

**KIN 2994B - Specific Populations, Healthy Engagement, Rehabilitation & Exercise (SPHERE)
 Winter 2025**

Welcome to KIN SPHERE! I'm excited for this semester of learning. In this course, we will focus on the practical aspects of group and individual exercise for specific populations (e.g., older adults, children, pregnancy, disability, etc.). We will be reviewing some things you may have learned in first year (like training principles, theories of behaviour change and psychological strategies) and expanding on these concepts by considering their application in programming exercise for specific populations. Students will apply a broad range of Kinesiology concepts while honing their leadership and instructional competence, exercise prescription and adaptation and movement demonstration skills.

The goal is to leave this course feeling confident to prescribe safe and effective exercise and to promote and motivate optimal levels of daily physical activity for a variety of populations who may experience added barriers to physical activity engagement.

<p>Instructor: Dr. Molly Driediger Office: TH 4153 Email: mdriedig@uwo.ca Phone: 519-661-2111 ext. 85078 Office Hrs: by appointment</p> <p>TAs: Myranda Hawthorne mhawtho3@uwo.ca Clarissa Sladek csladek@uwo.ca Babac Salmani bsalmani@uwo.ca</p>	<p>Lectures: Mondays 2:30-3:30 pm (starting Jan. 13th)</p> <p>Labs: (starting week of Jan. 13th) 002 Wed 12:30-2:30 pm 003 Th 11:30 am-1:30 pm 004 Fri 10:30 am-12:30 pm</p> <p>Instruction Mode: Blended</p> <p>1h/week in-person lecture 2h/week in-person labs 2h/week lab preparation, field trips, readings</p> <p><i>Lectures and labs will not be recorded or posted online.</i></p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within "Communications" in the top toolbar. Check the website regularly for course announcements.

<p>Calendar Course Description (including prerequisites/anti-requisites): This course is an introduction to the basic knowledge and techniques essential in designing exercise programs for specific populations. Students are expected to learn, and put into practice, techniques used to develop muscular strength/endurance, flexibility and cardiovascular fitness.</p> <p>Antirequisite(s): The former Kinesiology 2962A/B.</p> <p>Prerequisite(s): Completion of the first year Kinesiology program and registration in the School of Kinesiology.</p> <p>Extra Information: 5 lecture/laboratory hours.</p>
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You are responsible for ensuring that you have successfully completed all course prerequisites, and

that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the prerequisites 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 if you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated prerequisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic advisor.

My Course Description

This course is a collaborative learning student-centered activity course. It is an introduction to the basic knowledge and techniques essential in designing activity and exercise programs for a sample of specific populations. Students are expected to learn and put into practice evidence-based techniques used to develop muscular strength, muscular endurance, flexibility, aerobic fitness, and healthy physical activity for select populations. These populations may include: pre/postnatal, older adults, preschoolers and children, metabolic conditions, chronic disease, and disability.

Overarching Course Objective:

Everyone needs to move to be healthy. All individuals have the right to engage in accessible, safe, and effective physical activity.

Learning Outcomes/Schedule:

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

1. Summarize and apply **health behaviour change theories** and **psychological strategies** to promote the initiation and maintenance of physical activity among individuals representing specific populations.
2. Recognize and implement the applicable **physical activity guidelines** when designing conditioning programs for individuals from select populations.
3. Source, interpret, **critically appraise**, and discuss physical activity-related media and scholarly articles and **collaborate** with others to **organize, and deliver** succinct information to peers.
4. **Recognize, appreciate and reflect on** the benefits and value of a physically active lifestyle, including potential barriers and facilitators for select populations.
5. **Design and prescribe safe, effective** activities or exercise programs that target physical literacy, promote healthy movement and improve muscular strength and endurance, flexibility, and cardiorespiratory fitness to individuals from select populations.
6. **Plan, create, deliver, and participate** in a variety of activities targeted at specific populations to apply strategies used by instructors to motivate, educate, and engage participants.
7. Provide **constructive, effective feedback** to peers to share understanding and to improve the safe, effective prescription of exercise to specific populations.
8. Apply knowledge in a **real-world setting** to learn to value service through independent field-based experiential learning with community partners (e.g., Special Olympics, Canadian Centre for Activity and Aging, City of London, Track 3 Adaptive Ski School at Boler Mountain, etc.).
9. **Engage** in local community-based group exercise classes to **critically reflect, evaluate** and **compare** leadership styles, instructional practices and class design elements.

10. Translate and communicate health and exercise knowledge succinctly and to a “lay” audience.

Course Format:

Half course, 0.5 course, blended design, ~5h/week

1h/week in-person lecture

2h/week in-person lab

2h/week lab preparation, readings and independent field trips*

Required Course Material:

There is no textbook for the course.

The **Content** tool in **OWL Brightspace** will be used to post weekly lecture slides, outline weekly lab tasks, learning objectives and resources. In addition to labs and lectures, expect to spend **1-2h each week** reviewing information in preparation for labs, reading assigned articles and planning/engaging in independent field trips.

The PDF lecture slides that are posted to OWL do not include all of the information presented and discussed during lecture. To do well in this course, students must attend lectures and participate in group activities and discussions during lecture.

Labs:

The lab component is set up as a flipped classroom. Students are expected to review the online content and lab instructions on Brightspace prior to attending each lab. Lab time is then used to engage in hands-on, collaborative activities that requires application of the knowledge read or viewed prior (Educause, 2012).

Due to the nature of this course, including the requirement for active physical participation, please dress accordingly (e.g., running shoes, shorts or gym pants/leggings, and t-shirts) for labs.

If you wish to change prior to class, please arrive early and use the change rooms located in the hall adjacent to the gym in Elborn College.

Outdoor shoes, bags, food and drink are not allowed in the lab space. Always bring a lock to secure your belongings in one of the lockers located in the hallway by the atrium on the main floor of Thames Hall. Locks must be removed daily.

Due to a strict maximum number of students in each laboratory section, students are not permitted to attend alternate lab sections. **YOU MUST ATTEND THE SESSION YOU ARE REGISTERED FOR.**

Course Conduct:

Students are expected to attend all lectures and labs (see course-specific conditions). If absent, students are expected to connect with peers to gather any missed content.

Students are expected to be prepared and on-time for their scheduled lab, to demonstrate effortful engagement and professional and collaborative conduct at all times. This also applies to conduct during independent field trips. You are representing Western and the School of Kinesiology. It is a privilege to be able to do the activities offered during this course.

Etiquette:

Your instructor prefers to be addressed by their professional title (Dr.); however, it is acceptable to use the first names of your teaching assistants. If you have a preferred name or pronoun that we get wrong, or if we mispronounce your name, please correct us. We wish to foster a respectful learning space where all students feel welcome and comfortable to ask questions, share ideas and diverse

perspectives. I expect students and instructors to be respectful and supportive of each other at all times.

***Field Trips:**

Students are expected to plan, prepare for, travel to/from and participate in these community-based experiences independently (or with classmates) outside of class time.

Students are responsible for signing up for and attending **two (2)** community movement-based activities, including:

- **One** CCAA/City of London Senior Fitness classes. Students must attend *at least ONE* class between **January 6th and March 1st** to complete the *Independent Field Trip assignment # 1 (due March 1st)*.
- **One activity** from a selection of Special Olympics sports and activities (e.g., bowling, rhythmic gymnastics, basketball, floorball, etc.), or a StrongHER pre- and postnatal exercise class. Students must attend this activity at any time from **January 15th until March 28th** to complete the *Independent Field Trip assignment # 2*. Sign-up early as spaces are limited and are first-come, first-served.
 - **Special Olympics activities will not run March 10-14th as schools are closed for March Break.**

The following points apply to the field trip component:

- **Field trip forms (waivers for liability)** must be signed and **submitted to OWL prior to traveling to EACH of the off-campus facilities for the first time**. Students are required to submit 2 separate forms. These can be submitted at any time prior to traveling to each activity.
- All activities (with the exception of S.O. bowling) are **complimentary** (no charge). This is a huge privilege. Letters of thanks are encouraged and will be collected at the end of the semester.
- **Students will require the use of a bus pass, or a reliable mode of transportation, to/from facilities off-campus and/or within the London community**. Again, complete the field trip form prior to travel.
- Students must arrive 15-20 minutes before the start of an activity to introduce themselves, ask questions, and meet the instructor/coach/supervisor.
- Students are expected to fully participate in each field trip activity, exercise class, or sport. ***Those who are unable to engage fully must obtain formal academic consideration from a Kinesiology academic advisor.***
- Students are expected to be respectful of the facility, any instructors/coaches and other participants or clientele. **Reports of inappropriate behavior will result in a grade of zero on your assignment and any deviations to the Student Code of Conduct will result in disciplinary action.**
- **Most importantly, try something new and have fun!!!**

Tips to Succeed in this Course:

- Read the course outline!
- Explore and get familiar with Brightspace.
- **Attend and participate in lectures.** Think about applying content.
- **Attend and participate in labs.** Collaborate. Apply content.
- Sign up for and put the independent field trips into your calendar now. Make a plan, complete them early in the semester. This will help you prepare for other assignments (group exercise class delivery) and give you time when things pile up and get hectic later in the semester.
- Put the assignment due dates into your calendar now. Review the assignments and ask questions now. Know what needs to be done and submitted when.
- **Make friends, work together, have fun!**
- **Practice, practice, practice!**

Course Evaluation:

Due dates are provided below and will be communicated on OWL Brightspace **Calendar** and within **Assignments**.

Evaluation	Value	Description	Learning Outcome	Date
PARTICIPATION				
Lab Participation	10%	<p>Students will work to complete assignments and fulfill learning objectives.</p> <p>1 mark = proof of lab task completion <i>during lab time</i> (not accepted at any other time).</p> <p>Mark achieved on best 10 of 11 labs will be applied to final grade.</p>	1, 2, 3, 4, 5, 6, 10	<p>Assessed at end of each lab, starting Week of Jan. 13th.</p> <p>There are a total of 11 labs.</p> <p>Review course specific conditions for important information on lab participation.</p>
ASSIGNMENTS				
Specific Population Lecture Slide Assignment	5%	In groups of 4 , students will be required to create a short 5-10 min slide show to introduce and review exercise prescription for their selected population. This slide show will be used by students to introduce their Specific Population Activity Presentation.	1, 2, 3, 4, 5, 10	<p>Friday Feb. 7th</p> <p>*Groups, populations and schedules are determined in first lab</p>
*Independent Field Trip Assignment # 1: CCAA exercise class report	10%	Students will independently sign-up for and attend one group exercise class targeted at older adults and delivered by the Canadian Centre for Activity and Aging (CCAA). Students will reflect on their experience and analyze this class by submitting a written report.	4, 6, 8, 9	Monday March 3rd
*Independent Field Trip Assignment # 2: Special Olympics Infographic	15%	Students will independently sign-up for and attend Special Olympics, pregnancy or a second CCAA senior exercise class. Students will submit an infographic report to apply course content and reflect on their experience.	4, 6, 8, 9	Monday March 24th
Specific Population Activity Presentation	25%	In groups, students will be required to plan, instruct and lead an activity or exercise class targeted to individuals from a select population.	5, 6, 7, 10	Presented as scheduled during lab time in last 5-6 weeks of labs

				*Groups, modalities and schedules are determined in first lab
Strength-Based Feedback Delivery	5%	Students who engage in each student-led exercise class will deliver strength-based feedback to the instructors.	5, 8, 9, 10	As scheduled during lab time in last 5-6 weeks of term
TESTS				
Final Exam	30%	<i>Multiple choice, 2h, in-person, cumulative</i>	1, 2, 4, 5, 6	FINAL EXAM Cumulative, Scheduled by Registrar during final exam period

Make-up exam:

Per University policy, makeup examinations for the final exam (i.e., during the December exam periods) are held on the second Thursday in May (for full courses and second-term courses), excepting when a change to this date is approved by the Associate Dean.

“Late” policy:

Assigned work, including formal assignments and lab work documentation are due as communicated below and in OWL. Assignments are due **before** the date and time listed. All assignments submitted through OWL Brightspace are due before 11:59 pm. **Should extenuating circumstances arise, students are permitted to submit this assignment up to 48 hours past the deadline without a late penalty. Academic consideration is not required for this extension.** Students submitting their assessment beyond the automatic 48-hour extension (after 11:59 pm) will receive a zero. Academic consideration requests may be granted only for extenuating circumstances that began before the deadline and last longer than the extension.

Course-Specific Conditions:

This is a movement course. The laboratories within this course are designed to provide students with the opportunity to apply concepts discussed in lecture. It is important that all students in this course observe, analyze and take part in a variety of movements, in real time. There is also group work and collaboration in this course. Students will depend on reliable participation from peers to fulfill learning objectives. There are **11 in-person labs** in the term. **Lab participation is mandatory.**

If faced with extenuating medical or compassionate circumstances, **students can miss one lab without academic penalty and without explanation or submission of documentation to anyone (instructor or advisor).** If a student is absent without submission of an undocumented absence through the Student Absence Portal, the absence will count as their one and only undocumented absence for the course. If a student is absent for more than one lab, they are required to submit formal documentation and obtain approval for considerations through a Kinesiology academic advisor <https://www.uwo.ca/fhs/kin/undergrad/academic/index.html>, otherwise lab participation for that lab will be zero.

Including the one missed lab provided without penalty, students who miss 3 labs or more without appropriate academic consideration/accommodation, will be debarred from writing the final exam and will receive an F for this course.

Students who miss any labs are expected to connect with peers to review missed content.

Lab tasks must be completed on a subsequent week as time allows or on the student's own time, as the lab task permits. Completion of weekly lab tasks will directly impact the student's ability to perform well on the initial and final practical assessment. Students are encouraged to seek peer and TA feedback on lab tasks during lab time to enhance understanding and to promote final assessment performance.

Practical assignments (i.e., warm-up and group exercise class presentations):

As there are limited labs allocated for presentations, students are expected to be prepared to present on the date that they signed up for.

If a student is faced with extenuating medical or compassionate circumstances and is not able to present on their scheduled presentation date, the student who is affected must obtain academic accommodations to have their presentation rescheduled. **Presentations will not be rescheduled without formal considerations.**

Schedule:

Please note that this is a *tentative schedule*. As such, *the content and sequence of topics are subject to change at the discretion of the instructor.*

Week	Lecture	Online Lab Prep	Lab	Evaluation
Jan. 6 th	NO LECTURE	Read syllabus, browse OWL site	NO LABS	
Jan. 13 th	Lecture 1	Plan for Independent Field Trip Assignments (1 CCAA visits, 1 Special Olympics)	LAB 1 Select group & modality Lab task: Partner identified, contract signed, specific population selected with date for presenting, warm-up created.	Lab participation 1
Jan. 20 th	Lecture 2	Review consultation & fitness assessment Strength training	LAB 2 Lab task: Background on population, list of exercises and variations, simulation ideas.	Lab participation 2
Jan. 27 th	Lecture 3	Review exercise variations, adaptations and substitutions	LAB 3 Lab task: Lecture slide information, simulations, exercises and variations, cool down	Lab participation 3
Feb. 3 rd	Lecture 4	Review exercise prescription and training principles	LAB 4 Lab task: Lecture	Lab participation 4 Lecture slide assignment due

		Aerobic training	slide assignment complete, simulations, warm-up refined, conditioning refined, cool down	
Feb. 10th	Lecture 5	Balance, mobility and flexibility training	LAB 5 Lab task: Activity/exercise class fully planned and practiced.	Lab participation 5
Feb. 17th Family Day holiday	READING WEEK No labs or lectures			
Feb. 24th	Lecture 6	Review for presentations	LAB 6 Lab task: Exercise class rehearsal	Lab participation 6
Mar. 3rd	Lecture 7	Prep for presentation	LAB 7 Student-led lab	Lab participation 7 CCAA report due
Mar. 10th	Lecture 8	Prep for presentation	LAB 8 Student-led lab	Lab participation 8
Mar. 17th	Lecture 9	Prep for presentation	LAB 9 Student-led lab	Lab participation 9
Mar. 24th	Lecture 10	Prep for presentation	LAB 10 Student-led lab	Lab participation 10 Special Olympics Infographic due
Mar. 31st	Lecture 11: Final Exam review	Prep for final exam	LAB 11 Student-led lab	Lab participation 11

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

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:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

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

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

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.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). 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.

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 Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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 or review [The policy on Accommodation for Students with Disabilities](#)

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 their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, **you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Grades

Where possible assignment objectives and rubrics will be posted on OWL Brightspace. Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2024 (for first term half-courses)

- November 30th, 2024 (for full-year courses)
- **March 7th, 2025 (for second term half-courses)**

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

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay- wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.