



Religious Studies 2201F/G (570)
Introduction to the Bible: Old Testament
Fall/ Winter 2025-2026

Instructor: Kato,Julius-Kei

Email: jkato@uwo.ca

Course Information

Calendar Description:

An introduction to the history of Israel, to the literature of the First Testament of the Christian Bible and to the interpretation strategies employed by its ancient and contemporary readers.

Antirequisite(s): [Religious Studies 2164F/G](#).

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: Category B

Subject Code: RELSTUD

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.



Department of Religious Studies

Religious Studies 2201F
Fall 2025 (July 2025 v1)

The Old Testament

(aka, The Hebrew Bible as Christian Scripture)

Class Time: Wednesdays, 8:30 - 11:30
Instructor: Dr. Julius-Kei Kato, S.S.L., Ph.D.
E-mail: jkato@uwo.ca

I ENCOURAGE YOU though to communicate with me by sending me a personal/private message (PM) on the chat function of Microsoft Teams. I'll try to get back to you as soon as I can.

Office Hours: By appointment. Email me at jkato@uwo.ca or send me a PM at Teams

Facebook: I encourage students to like my public **FB page 'JK Kato-Spiritual Quests & Optimal Living'** where I occasionally post things relevant to the study of religion and spirituality. If there is any post directly relevant to this course, it will be labeled #kingsrs2201

Instagram: jkkato11

Blog where I post relevant essays, some of them relevant to this course – JKK's Pensieve: Spiritual but not-and yet Religious. Link: <http://spiritual-notandyet-religious-jkk.blogspot.com/>

Course Description

The Bible is one of the most influential books in the world. It is considered the revealed Word of God by both Judaism and Christianity; it has formed and shaped civilizations and cultures; it continues to influence us to this day directly and indirectly in many important ways. This course will survey the first part (of the two-part Christian Bible) known as the Old Testament. This is also known as "the Jewish Scriptures" or "the Hebrew Bible". We will explore the Old Testament as both *literature* and *history*, interacting with the different "worlds" related to the text.

[Course Objectives]

At the end of the course,

[1] the students will have learned well these three worlds, namely, (1) *within*, (2) *behind* and (3) *in front of* the text" while always keeping in mind the sacred status that these writings have for different faith communities. [2] They will also have learned to read, appreciate, and interpret critically the Old Testament as it expresses the (a) history, (b) worldview, (c) religious faith of an ancient community known as "Israel."

[3] Lastly, the students will have learned what the Old Testament suggests about how we in this day and age might find important clues to the perennial questions that face humanity.

Prerequisite(s): None

Texts

Required

There won't be any required textbook for this course. I will provide the students with appropriate readings every week which I will put in our OWL-Brightspace (and possibly also MS Teams) of this course. See the schedule of

topics at the end of the document. However, I want students to think of the Bible itself as “the required text,” and the other readings as mere “commentary.”

The New Revised Standard Version (NRSV) with Apocrypha (or the Catholic edition) is the preferred translation for this course. If you wish to use a different translation, please consult the instructor. It is available online (<http://bible.oremus.org/>)

Other Texts for Reference

The following works will be very useful to understand the “Three Worlds” of the Bible and to get a good general idea of foundational issues regarding the study of the Bible. They are available at the library on reserve for this course:

Anselm Academic. *Understanding the Bible: A Guide to Reading the Scriptures*. Winona, MN: Anselm Academic, 2008.

Carmody, Timothy. *Reading the Bible: A Study Guide*. Paulist Press, 2004.

Frigge, Marielle. *Beginning Biblical Studies*. Winona, MN: Anselm Academic, 2009.

Carvalho, Corrine. *Primer on Biblical Methods*. Winona, MN: Anselm Academic, 2009. **(highly recommended)**

Kato, Julius-Kei. *Reading the Bible in a Secular Age: The New Testament as Spiritual Ancestry*. Eugene, OR: Cascade, 2023.

On Catholic Principles for Interpreting the Bible, you can consult:

Harrington, Daniel. *How Do Catholics Read the Bible*. Sheed & Ward, 2005.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Pauline Books and Media, 1996.

(Pope) Benedict XVI. *The Word of the Lord (Verbum Domini)*. Pauline Books and Media, 2010.

Works on the historical background of the Old Testament/Hebrew Bible:

Doorly, William. *The Religion of Israel: A Short History*. New York/Mahwah, N.J.: Paulist, 1999.

Finkelstein, Israel and Neil Asher Silberman. *The Bible Unearthed: Archeology's New Vision of Ancient Israel and the Origin of Its Sacred Texts*. New York: Touchstone, 2001.

Miller, J. Maxwell and John Hayes. *A History of Ancient Israel and Judah*. Philadelphia: The Westminster Press, 1986.

Shanks, Hershel. *Ancient Israel: From Abraham to the Roman Destruction of the Temple*. Washington: Biblical Archeology Society, 1999.

All these materials are available at the King's Library.

Course Requirements, Evaluation & Readings

Here is how I will decide on your final grades:

- **Weekly Quizzes (15%)** | There will be an open-book but timed multiple choice quiz on the assigned readings every week. Although it is “open-book,” *you have to do* the readings IN ADVANCE in order to do well on this *timed quiz*. More detailed instructions will be given at the beginning of the course.
- **Class Attendance / Active and Critical Participation (15%)** | I will give you several opportunities to show class participation such as *questions, comments, etc. in or outside the classroom or on online forums*. But the major way by which I will gauge this category will be through your **Course Journal entries and your participation in the class whiteboard or in-person class**. See the more detailed explanations below. *I highly encourage people to put great weight on participation because I will give EXTRA CREDIT if I see that people TRY their best to participate actively.*
- **Midterm Exam (15%)** | Open-notes/open-books. It will cover all lectures and readings to date. In-person

- **Final Exam (35%)** | Open-notes/open-books. It will cover all lectures and readings from midterm to the end of the semester. In-person.
- **Research Paper (20%)** | The methodology on how to write this paper (based on the “three worlds”) will be taught during the semester.

(RS2201 Old Testament) Course Journal Entries

Students are highly encouraged to submit at least 5 course journal entries in the course of the semester. *This is the minimum. You are highly encouraged to submit more than 5 journal entries for a better grade.* A journal entry will be about any topic that was covered either in the readings or the lectures. It can have the following components: [1] ‘Points that stood out to you and why’ *accompanied by your critical reflections, comments, and even questions* (remember, if a particular point “strikes you,” it is because you need to hear that at this point in your life; [2] Regardless of whether they “stood out” to you or not, write down—what you think—are the most important objective points in the topic covered, *accompanied by some critical reflections.*

What I am particularly trying to observe in this exercise is the student’s critical reaction to material encountered in their reading or in the class lectures. It is not enough just to list down things without a short critical reflection. This critical reaction may take several possible forms (or a combination of the following): a question, further elaboration on a topic, statement of concurrence or disagreement with one’s reasons for doing so, sharing of a topic which came to mind occasioned by the reading, a personal reflection, etc. The model for this journal entry is the opinion section (editorials) of newspapers, serious journals or blog sites.

This category makes up 15% of your final grade. However, if you go beyond the minimum and do this project well (that means: more entries, more depth and elaboration in the individual entries), I will give you extra credit that will go toward your final grade.

[Length of Each Journal Entry] An entry does not have to be long. The expected length of a single journal entry is normally the amount equivalent to a full page (double-space, letter-size page / somewhere between 200-300 words). *But you’re always free to write more.*

IMPORTANT: You have to submit a critical reaction note within a week after a topic is covered in class. When a new topic is introduced in the next class, I will no longer accept journal entries of previous older topics. The rationale for this rule is that I would like you to work regularly on this reflective and introspective exercise and NOT CRAM at the end.

Form of Submission of Course Journal Entries

I will provide a weekly Microsoft form at our MS Teams form to submit your journal entries

Class Attendance & Participation

Class attendance will be taken at every meeting in the form of a weekly quiz. If there is a valid reason for an absence, please inform the instructor through a PM (private message) on our Teams chat and the absence will not be counted against you (on a case to case basis, the instructor may request documentation).

Written Assignment / Research Paper

The written assignment is valued at 20% of your final grade. It is a paper (at least 2500 words, normally, 9-12 pages, Font size #12, letter-size, double-spaced) which should contain an analysis and evaluation of a specific passage from the Old Testament chosen by the student and approved by the instructor. A paper proposal should be submitted electronically to the instructor for approval on a date to be announced. Other details will be provided in the course of the semester.

Midterm and Final Examinations

The midterm and final examinations, will include multiple choice, short answer, objective-type and essay questions. It may also involve discussing selected passages from the Old Testament regarding the worlds within, behind and in front of the text. As a general rule, the questions in examinations (midterm and final exams) will not require memorization or rote learning unless they are questions of very important data regarding the Old Testament (to be pointed out before the exams). What will be most required are: a basic knowledge of certain key notions and aspects concerning the course material (to be pointed out explicitly before exams), an ability to interact with and discuss the worlds “within, behind and in front of” the texts, and an ability to appraise the biblical texts critically. Exams will be OPEN BOOKS/OPEN NOTES. *The students will be required to express in their own words the most important concepts emphasized in the course lectures and readings.*

NOTE WELL: IT WILL BE AN OPEN BOOKS/OPEN NOTES EXAM but conducted in-person with a fixed time limit (for those without special accommodation). A computer will be necessary during the final exam period. You will be asked open-ended questions that would require you stating IN YOUR OWN WORDS what we studied and learned during the semester. Engagement with course materials IS THE MOST IMPORTANT FACTOR in your answers. *If I see that you are not engaging with WHAT WE STUDIED in this course, I will just assume that you have used AI (or other sources) and this negative assessment will be reflected in a low evaluation or non-acceptance of your answer.*

OTHER MATTERS

Accommodation for Medical & Non-Medical Reasons

Please inform yourselves about the processes regarding accommodation for various reasons. Documentation about either medical or non-medical academic accommodation is normally submitted to the Academic Dean's Office and not to the instructor.

Use of Electronic Devices / General Class Etiquette

At lectures, computers are allowed for purposes that are directly related to the course. Using electronic devices for other purposes (e.g. social networking, chatting, etc.) is strictly prohibited. The instructor will call the attention of students who, he suspects, are engaged in non-course-related activities.

Please see to it at all times that your behaviour during class hours is not disruptive to anyone (instructor or fellow-students).

Academic Honesty & Academic Offences

Scholastic offences are taken seriously and students are expected to know the policies and protocols about them.

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Nevertheless, all required papers will 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 the University of Western Ontario and Turnitin.com .

Assigned Readings & Schedule

Readings will be assigned from both the course textbook and the Bible itself. The attached schedule lists a tentative progression of topics with corresponding readings. Passages and readings from the Bible can be assigned throughout the course.

Students are expected to cover the assigned readings before the class period of every week. Assigned readings are essential to your successful completion of the course, both for comprehending lecture topics and completing assignments and examinations.

Some Online Resources to Note:

Take note of the resources I will put on OWL-Brightspace!

Other Websites to Note:

- Electronic New Testament Educational Resources (ENTER) site < <http://catholic-resources.org/Bible/Links.htm> >
- New Revised Standard of the Bible online site (NRSV) < <http://bible.oremus.org/> >
- Bible Odyssey (through the Society of Biblical Literature): <https://www.bibleodyssey.org/>

Other resources will be introduced in the course of the semester

Good luck and if you have any other concerns, know that I'm always available to discuss them personally with you.

JK Kato

READ CAREFULLY! Some other noteworthy points on how this course will be conducted this Fall Semester 2025

1. **[OWL-Brightspace and Microsoft Teams]** We will be using extensively these two platforms: OWL-Brightspace RS2201F and Microsoft Teams Channel for this course named RS2201 [2025]. Think of BRIGHTSPACE as a kind of "storage cabinet" where I will put documents in the "Resources" folder. The Microsoft teams channel is where we can interact more actively using the chat and whiteboard. I will also use the 'Assignments' function for quizzes and tests. All Western students have access to Microsoft products so you have to login to Microsoft using your Western account first.
2. **[Link to Microsoft Teams]** I will send an announcement when you can join our Teams. / Here is a tutorial on how to join an MS Team with a code:
<https://www.youtube.com/watch?v=ghK8kG2yFbo>
3. **[Learn the Functions to be Used at MS Teams]** IMPORTANT! Please familiarize yourself with how to use Teams, especially, [1] the chat function; [2] the General announcements section; [3] the 'Assignments' section where you'll have your weekly quizzes and course journal forms. A useful online tutorial for Teams is: <https://www.youtube.com/watch?v=U-UfAvO18Uc>

Topics to be covered (tentative)

Note Well: *The readings will be made available in this course's OWL-Brightspace website [Resources-Readings folder].* A complete list of readings will be given to the students at the beginning of the semester. Specific readings & passages from the Old Testament can be assigned as we progress through the course.

Week #	Tentative Date	Topics to be covered in lectures and readings
1	Sept 10	Preliminaries General Intro. to the Old Testament/Jewish Scriptures The Ancient Near Eastern World Worlds “behind” “within” “in front of” texts
2	Sept 17	Overview: Israel’s History, Worldview, Image of God / 2nd Temple Judaism
3	Sept 24	Torah 1: Genesis
4	Oct 1	Torah 2: Exodus
5	Oct 8	Torah 3: “The Law” Leviticus, Numbers
6	Oct 15	MIDTERM EXAMINATION
7	Oct 22	Deuteronomistic History 1: Deuteronomy Nationhood, Warriors, Monarchy Joshua, Judges
8	Oct 29 <i>Essay Proposal Due</i>	Deuteronomistic History 2 1 & 2 Samuel, 1& 2 Kings
9	Nov 12	Prophets 1 Prophets (Nevi'im) – Prophecy in Israel Prophets of the North - The Assyrian Crisis
10	Nov 19	Prophets 2 The Babylonian Threat The Exile and After
11	Nov 26	Writings 1 The Writings / Postexilic Israel / Psalms and Poetry
12	Dec 3	Writings 2 Wisdom in Israel Toward New Testament Times

MEMORANDUM

TO: All King's Faculty

FROM: Josephine Gemson, Associate Academic Dean (Interim)

RE: **COURSE OUTLINES AND POLICIES, FALL/WINTER 2025–26**

DATE: June 24, 2025

1. [Fall/Winter Course Outline Due Date](#)
2. [Accessibility Checking](#)
3. [Components of Course Outlines](#)
4. [Dates and Scheduling of Assignments, Tests, Quizzes, and Exams](#)
5. [Final Examinations](#)
6. [Essay Course Requirements](#)
7. [Grade Descriptors](#)
8. [Library Services: Course Reserve Program](#)
9. [Community-Engaged Learning](#)
10. [Research Ethics](#)
11. [OWL Brightspace](#)
12. [Appendix A: Academic Policies Page, Resources](#)
13. [Appendix B: Optional/Suggested Information](#)
14. [Appendix C: Checklist for Instructors](#)
15. [Appendix D: Academic Department and School Administrators \(2025–26\)](#)
16. [Appendix E: Accommodated Exams \(NEW\)](#) ★

FALL-WINTER COURSE OUTLINE DUE DATE

Please submit course outlines as a Word document to course.outlines@kings.uwo.ca **and** cc your Department/School Administrative Assistant by the following dates:

Classes beginning in September: **July 30, 2025.**

Classes beginning in January: **December 1, 2025**

Why do we need course outlines by these dates?

Behind the scenes, several units at the College rely on these outlines to help faculty and students:

- **Chairs/Directors** must review all outlines before posting.
- **Academic Department Assistants (ADAs)** and **School Administrators (SAs)** have to review outlines and check/update each outline for AODA accessibility.
- **Accessibility, Counselling, and Student Development (ACSD)** needs the information in course outlines to prepare class materials for students requiring accessibility support.
- **Students** use course outlines to make decisions about registration in particular courses.
- UWO Senate regulations require that outlines for undergraduate courses are posted online on or before the first day of classes
- (Graduate course outlines must be posted two weeks prior to the first day of classes. MSW Instructors should contact the School of Social Work for course outline information.)

ACCESSIBILITY CHECKING

Course outlines must meet Accessibility for Ontarians with Disabilities (AODA) requirements. There are a number of resources available online, such as [this video](#). MS Word also includes a tool called Check Accessibility: If you're using a PC, this is in the Review menu; if you're using a Mac, you can find this in the Tools menu (as well as in the Review menu).

Please do not use images, symbols, or other non-textual elements in course outlines as they create difficulties for accessibility checking.

Consult your ADA/SA if you have any questions.

COMPONENTS OF COURSE OUTLINES

Course outlines consist of three sections:

1. **Cover sheet:** This will be prepared for you by your ADA/SA and will contain standard information required for all courses.
2. **Course syllabus:** Instructors prepare this section and include information about the course expectations, schedule, and assessments. Certain components are required by Senate Regulations; other components are optional and at your discretion.
3. **College Policies statement:** This will be provided for you and attached to your completed course outline. The policies are updated each year (see draft below). Note: Different academic units may have additional, department/school-specific policies to add to their course outlines related to

attendance, plagiarism, etc. Please consult with your department/school.

You may find it helpful to review [previous course outlines](#) on the King's website.

1. Cover Sheet

A standardized course outline cover sheet will be prepared by your Department or School (see [here](#) for sample). It will contain the following information:

- Course name, number, and section
- Course title
- Course instructor (and course coordinator, if applicable)
- Calendar course description
- Statement regarding pre- and anti-requisites
- Information on course mode of instruction

2. Course Syllabus

Please do not include course location and time or office location (if applicable) in your submitted outline, as outlines are posted on the King's website for students to access course information. Course location and time will be available to students when they log in with their Western credentials to Draft My Schedule and Student Centre. Please also inform students of class times and location and office location (if applicable) through your course OWL site.

The following information is required in each syllabus, as outlined in [UWO Senate Regulations](#):

1. **Instructor contact information**

Please include your Western email address.

2. **Office hours**

One hour of availability per week to be scheduled for each course per term. Office hours may be held in person or virtually (e.g. Zoom, Teams).

3. **Course description**

This may be an expanded version of the calendar copy.

4. **Course learning outcomes**

5. **Mode of instruction**

In-person, online synchronous, online asynchronous, or blended.

See Appendix B below for suggestions on online/blended courses.

(Note: Western Senate policy mandates a minimum of 24 contact hours for in-person half courses, 48 contact hours for in-person full courses.)

6. **Course materials**

Please specify what materials are required or recommended for the course, including textbooks, supplemental information, notes, manuals, laboratory, or safety materials. List all technical requirements for the course (e.g. stable internet connection, computer with working microphone and/or webcam, other hardware or software specifications).

The new directive received by Western also requests details on costs of textbooks and other learning

materials (please see announcement dated 28 November 2024).

To support adoption of this new directive, below is some templated text that instructors may consider using in their course outlines:

Textbook and Other Learning Materials

- **Required textbook:** [author, title, edition, publisher, date]. **The textbook costs** [insert amount].
Alternatively, the instructor may include the weblink of the textbook's publisher site that contains the cost information.
- **Students need to purchase this edition. Second-hand or older editions will not be sufficient.**
or
Students are welcome to purchase second-hand or earlier editions of this textbook.
- **This course has an optional field trip that costs** [insert amount].
or
This course has a required field component that costs [insert amount].

At the request of Faculty, the Cardinal Carter Library can make required library owned text books and course readings available for students via the library in our Course Reserves program. Please see our [Course Reserves](#) page for detailed information and to place your request. Questions? Please email reserves@kings.uwo.ca

Our offices are responsible for reporting on compliance and will retrieve information from course outlines posted to the College's website. We are required to report on the percentage of courses that included the costs of textbooks and other learning materials in their course outlines, and to include a plan to reach full compliance if the percentage is less than 100%.

7. Methods of evaluation

A statement of the methods by which student performance will be evaluated and the weight of each, including the number and schedule of assignments (due date). For example:

The overall course grade* will be calculated as listed below:

Assignments (#)	xx%
Midterm Test	xx%
Presentation	xx%
Research Project	xx%
Final Exam	xx%


* the overall course grade has to add up to 100%

- a. Include an exact timetable and schedule of assessments. When exact dates cannot be supplied, a tentative schedule must be provided, followed by exact dates as soon as possible.
- b. If you are using ProctorTrack remote proctoring for an assessment (650+ online courses, or by AAD permission), please include the language provided below.
- c. If you're offering a "window" in which students may complete an assessment (such as 48 hours to complete a 2-hour test via OWL), it is helpful to indicate the recommended amount of time that students should allocate to the assessment.
- d. A statement of what is expected from the student in the way of preparation, attendance/participation, tests, exercises, essays, assignments, lab reports, etc.
- e. Any requirements that must be met to pass the course: These might include minimum attendance at lectures, tutorials, or labs; minimum overall grades in labs, tutorials, essay components, or minimum grades in the final exam to demonstrate sufficient competence according to course learning outcomes. E.g. "Students must achieve a passing grade on the

essay in order to pass this course”; “Student must pass both the midterm and the final examination to pass this course”

- f. **Note:** Instructors who wish to change the evaluation procedure set out in the course outline must receive prior approval from the Associate Academic Dean before making such changes.

8. Academic consideration for absences, missed in-semester assessments

- a. A new Policy on Academic Consideration comes into force on September 1, 2024: [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#). The ADO policy pages attached to each outline will explain academic considerations and link to the Western Senate policy.
- b. “Academic consideration” refers to consideration granted due to “personal circumstances beyond the student’s control that have a substantial but temporary impact on the student’s ability to meet essential academic requirements.”
-  c. **New:** Students are permitted one academic consideration per semester per course without formal supporting documentation. **Instructors may designate one assessment per half-course weight as requiring formal supporting documentation.** In such cases, the instructor must provide the student with another opportunity to demonstrate proficiency in the content evaluated by the missed assessment within the time frame of the course. This assessment must be designated in the course outline. E.g. “Academic consideration for this [group project; midterm test; presentation, etc.] requires submission of formal supporting documentation.”
- d. Instructors are encouraged to arrange participation requirements and multiple small assignments so as to allow students some flexibility (e.g., by grading based on the best $n-2$ of n quizzes or assignments), in order to reduce the number of requests for academic considerations and consequent burden on both instructors and academic advisors. Where an academic consideration request is already covered by such flexibility, no further consideration is required on the part of the instructor.
- e. Clearly define how an absence or missed assessment will be handled (e.g. extension, make-up opportunity, or reweighting). When defining the rules for considerations, you should ensure that the essential requirements of the course are still met. For example, if the final examination is not cumulative, it would normally be advisable to offer a make-up for the midterm test rather than a reweighting to the final.
- f. Examinations scheduled by the Office of the Registrar during official examination periods (December, April) always require formal supporting documentation.
- g. See this Centre for Teaching and Learning resource on flexibility in assessment with further examples: <https://teaching.uwo.ca/teaching/assessing/academic-consideration-policy.html>

9. Academic Integrity, Remote Proctoring

- a. Reference to Western Scholastic Discipline Policy, e.g.:
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 Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

- b. **Recommended: Class-specific policy on generative AI. Here is suggested wording (to be edited as necessary):**

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, translation tools, and grammar-checking tools) is not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

OR:

Within this course, generative AI tools such as ChatGPT are permitted exclusively for: [e.g. information-gathering and preliminary research purposes; development of an essay outline]. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

- c. Notice of Turnitin Analysis (if using):
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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
- d. Notification on Remote Proctoring (if using), e.g.:
Tests and examinations in this course will be conducted using ProctorTrack 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>.
(Remote proctoring using ProctorTrack is available only for online courses designated 650+, or by special permission of the Associate Academic Dean.)

3. Policies Statement

Western/King's policies will be appended to the end of your course syllabus. Please check with your chair/director for any department/school-specific policies.

DATES AND SCHEDULING OF ASSIGNMENTS, TESTS, QUIZZES, AND EXAMS

Date	Event
September 4, 2025	First day of classes, Fall Term
September 12, 2025	Last day to add first-term half-course, full course
September 30, 2025	National Day for Truth and Reconciliation (non-instructional day)
October 13, 2025	Thanksgiving (official holiday)
November 3 - 9, 2025	Fall Reading Week

December 1, 2025	Last day to drop a Fall half-course or full course
December 9, 2025	Last day of classes Fall Term
December 10, 2025	Study Day
December 11-22, 2025	Mid-year examination period
December 23, 2025–January 1, 2026	College closed
January 5, 2026	College reopens
January 5, 2026	First day of classes, Winter Term
January 13, 2026	Last day to add a second-term course
February 14 - 22, 2026	Winter Term Reading Week (including Family Day)
March 30, 2026	Last day to drop a Winter half course
April 3, 2026	Good Friday (official holiday)
April 5, 2026	Easter Sunday (official holiday)
April 9, 2026	Last day of classes
April 10–11, 2026	Winter Term Study Days
April 12–30, 2026	Final Exam Period

Evaluation of Undergraduate Academic Performance

[Senate policy](#) states that “**at least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students should receive assessment of work accounting for at least 15% of their final grade.**”

Please Note:

- Synchronous assessments during the semester (e.g. midterm tests) should take place during scheduled class time for the course, or Friday afternoon/evening or Saturday morning to avoid scheduling conflicts for students.
- Tests/quizzes/midterms should not be scheduled on a Sunday without approval from the Associate Academic Dean.

For more information on scheduling of examinations and assignments, see [UWO Senate Policy: Structure of the Academic Year](#).

FINAL EXAMINATIONS

a. First Year Courses (0001-1999)

- i. The final examination must be worth at least 30% of the overall course grade. Exemptions from this Senate policy require permission of the Associate Academic Dean.
- ii. First-year classes (multiple sections) should have one common, compulsory exam. Exemptions from this policy require permission of the Associate Academic Dean.

b. Take-Home Exams and Alternative Summative Assessments

- i. For in-person and blended courses (designated 570+, 270+), final examinations will normally be in-person. For online courses, final examinations will normally be online.
- ii. **Take-Home Exams and Alternative Summative Assessments must be approved by the Associate Academic Dean in advance of publishing the course outline.** Please send requests for take-home exams and alternative summative assessments to your Chair/Director who will review and forward to the Associate Academic Dean for approval.
- iii. Examples of alternative summative assessments requiring AAD permission:
 - i. Take-home examinations
 - ii. Remotely proctored examinations for in-person courses
 - iii. In-person examinations for distance-online courses
 - iv. Laptop-administered in-person examinations
 - v. In-person final examinations with duration of 4 hours

c. Assessments in Distance Online Courses:

- i. Courses designated 650+ must be fully online, including assessments. Where remote proctoring is required, Proctor Track will be used.
- ii. If you are using a non-proctored online assessment (e.g. OWL-administered exam), please be mindful of assessment security in your assessment design.
- iii. By way of exception, in-person assessments for 650+ courses require the permission of the Associate Academic Dean. Students are to be notified of in-person assessment prior to the beginning of the course.

d. Courses without Final Examination

- i. First-year (1000-level) courses require a final examination, worth at least 30% of course grade. Upper-level courses (2000+) do not require Associate Academic Dean's permission for assessment without final examination.

When you submit your course outline(s), please also submit any requests for exemption from first-year final examination policy or for alternative assessments to your Chair/Director/Coordinator, to be forwarded to the Associate Academic Dean. Please include:

- Mode of assessment (e.g. take-home, open-book exam)
- How does this assessment mode align with course learning outcomes?
- How will assessment security/academic integrity be maintained?

e. Debarment from Final Examinations

- i. A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- ii. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given.* On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

* Due warning means that the instructor has advised the student in writing/email of the nature of the unsatisfactory performance (i.e. absent too frequently from class), and the consequence of continued unsatisfactory performance (i.e. if another class is missed, the instructor will advise the department and request the student be debarred from writing the final exam).

ESSAY COURSE REQUIREMENTS

An essay course (indicated by the course suffix E, F, or G) must normally involve total written assignments (essays or other appropriate prose composition, excluding examinations) as below and must be structured such that the student must demonstrate competence in essay writing to pass the course.

First-year (0001–1999) full-course:	3000 words
First-year (0001–1999) half-course:	1500 words
Upper-year (2000–4999) full-course:	5000 words
Upper-year (2000–4999) half-course:	2500 words

GRADE DESCRIPTORS

It may be helpful to include Western’s university-wide grade descriptors in your course outline:

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

LIBRARY SERVICES: COURSE RESERVE PROGRAM

The Cardinal Carter Library is committed to providing equitable and accessible access to library materials, through our print and digital collections, to all library users. Access to our collections through the Reserves program is an important aspect of our service delivery. The library works in partnership with faculty to facilitate access to library owned course materials that are listed as required content, once a syllabus has been submitted by faculty for review by the Reserves team.

We will digitize print content (e.g., book chapters, journal articles) wherever possible following current copyright legislation and fair dealing guidelines. We will also acquire access to electronic resources where this content is available for libraries to purchase. The library will continue to offer faculty the option to place required course materials physically on reserve for either 2-hour, 1-day or 3-day loan.

Instructions:

1. To get the process started, log into [Course Readings](#) and submit your syllabus.
2. You will receive an email letting you know your syllabus upload was successful.
3. Next, add the [OWL Course Readings](#) tool to your OWL courses, so your students can find the readings easily.
4. Once your syllabus has been reviewed, and eligible items have been put on reserve, the status will change to Syllabus Processing Complete, and you will receive an email letting you know your required readings are now uploaded.

For more detailed information and visual instructions, please see our [Course Reserves](#) page. Questions? Please email reserves@kings.uwo.ca

For more detailed information and visual instructions, please see our [Course Reserves](#) page. Questions? Please email reserves@kings.uwo.ca

COMMUNITY-ENGAGED LEARNING

Instructors whose courses involve community-engaged learning (where students engage with an off-campus community partner) must complete and submit this form: <https://forms.office.com/r/FXXbg4Jnxn>

Information will go to the Experiential Learning Coordinator, Macy Bruneel at macy.bruneel@kings.uwo.ca, who will follow up on risk management requirements and support.

(Note: Not required for BSW and MSW practicum courses.)

For information on experiential learning and community-engaged learning, please see:

- http://experience.uwo.ca/faculty_and_staff/safety_accessibility/index.html#A1
- http://experience.uwo.ca/faculty_and_staff/safety_accessibility/Experiential-Learning-Risk-Management-Chart-Curricular-Within-Canada.pdf

If you have questions on experiential learning and risk management, please contact Joe Henry at joe.henry@kings.uwo.ca.

RESEARCH ETHICS

If students in your course are engaged in research with human subjects/participants, you will need approval from King's Research Ethics Review Committee (RERC). Research activities can include but are not limited to student's interviewing participants, administering standardized tests/instruments, and/or facilitating focus groups.

Research activities that (1) pose minimal risk to participants (https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter2-chapitre2.html) and (2) are a required component of the course with a primarily pedagogical purpose may qualify for Delegated review. Review of such activities may be delegated by King's RERC to the Coordinator/Chairperson of your Department with the appropriate research experience, expertise, and training. **Approval from King's RERC should be sought at the time of completing your course outline.**

More advanced research, such as a theses or equivalent research projects involving human participants undertaken by students, may require Full review by the King's RERC. **Approval should be sought at least 2 months prior to commencement of the research**, taking into account the submission deadlines of the RERC.

This process is required in order to ensure compliance under Tri-Council Policy Statement (TCPS2) (2022). https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html

To discuss how you or your department might manage course-based research, contact ethics@kings.uwo.ca.

OWL BRIGHTSPACE

If you have questions about OWL Brightspace, please contact the E-Learning Services Coordinator at craig.mitchell@kings.uwo.ca or submit a King's ITS Service Request. <https://www.kings.uwo.ca/its/service/>

APPENDIX A: ACADEMIC POLICIES PAGE, RESOURCES

Here is a draft of the information that will be included in the policy pages that we attach to all course

outlines (for reference).

1. Academic Accommodations, Consideration for Absences

Academic Accommodation

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final

examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's 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.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

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

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King’s University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King’s recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King’s is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student’s answers or papers on the course website, they should ask for the student’s written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

APPENDIX B: OPTIONAL/SUGGESTED INFORMATION

1) Technology and space requirements:

This course will require the following (*choose all that apply*):

- Stable high-speed internet connection
- Webcam
- Microphone
- Printer/scanner
- A quiet space to take part in synchronous learning (tutorials, discussion groups, etc.)

2) Course format information (include as appropriate)

- The **650+** section code is used for online asynchronous courses.
- The **270**-section code is used for blended courses. These courses provide both in-person and online instruction. At least 30% of student learning integral to the course occurs in the online interactive learning environment.

Sample text for inclusion in course outlines (customize as needed)

650+ (online asynchronous):

This is a fully online course that will use King's/Western's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. This class is designed to be **asynchronous**, meaning we will not have a regular, mandatory time when the entire class must be online. However, there will/may be some synchronous activities that you will sign up for based on your own schedule, including office hours, group work or optional lectures (which will be summarized or recorded for those who are absent).

This course begins on _____ (date) and continues until _____ (date), honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and

interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will each be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group.

270 (blended):

This is a blended course, involving both in-person learning and required synchronous online components that will use King's/Western's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. Synchronous online learning means that there will be activities that will occur at a specific date and time that you are required to attend. Synchronous activities may include [specify.]

This course begins on _____ (date) and continues until _____ (date), honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group.

3) Possible class policies (to set boundaries and expectations):

a. Online behaviour and intellectual property statement:

- All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TAs or your Professor. Failure to do so will result in academic discipline and/or discipline under the Student Code of Conduct.
- Recording of lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

b. Other course expectations:

- Statement about expectations for independent or group work
 - Specify assessments and/or examinations which will take place **online or on campus**.

- Indicate that “All assessments and examinations done online are expected to be done by the student registered in this course.”
- Amount of time to be spent online, reviewing material, etc.
 - For example: Forum posts—You are expected to be online both posting and responding to others a minimum of 2–3x each week. These can be done at your own time, but you should try to spread your activity out each week (i.e. don’t post everything at the same time). Your final mark will reflect your consistent participation, as well as the quality of each contribution.
- How to communicate (e.g. email) with Prof / TA and expectations on when and how often you will check for messages. Please customize as you see fit, e.g.:
 “How to contact me: Email: name@uwo.ca (please include the class course number in the Subject line). I will try to return a response within 48 business hours (Monday to Friday, 9 am to 5 pm).”

Chairs/Directors, or ADAs/SAs, may also communicate department/school-specific policies.

See this [Course Outline Resource](#) from the Centre for Teaching and Learning for more helpful information on developing your course outline.

APPENDIX C: CHECKLIST FOR INSTRUCTORS

See also separate Course Outline Template (Word doc).

For inclusion in course outline:

- Instructor information
- Office hours (one hour per week per course)
- Course description
- Course learning outcomes
- Mode of instruction (in-person, online synchronous, distance/online asynchronous, blended)
- Course textbooks/materials – **including costs** for textbooks/ebooks, additional requirements, as well as information about whether earlier additions will be acceptable.
- Technical requirements for the course (e.g. stable internet connection, computer with working microphone and/or webcam, other hardware or software specifications)
- Method of evaluation (method, weight, assessments/due dates)
- Requirements that must be met to pass course, expectations re. attendance/participation, tests, exercises, essays, assignments, etc.
- Academic Consideration:
 - One in-semester assessment (e.g. group presentation, midterm test, final essay) requiring formal documentation for academic consideration
 - Any course elements with built-in flexibility (e.g. grading on n-2 quizzes; submission windows)
- Academic Integrity

- Link to Western Scholastic Discipline policy:
https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
- Course policy on use of generative AI, including translation/grammar aids
- Notice on Turnitin (if using)
- Notice on remote proctoring (if using)

Along with my course outline...

- Contact chair/director with any alternative assessment requests to be forwarded to Associate Academic Dean
- Enter assessment information (tests, midterms, exams) in Western Exam Central (at www.extranet.uwo.ca) by beginning of course: this will facilitate student registration for accommodated exams.
- Submit course outline to [Course Readings](#) to put library resources on course reserve.

APPENDIX D: ACADEMIC DEPARTMENT AND SCHOOL ADMINISTRATORS (2025-2026)

Effective July 1, 2025

Title	First Name	Last Name	Academic Unit	Position	Email
Dr.	Allyson	Larkin	Social Justice and Peace Studies	Chair	alarkin2@uwo.ca
Dr.	Ian	Rae	English, French and Writing	Chair	irae@uwo.ca
Dr.	Vidya	Natarajan	English, French and Writing	Coordinator - Writing	snatara@uwo.ca
Dr.	Corina	Sandu	English, French and Writing	French Program Coordinator	csandu@uwo.ca
Dr.	Russell	Duvernoy	Philosophy	Chair	rduverno@uwo.ca
Dr.	Graham	Broad	History	Chair	gbroad@uwo.ca
Dr.	John	Grant	Political Science	Chair	john.grant@uwo.ca
Dr.	Hui	Feng	School of MEM	Director	hfeng8@uwo.ca
Dr.	Felipe	Rodrigues	School of MEM	Associate Director - MOS	felipe.rodrigues@uwo.ca
Dr.	Renfang	Tian	School of MEM	Associate Director - Econ	rtian2@uwo.ca
Dr.	Joseph	Turnbull	School of MEM	Associate Director - Math and ADS	jturnbu7@uwo.ca
Dr.	Shawna	Porter	School of MEM	Assistant Coord: Prof'l Programs	shawna.porter@uwo.ca
Dr.	Eunice	Gorman	Thanatology	Chair	egorman@uwo.ca
Dr.	Jeff	Preston	Disability Studies	Chair	jeff.preston@uwo.ca
Dr.	Patrick	Ryan	Childhood and Youth Studies	Chair	pryan2@uwo.ca
Dr.	Liam	Kennedy	Sociology	Chair	lkenne56@uwo.ca
Dr.	Jordan	Fairbairn	Sociology	Coordinator	jfairba4@uwo.ca
Dr.	Jane	Sanders	School of Social Work	Interim Director	jsande48@uwo.ca
Dr.	Laura	Melnyk-Gribble	Psychology	Chair	laura@uwo.ca

Dr.	Lynda	Hutchinson	Psychology	Coordinator	lhutch4@uwo.ca
Dr.	Chaya	Halberstam	Religious Studies	Chair	chaya.halberstam@uwo.ca

APPENDIX E: ACCOMMODATED EXAMS ([see memo](#))



As a result, Accessibility, Counselling and Student Development need to flag the following for you – please feel free and invited to share this information:

- **When creating your course syllabus**, please indicate the **makeup date for your exam**. It should be **10-12 days out from the exam date**, as there is not sufficient administrative staffing to get students booked into a make-up exam that is only a few days out from the original exam.
- **When indicating length of assessment, try to be as realistic as is possible**. We appreciate the desire to be generous with time, however, if it is a 1.5-hour exam, indicate two hours. When you indicate that a 1.5-hour / 2-hour exam might be a 3-hour exam, accommodated students may end up with double the time of that exam, leading to bookings of 6 hours or longer in our exam centers. This leads to fewer students writing each day, which causes a snowball effect of centres being fully booked, when they are not.
- **After you create your syllabus**, please sign in to Exam Central and indicate the assessment details for your courses. **You do not need to upload your assessments at that time**, but indicating the assessment details creates the portal for students to sign up for your assessment. If a student does sign up, you will be notified by email, and asked at that time to upload your assessment to the portal. **(Of Note:** Accommodated exams indicated to us that assessment details not being indicated in Exam Central is the largest administrative hurdle for them, because students have no mechanism to even request the exam until the details are entered by Faculty. This one step will smooth the path for you, your students, and those of us supporting – thank you in advance!)

If you are confused about accommodated or make-up exams, you can connect with any of the following:

accommodatedexams@uwo.ca
ACSD@kings.uwo.ca
Emily.Carrothers@kings.uwo.ca

If you would like for us to provide an info session for your team, your department, or any grouping of faculty that are interested, please email Emily.Carrothers@kings.uwo.ca and we will book you in. In person / virtual / multiple sessions are all possibilities.