



Religious Studies 2250e (570)
Christian Bioethics
Fall/ Winter 2026-2027

Instructor: T. Pearson
Email: tpearso5@uwo.ca

Course Information

Calendar Description:

The historical character of the Church. Chronological survey of the main developments of the Apostolic Age to the Vatican Council I. Recreation of the contexts of major developments and their interpretation according to the principle of "historicity," i.e., the Church's potential in its human dimension for change and development.

Extra Information: 3 hours.

Course Weight: 1.00

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.

St. Peter's Seminary / King's University College
Fall / Winter 2026-27

Historical Theology 5123A / 5124 B
King's University Religious Studies 2250e (570)
A History of the Catholic Church

Course Syllabus

Instructor

Dr Timothy Pearson, PhD

tpearso5@uwo.ca

Office hours: Tuesdays, 1:00-2:00 PM or by appointment

Course Description

This course explores the history of the Catholic Church from the time of the apostles to the modern era. It follows a chronological path with periodic breaks to focus on key thematic issues. The course seeks to provide historical context (social, political, cultural) to the development of Christianity in the Catholic tradition. Students will read key original documents in the history of the Church as well as a selection of important historical interpretations of significant themes and events that tell the story of the Church's 2000 year spread across the globe. The course is offered in two sections as a full-year course.

Pre/anti-requisites

RS 170 & 250E

Historical Theology 221A/222B & 5221A/5222B

Mode of Instruction

In-person

Course Requirements:

- Keep up with weekly readings and participate in in-class discussions;
- Complete all work on time, as noted in the course syllabus;
- Adhere to the highest standards of academic integrity and honesty at all times (see below);
- Show courtesy and respect to other students and maintain an open and supportive in-class environment for discussion and exchange of ideas.

Learning Outcomes

Knowledge

- Students will be able to demonstrate an understanding of the history, expansion, and development of the Catholic Church and its relationship to the wider world from its origins to the 21st century.

- Students will be able to identify and explain the significance of key historical figures, themes, and ideas in the history of the Church, and place these into chronological and wider historical contexts.
- Students will be able to relate key themes in Church history to current practices and issues.
- Students will gain familiarity with and be able to apply critical-historical approaches to the past and to sources.

Skills

- Students will learn how to read, analyze, and assess historical sources.
- Students will learn how to read, analyze, and assess historical writing.
- Students will acquire an understanding of the importance of critical assessment in the study of sources and historical literature.
- Students will gain experience in writing from historical sources and secondary source literature.
- Students will be able to articulate the relevance of historical study to contemporary issues.

Course Materials

Text (Required)

Vidmar, John. *The Catholic Church Through the Ages*. New York: Paulist Press, 2014. (c. \$33, available in hardcopy or e-book). Previous editions are acceptable, but will have different page numbers than those listed below. The text can be ordered online and is on reserve at the library.

Primary Source Readings (Recommended)

Original and secondary source readings, as noted in the syllabus, will be available on OWL Brightspace, through the university library system, or linked here as URLs.

Writing Help (Recommended)

Larry Patriquin, *The Dreaded Research Paper*: larrypatriquin.com.

“Guidelines for Academic Papers and Citations,” Kenrick-Glennon Seminary,
<https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf>

Reference Works

Atlas of the Christian Church
 Encyclopedia of Ancient Christianity
 New Catholic Encyclopedia

Online Resources and Other Study Guides

Cardinal Carter Library, King’s, Religious Studies Guide (ATLA Religion Database)
 Digital Library of the Catholic Reformation, <https://search.alexanderstreet.com/dlcr>
 Encyclopedia of the Early Modern World (UWO)
 Internet Early Modern History Sourcebook,
<https://sourcebooks.fordham.edu/mod/modsbook03.asp>
 Internet Medieval Sourcebook, ed. Paul Halsall. <https://sourcebooks.fordham.edu/sbook.asp>

ORB: On-line Reference Book for Medieval Studies. <https://the-orb.arlima.net/textbooks/textlist.html>
Oxford Encyclopedia of the Reformation (UWO)
Western Library's Research Guide for Medieval Studies

Evaluation

Students will receive a grade out of 100 for each semester based on the following breakdown (per semester). For those students enrolled in the full year course, the final grade will be calculated based on 50% of the Fall semester grade and 50% of the winter semester grade.

Breakdown of grades (per semester)

Quizzes (3x10%)	30% (Fall semester: Oct. 6; Nov. 10; Dec. 1; Winter Semester: TBA)
Essay	35% (Fall semester: Nov. 24; Winter Semester: TBA)
Proposal	10% (Fall Semester: Oct. 20; Winter Semester: TBA)
Presentation	10% (Fall semester: Dec. 8; Winter Semester: TBA)
Participation	15%

Attendance and Participation (15%)

Classroom Conduct: Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

A – FOR EXCELLENT WORK

Takes an active role in learning, consistently demonstrating a desire to learn and to share ideas with the class. Initiates discussion and asks substantial, insightful questions. Does not dominate conversation, listens actively and respectfully to others, and makes contributions that advance the conversation. Is willing to assert a view and support it in discussion.

B – FOR GOOD WORK

Is an active learner and a regular participant in discussions. Volunteers ideas and asks fruitful questions. Is willing to engage with the ideas being discussed and to assert a view on those ideas. Listens actively and respectfully to others.

C – FOR ADEQUATE WORK

Sometimes takes an active role in learning. Contributes occasional, appropriate questions or comments. May make tangential contributions or digress from the flow of the conversation at times. Generally listens respectfully to others. Is profiting from the group learning environment but could be more actively engaged.

D – FOR MARGINAL WORK

Seldom takes an active role in learning by joining in discussion or asking questions. Often is not engaged or listening attentively. Does not show initiative in learning. May be disruptive at times.

Quizzes (3x10%=30%)

Three in-class, hand-written quizzes per semester will test student knowledge on the preceding course content. Quizzes will encompass in-class lectures and discussion, assigned textbook readings, and other assigned reading materials including original and secondary sources. Students will have max 45mins to complete the quiz. Students requiring accommodation must speak with the instructor well in advance of the first quiz.

Research Projects

Research Projects (55% total of final grade per semester)

For the research projects (1 per semester), each student is to choose an historical figure, object, or document that is meaningful or of interest to you in some way, and to contextualize that figure, object, or document within its appropriate historical setting. For the first semester project, you must choose a topic from the ancient or medieval periods (i.e., dating from before the Reformation/Renaissance, ca. 1450AD), and for the second semester project, you must choose a topic that dates from the early modern or modern periods (i.e., c. 1450 to c. 2000). (There is some flexibility in this division if, for example, you choose a figure who lived before 1450 but only acquired significance after—discuss with the instructor.) You may draw on any aspect of Church life and history for your subject. The subject should not be so big that it cannot be comprehensively examined in a short paper.

The project unfolds in three parts: A **proposal** (2-3 double-spaced pages, 12-point font, 10% of final course grade, due October 20); a final **research essay** (10-12 double-spaced pages, 12-point font, 35% of final course grade, due November 24); and a **presentation** of research to the class (Max 10 mins, 10% of final course grade, December 8).

Further details for each of these assignments is available on OWL/Brightspace.

Other Regulations

According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago/Turabian Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Students Must follow all regulations on academic honesty, as noted below.

AI policy: AI can be a useful tool in historical research, but it cannot be relied upon to replace thorough and thoughtful research and original writing. Generative AI tools (such as ChatGPT, Claude, Gemini, co-pilot, etc.) are permitted exclusively for information-gathering and preliminary research purposes for research papers. No use of generative AI is permitted in any course work that creates ideas or in any way replaces the thought and original work of the student or violates rules of academic integrity (see below). Translation software is permitted, as is software such as Grammarly that corrects basics of grammar and spelling. **If such AI tools are used, students must disclose this information along with the name of the software and how it was used in a footnote in submitted assignments.** No AI or Internet

assistance of any kind is permitted during quizzes. Students are encouraged to consult with the instructor before using AI. Unauthorized use of AI will be subject to academic discipline. For details on academic integrity, see below.

All assignments are due on the dates indicated in the syllabus. Three days grace will be given, after which a penalty of 10% will be assessed for each late day.

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](https://elearningtoolkit.uwo.ca/tools/Originality%20Reports%20-%20TurnItIn.html). Please note that Turnitin analysis now also includes AI detection.

Grading Scale

- A+ 90-100% – *for profound and creative work*: exceptional performance with clear evidence of original thinking; a superior grasp of the subject matter with sound critical evaluations; strong evidence of an extensive knowledge base.
- A 80-89% – *for excellent work*: outstanding performance with indication the student is approaching some original thinking; good organization and a well-developed capacity to critique, analyse and synthesize; an excellent grasp of the subject matter; thorough knowledge of the relevant literature.
- B 70-79% – *for good work*: good performance with evidence of a grasp of the subject matter; some evidence of a critical capacity and analytic ability; a reasonable understanding of the relevant issues; evidence of familiarity with the literature.
- C 60-69% – *for adequate work*: intellectually adequate performance of a student who is profiting from the academic experience; an understanding of the subject matter and the ability to understand the basic concepts found in the material.
- D 50-59% – *for marginal work*: minimally acceptable performance; some evidence of familiarity with the subject matter, and some ability to synthesize it.
- F below 50% – *for wholly inadequate work*: a failing performance in which there is little evidence of even a superficial understanding of the subject matter; an overall weakness in critical and analytical skills; limited or irrelevant use of the literature.

Course Schedule: Fall Semester

Sept. 15: Week 1, Introduction to the Course

Sept. 22: Week 2, Christianity in the Roman Empire to 312
Vidmar, 1-48

Pliny, *Letters* (to Trajan), <https://faculty.georgetown.edu/jod/texts/pliny.html>.
Church of Smyrna, *Martyrdom of Polycarp*, trans. J.B. Lightfoot,
<https://sourcebooks.fordham.edu/basis/martyrdom-polycarp-lightfoot.asp>.
Passion of Sts. Perpetua and Felicitas, Geary, *Readings*, 51-57.

Sept: 29: Week 3, Church Fathers, Controversies, and Councils, 313-600
Vidmar, 49-75

Eusebius, *Conversion of Constantine*, <https://sourcebooks.fordham.edu/source/conv-const.asp>.
Galasius I, *On Temporal Power*, <https://sourcebooks.fordham.edu/source/gelasius1.asp>.
Augustine, *City of God* (on the sack of Rome in 410), Geary, *Readings*, 40-50.

Oct. 6: Week 4, Asceticism, Monasticism, and Sanctity (**Quiz #1**)
Vidmar, 76-88

Peter Brown, "Arbiters of the Holy: The Christian Holy Man in Late Antiquity," in
Authority and the Sacred: Aspects of the Christianisation of the Roman World
(Cambridge University Press; 1997), 55-78.

Oct. 13: Reading Week
No Class. Work on essay proposals

Oct. 20: Week 5, Growth and Expansion, 604-900 (**Research Paper Proposals Due**)
Vidmar, 92-115

Bede, Conversion of the English and the Synod of Whitby.
<https://sourcebooks.fordham.edu/source/bede1.asp>.
Life of Saint Balthild, Geary, *Readings*, 131-135.
The Conversion of Clovis, <https://sourcebooks.fordham.edu/source/496clovis.asp>.
Iconoclasm, Defence of Icons, 730, <https://sourcebooks.fordham.edu/source/johndam-icons.asp>.

Oct. 27: Week 6, Holy Roman Empire, the Papacy, and the Crusades, 900-1150
Vidmar, 115-136

Donation of Constantine, <https://sourcebooks.fordham.edu/source/donatconst.asp>.
Investiture controversy, 1078, <https://sourcebooks.fordham.edu/source/g7-reform2.asp>.
Gregory VII, *Dictatus papae*, 1090, <https://sourcebooks.fordham.edu/source/g7-dictpap.asp>.
Concordat of Worms, 1122, <https://sourcebooks.fordham.edu/source/worms1.asp>.
Urban II, Speech at the Council of Clermont, 1095,
<https://sourcebooks.fordham.edu/source/urban2-5vers.asp>

Nov. 3: Week 7, No Class

I'm away—work on your papers!

Nov. 10: Week 8, Art, Architecture, Music (**Quiz #2**)

Sara Lipton, "Ut Artifex: Art, Artifice, and Instruction in High Medieval Sermons," *The Haskins Society Journal*, vol. 33 (2023): 163–184.
<https://doi.org/10.1017/9781800109483.008>

Nov. 17: Week 9, High Middle Ages, Reform and Heresy, 1150-1309
Vidmar, 136-154, 158

Charter of Cluny, <https://sourcebooks.fordham.edu/source/chart-cluny.asp>.
"Rule of St. Francis," Geary, *Readings*, 407-409.
Claire of Assisi, "Testament," Geary, *Readings*, 410-412

Nov. 24: Week 10, Late Medieval Challenges, 1302-1517 (**Research Papers Due**)
Vidmar, 155-171

Boniface VIII, *Unam Sanctum*, papal primacy,
<https://sourcebooks.fordham.edu/source/b8-unam.asp>.
Four responses to plague, Geary, *Readings*, pp. 491-500.

Dec. 1: Week 11, Lived Religion (**Quiz #3**)

Roberta Gilchrist. <https://www.medievalists.net/2018/12/the-medieval-ritual-landscape-archaeology-and-folk-religion/>

John H. Arnold, "Continuity and Change in the Experience of Confession across the Central Middle Ages." *Journal of Medieval and Early Modern Studies* 55.1 (2025): 11–30. doi: <https://doi.org/10.1215/10829636-11568620>

Dec. 8: Week 12, In-class student presentations

Course Schedule: Winter Semester (subject to change)

Jan. 5: Week 1, The Renaissance
Vidmar, 172-184

Jan. 12: Week 2, Reformation
Vidmar, 184-212, 261-62

Jan. 19: Week 3, Counter-Reformation
Vidmar, 240-249

Jan. 26: Week 4, European Expansion (**Quiz #1**)
Vidmar, 251-265

Feb. 2: Week 5, France and New France

Feb. 9: Week 6, Early Modern Sanctity

Feb. 16: Reading Week

Feb. 23: Week 7, The Enlightenment and Revolution
Vidmar, 267-301

March 2: Week 8, Social Catholicism (**Quiz #2**)
Vidmar, 314-323

March 9: Week 9, War and Dictatorship
Vidmar, 323-347

March 16: Week 10, Vatican II and the Contemporary Church
Vidmar, 348-362

March 23: Week 11, Lived Religion in the Global Church

March 30: Week 12, Art, architecture, Music (**Quiz #3**)
Vidmar, 347-8

April 6: Week 13, Presentations

UNIVERSITY REGULATIONS AND SUPPORT SERVICES

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/SMCFeb-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

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://kings.uwo.ca/campus-life/student-supports/>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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-health/index.html>

Academic Support Services at King's University College:
<https://kings.uwo.ca/academics/academicsupports/>

3. Statement on Gender-Based Sexual Violence

King's (Western) is committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: Mental Health and Wellness at King's - King's University College

You can reach 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 reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Case Manager/Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

4. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

5. 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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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.

6. 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.

7. 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.

8. 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.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (Accessibility)

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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

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

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

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

<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.