑ For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without a late penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 10% per day will be subtracted from the assessed grade up to a maximum of 30% after which the reflection will be given a grade of 0 if not submitted. Requests for academic consideration must be submitted within 48 hours of the **original deadline**. The instructor reserves the right to deny such academic considerations, given the deadline flexibility provided. If you have a long- term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor **at least one week prior to the posted deadline**.

General information about assessments

- ☑ All assignments are due at 0900 EST unless otherwise specified
- ☑ 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)
- ☑ Students will have unlimited submissions to Turnitin
- ☑ Rubrics will be used to evaluate Mind mapping and advocacy assessments and will be posted with the instructions
- ☑ A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal
- ☑ 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. For the Advocacy Project, please connect with Dr. Bell. For the Mind Mapping exercise and Test/Exam, please connect with Dr. Regnault. 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.

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 **10%/day** to a max of 30%, at which point, it will receive a 0 as a grade if not submitted.
- ☑ An assessment cannot be submitted after it has been returned to the class.
- ☑ A make-up test for the mid-term test **will not be offered**, and the weight of the missed mid-term will be transferred to a course cumulative, final examination, which may be a different format than the original assessment.

- ☒ A pass must be achieved on the final examination to pass the course.
- ☒ If the mind mapping in class exercise is missed, the weight of that exercise will be shifted to the Final Exam.
- ☒ If the oral presentation is missed (Advocacy project), the weight of the presentation will be shifted to the creation of the survey and the final reflection.
- ☒ 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.

9. 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; students will receive a timely response generally within 48 hours
- ☒ This course will use Brightspace.
- ☒ Students should post all course-related queries on the discussion forum so that everyone can access the questions and responses

10. Office Hours

- ☒ Office hours are not offered for this course. TA support is provided and individual instructors may be contacted on a needs only basis.

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 regarding the course based exercises in Week 1**

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 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. Follow checklists created on OWL Brightspace or create your own to help you stay on track.
4. 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.
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.

14. Western Academic Policies/Procedures and Statements

A. Absence from Course Commitments

Medical, Compassionate, or Extenuating Circumstances

Students missing coursework 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](#)

F. Statement on the Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations. See section 15A.

G. 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. Assignments should reflect the students' own thoughts and independent written work. Where AI is used, including in specified in-class exercises where its use is directed, that use must be disclosed.. 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.

H. 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](https://www.turnitin.com).

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