
MOS 3321F Consumer Behavior Course Outline: Fall 2022



1. Basic Course Information:

- 1.1 Scheduled Class Location and Time: Tuesdays 2:30pm - 3:30pm, Thursdays 3:30pm – 5:30pm HC – A1
- 1.2 Contact Information:
 - Instructor: Clarence Michael Borja, MBA
 - Office: A105
 - Office Hours: By appointment via zoom or in person (arrange by email)
 - Phone: n/a
 - Email: cborja@uwo.ca
 - Website Address: <http://owl.uwo.ca/portal>

2. Calendar Description

- 2.1 Course Description:

This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Emphasis will be on how behavior is shaped by internal and external influences.

Total 3 lecture hours (2x/week), 0.5 course

Prerequisite(s): MOS 2320A/B or MOS 3320A/B and enrollment in 3rd or 4th year of BMOS

2.2 Senate Regulations

Senate Regulations state, “*Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will 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.*”

3. Course Learning Objectives

Consumer decision-making is often complex and far from rational. This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Topics include the importance of consumer behaviour and research; internal influences such as motivation and involvement, personality, self-image, life-style, perception, learning, attitude formation and change, and communication; external influences such as culture, subculture, social class, reference groups and family, and the diffusion of innovations; and consumer decision making.

By the end of this course, students should be able to:

- Identify the key terms, concepts, and theories of consumer behaviour
- Evaluate the principal theories of consumer behaviour; critically assess strengths, limitations and applications
- Apply consumer behaviour concepts to real world marketing problems and develop better marketing programs and strategies to influence those behaviours
- Analyze the current trends in consumer behaviour; and apply them to the marketing of an actual product or service.

4. Course Plan and Format

4.1 Course Plan

Welcome to Consumer Behaviour! Consumer spending powers 70% of the Canadian economy, and understanding consumer behaviour is critical to successful marketing. Marketing begins and ends with the consumer—from determining consumer needs and wants and delivering consumer satisfaction. Marketing would be relatively easy if all consumers responded the same way. However, this is far from being the case. In fact, even the same individual consumer can behave in an inconsistent manner. Consumer behaviour is complex, and predicting consumer behaviour is rather difficult.



The course begins by investigating internal influences on consumer behaviours. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by

attitudes on consumer behaviour, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how other individuals, groups, families, as well as situational factors combine to influence the consumer. Incorporating theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behaviour at the group level. Here we consider socio-demographic predictors of behaviour, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture on consumer behaviour. The course will also touch upon the research methods and critical thinking skills used to study consumer behaviour.

4.2 Course format



The lectures and readings are the base of knowledge acquisition, which will be supplemented by class discussions, presentations, assignments, games, and other activities. Together, these tasks are designed to provide students the opportunity to learn the theories and concepts of consumer behaviour, and to practically apply this knowledge to managerial contexts.

Students are expected attend all classes, and to remain in attendance throughout the entire class. Class sessions will be devoted to applying, extending and critiquing the material in the assigned readings. Therefore, it is very

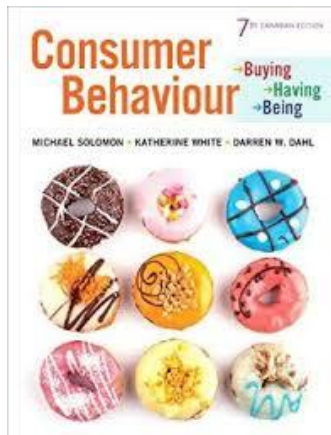
important that students be prepared to talk about the material under consideration, and that means it is necessary to read and critically think about the assigned materials **before** coming to class. Outline versions of lecture notes will be made available to students as a courtesy, and it is expected that students download and use them to maintain the pace of lectures. Moreover, the outline notes contain learning objectives that illustrate what each student should grasp from the lecture and readings, and how they should prepare for the midterm and final exams. Full versions of notes will NOT be provided to students under ANY circumstances. All students are responsible for all course material, and should contact their peers for notes of missed classes. Lecture notes may not be available for guest speakers.

It is also expected that students will remain focused on the activities during the class; disruptive talking disturbs other students and the atmosphere of the class. If you bring a laptop/handheld device to class and decide to check email/chat/surf, etc., you will be asked to leave. Cell phones should not be used or left on during class. If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation (e.g., for an emergency that cannot wait until the end of the class), please do so quietly. If you return to a class that is still in progress, please do so quietly.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you can ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions

with other students during the lectures. To avoid unnecessary distractions, please arrive to each class on time.

5. Textbook



Required: Solomon, Michael R., Katherine White & Darren W. Dahl (2021). Consumer Behaviour: Buying, Having, and Being (8th Canadian Edition). Pearson Education Canada. ISBN: 978-0-13-4995519)

The textbook can be purchased directly from the Pearson from www.pearson.com. Note: eText option is available (ISBN 9780136578123)

Additional readings from academic journals, practitioners' journals and the popular press may be assigned periodically, to illustrate and expand upon the concepts covered in the text. Class sessions will be devoted to applying, extending, and critiquing the assigned reading materials. Students must be prepared to talk about the material under consideration, and that means that students must read and critically think about the assigned materials before the scheduled class.

Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

6. Evaluation

Summary of Evaluation Components	
Components	Points/Percentage of Course Grade
Midterm Exam	25
Final Exam	30
Term Project	45

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades **will NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

Below is an abbreviated summary of the evaluation components, which will be described in more detail as the course progresses.

6.1 Midterm Exam (25pts) and Final Exam (30pts):

There will be a mid-term and final exam in the course. These may include a combination of multiple-choice, quantitative problem solving, qualitative appraisals, short answer questions, cases, and/or short essay questions. Questions can pertain to any of the material covered during the course, including those topics contained in video presentations, class discussions/activities, and ALL assigned readings.

Both the mid-term and final exams are closed-book. **Dictionaries are NOT allowed into the examinations.** Non-programmable calculators may be permitted; if you are unsure, please ask your professor to check your calculator. The final exam will take place during the regular final examination period, and is non-cumulative (100% post-midterm material). Exams will not be returned to students but may be reviewed in the instructor's office.

Exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

6.2 Team Assignments and Term Project (45pts):

Throughout the term students will work in teams on an application assignment and a term project that will be conducted outside of class. These assignments are designed to supplement your learning and highlight how course concepts can be applied to real-life marketing settings. Students will be randomly assigned to their teams within the first two weeks of the term. Teams will consist of 4-6 students. An overview of the requirements for each assignment is presented below. Students should also monitor the course web site and attend lectures throughout the term regarding the requirements for assignments. Wherever indicated, **assignments and projects are due at the beginning of class. No late submissions of any course material will be accepted**, unless accompanied by your faculty's academic counsellor.

This project requires that students work in the same teams as for the team assignment on a unique task: **create the next great niche museum!** In short – you need to create a museum that will become an important destination and source of vacation pleasure in consumers' lives. Your new museum must be located in Canada, directed primarily to a GLOBAL target audience of adults that you designate, and be a Canadian tourist attraction designed to appeal to tourists from around the world. Below is a brief overview of the components for the term project, which are due at different points throughout the term and will be explained in further detail as the term progresses.

Team Memo (mandatory): Meet with your team – as soon as possible! For this introductory task you are required to give yourselves a team name, and logo. You must also describe between 6-12 theme ideas for a new museum that you would enjoy working on throughout the term. **The team memo is due at the beginning of class on Week 3 (Sept 26).** I will provide feedback on your submission in Week 4 to help you focus on a few workable museum ideas, although your final choice won't be decided yet. Note: **Your team cannot begin or submit any other project components before completing this important stage.**

Progress Report 1 (10pts): This report has two parts. For the first part, your team is required to collect and analyze secondary data about the museum sector in Canada, to appropriately identify any challenges opportunities, and relevant consumer trends. For the second part, your team members must conduct your own primary research in the format of directed interviews and/or a focus group with members of your expected target audience. Progress Report 1 must synthesize the feedback you received from your Team Memo, your secondary and primary research, and briefly propose between two to three refined ideas for a new niche museum that follow logically from your analyses. Guidelines for conducting directed interviews or a focus group for this project will be provided later in the term. **Progress Report 1 is due at the beginning of class on Week 5 (Oct 10).** I will provide feedback on Week 6-7; your final museum choice will subsequently be decided at this stage.

Progress Report 2 (5pts): For this report, your team is required to describe basic strategic decisions of your museum that correspond loosely to the 4Ps of marketing. You must include a description of your i) proposed museum (e.g., name, rationale, positioning, content of museum regarding artifacts and amenities, pricing strategy, atmospherics); ii) target audience, iii) competition, iv) rollout/implementation plans (e.g., choice of city, location within city, activities for a “grand opening” that will build awareness and excitement among your target audience). **Progress Report 2 is due at the beginning of class on Week 8 (Nov 7).**

Team Presentation (10pts): Your team will prepare a presentation of your ideas and strategic decisions for your museum. You will be expected to synthesize the information and feedback from Progress Reports 1 and 2. A key component of this presentation is to outline new ideas for additional marketing decisions that touch on relevant consumer behavior research discussed in this course. For example, you will be expected to present ideas regarding customer benefits, relevant aspects of the self that are fulfilled/satiated by your museum, consumer co-creation activities, use of interpersonal influence, brand alliances/celebrity endorsements, advertising and persuasion, souvenirs, etc. You will also be expected to discuss how you will track and achieve success. Ultimately, you want to sell me and the class (your investors) on how and why this museum will grow its consumer base to self-sustaining levels within a few years. The presentation will be no more than 20minutes long with 5 minutes of question and answer. All team members must speak during the presentation. Prior to the presentation, teams will hand in a paper copy of the presentation slides to the professor. **Team presentations will be delivered during Week 11 (Nov 21) and Week 12 (Nov 28).**

Final Report (20pts): Your team will prepare a final report that synthesizes the information and feedback from both progress reports and your presentation. The format of this report will be explained later in the term. **The Final Report is due by 4pm in my assigned office the final week of class (Dec 5).**

For this component of the course grade, the written report is worth 20pts and the presentation is worth 10pts. A failure of either task will result in a failing grade for the final project component of the course.

6.3 Peer Review:

In the final calculation of your assignment and term project grades *your peers' evaluations will also be considered* and your grade(s) may be adjusted if the evaluations in the team indicate an uneven distribution of contribution and effort. If, for example, a student's team received a 85%

grade on an assignment but the student only earned 80% of the possible points from this assignment based on evaluations from his or her teammates, s/he will earn only 80% of that mark, i.e., s/he will finish with a 68% grade.

There will be two peer evaluations throughout the semester: the first at the beginning of class in Week 8 (Oct 30), and the second within one day of handing in the final term project report (Dec 4). If you receive less than 100% on the first peer evaluation, I'll provide you with feedback so that you can be aware of your level of contribution and can compensate for it during the rest of the semester. Only the final peer evaluation will be considered in grading. Peer evaluation sheets will be distributed in class later during the semester, and the information that is provided will remain confidential.

6.4 Bonus Participation Mark:

Students are expected to participate in and make regular contribution to class discussions. Merely attending class is not considered sufficient for "participating" in class. Weak contributions reflect poor classroom etiquette, or little effort to contribute to the discussion. Adequate contributions consist of responding to questions. Strong contributions are those which reflect that the student has read the assigned materials before class and has an accurate understanding of the content. Students who contribute **strongly** and **regularly** will received the full bonus marks (3%).

7. Lecture and Examination Schedule

The schedule is subject to change at the discretion of the course instructor. **Additional readings may be assigned periodically throughout the term.**

Week 1 (September 12):

Introduction to Consumer Behaviour

- Introduction to the course, review of course syllabus, discussion of team assignments
- What is consumer behaviour, marketing strategy and consumers, needs and wants, the dark side of CB
- Research methods

Readings: Chapter 1



Week 2 (September 19):

The Cognitive Consumer: Perception, Learning and Memory

- Sensory systems, exposure, attention, interpretation, biases,
- Learning theories and process, memory

Readings: Chapter 2, Chapter 3



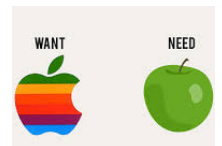
Week 3 (September 26):

Motivation and Affect

- Critical thinking about consumer behaviour
- Needs and wants, motivation process and strength, involvement
- Preparation for Progress Report 1

Readings: Chapter 4; article TBD

ASSIGNMENT DUE: TEAM MEMO for assignments and term project; preferred date for team presentation



Week 4 (October 3):

The Self, Personality, and Lifestyles

- Perceptions on the self, self-concept, gender roles and body image
- Personality and brand personality, lifestyles and psychographics, values

Readings: Chapters 5 & 6



Week 5 (October 10):

Attitudes: Formation & Change

- Formation of attitudes, attitudes as predictors of behavior, modifying attitudes, communication effects on attitudes
- Modifying attitudes, communication effects on attitudes

Readings: Chapters 7 & 8

ASSIGNMENT DUE: Term Project Progress Report 1



Week 6: (October 17):

Decision-Making: Individuals and Situations

- The stages in consumer decision-making, situational effects on behavior
- buying and disposing
- Post-purchase satisfaction and behavior



<p>Readings: Chapters 9 & 10</p>	
<p>Week 7 (October 24): MIDTERM EXAM (Actual Exam date in-class Oct. 27th) Corresponding to topics covered during Weeks 1-6.</p>	
<p>Week 8 (October 30): <i>The Social Consumer: Group Influences and Families</i></p> <ul style="list-style-type: none"> • Reference groups and conformity, W.O.M, opinion leaders, family decision making and roles • Income and consumer spending patterns, social class and status symbols <p>Readings: Chapter 11, Chapter 12 ASSIGNMENT DUE: Term Project Progress Report 3; Peer evaluations (in-class)</p>	
<p>Week 9 (October 31 -6): [*no class – Fall Reading Week*] <i>Work independently on Term projects</i></p>	
<p>Week 10 (November 14): <i>The Social Consumer: Subcultures; Cultural Influences on Consumer Behaviour</i></p> <ul style="list-style-type: none"> • Subcultures and consumer identities by age, regions • What is culture, characteristics of culture, culture and consumption, Myths and rituals <p>Readings: Chapters 13 & 14</p>	
<p>Week 11 (November 21): <i>The Social Consumer: Creation and Diffusion of Culture</i></p> <ul style="list-style-type: none"> • Cultural selection and diffusion, meaning transference <p>Readings: Chapter 15 ASSIGNMENT DUE: Term Project Presentations</p>	
<p>Week 12 (November 28):</p> <ul style="list-style-type: none"> • Special topics: Sustainable consumption trends • Exam review <p>ASSIGNMENT DUE: Term Project Presentations</p>	
<p>Week 13 (December 5): no class ASSIGNMENT DUE: Term Project Final Report due 12pm</p>	
<p>During final exam period (December 10-22, 2022): FINAL EXAM</p> <ul style="list-style-type: none"> • 3 hours, closed book. Location, time, date: TBA <p>NON-CUMULATIVE → Corresponding to topics covered in weeks 7-12. This includes assigned text chapters, assigned supplementary materials, and classroom discussions.</p>	

8. Special Instructions & Frequently Asked Questions

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at www.huronuc.on.ca. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at www.huronuc.on.ca/library&computing~styleguides. Plagiarism detection software will be used in this course. Students will be required to submit their work in electronic form.

Instructions for attending exams:

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, or other electronic devices to exams

8.1 Frequently Asked Questions

Question	Answer
How can I succeed in this course?	Attend class and do all the assigned readings, and assignments. Focus on the learning objectives that I post on each lecture each week.
I missed the exam because I was out of town, I lost my phone, I forgot ...	A missed exam will result in a mark of zero. You are responsible for calendaring the exams and arriving on-time to write them.
I missed an exam because I was sick or there was a death in my family.	See the section of the course outline on ILLNESS AND SPECIAL CIRCUMSTANCES
I have a lot of mid-terms or projects at once. Can I write the make-up exam?	Make-up exams for exam conflicts are not available unless you have three exams within a 24 hour period.
When will the exam grades be posted?	Mid-term grades are posted on OWL when they become available. Final exam grades and final course grades are not posted on OWL.
Can I come and see my exam?	You can review your exam during office hours or at any other mutually convenient time.
Can I use a different textbook?	You can use a different textbook, but it is your responsibility to ensure that you are learning all of the assigned material. Be aware that different

	textbooks may be organized differently and may cover different material.
Student(s) in my team are not doing their fair share of work.	I recommend discussing schedules, expectations, and attempting to resolve conflicts with your team before seeing me, and before the peer evaluations are due.
There is so much material. How can I possibly remember everything?	You do not need to remember everything in the book. Focus on the learning objectives that I post on each lecture each week.
This mark is going to prevent me from getting accepted at graduate school.	Grades are given based on actual performance, as set out on the course outline. In order to be fair to all the students in the course, grade adjustments, extra assignments, and the reweighting of course components are not available.
I need a certain mark to get or maintain a scholarship	
I tried really hard but I still got a poor mark.	
This is the lowest mark I have ever received.	

9. FASS APPENDIX



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course

and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) 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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar). The appeals process is also outlined in this policy as well as more generally at the following website:

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

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the

due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit

<https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)