

HURON UNIVERSITY COLLEGE
LONDON, CANADA
Department of Psychology
2020-2021

Psychology 2115A
Introduction to Sensation and Perception

1.0 COURSE INFORMATION

INSTRUCTOR: Dr. Stephen Van Hedger

VIRTUAL OFFICE HOURS: Wednesdays 1:30p – 4:30p or by appointment

TIME AND LOCATION OF CLASSES: M 11:30a -12:30p, W: 11:30a – 1:30p (though lectures will be prerecorded and posted to OWL)

EMAIL: svanhedg@uwo.ca

ANTIREQUISITE(S): Psychology 2015A/B.

PREREQUISITE(S): A mark of at least 60% in 1.0 credits of Psychology at the 1000 level.

DETAILS: 4 lecture hours, 0.5 course.

2.0 TEXTBOOK

Wolfe, JM et al. 2018. Sensation & Perception, 5th Edition. Sinauer Associates. (Required)

Note: Physical copies of the textbook can be ordered from the Western Book Store website and will be shipped to you. If you prefer an e-book version of the textbook, this cannot be ordered through the Book Store website. Instead, you can purchase an e-book version [here](#).

3.0 COURSE DESCRIPTION

This course is an introduction to the fundamentals of sensation and perception. We will explore how sensation differs from perception; investigate different theoretical traditions that have attempted to account for perceptual phenomena; survey the methods that are used to study sensation and perception; and trace the functional and anatomical organization of the different sensory modalities, from sensory transduction, through stages of information processing, to perception and action.

We will cover the basic principles involved in seeing, hearing, touch, tasting, and smelling. Throughout, we assume that the goal of perception is behaviour. Perception is our only means of extracting information from the environment, allowing us to experience the discrete objects, people and events “out in the world” that drive our behaviour. *To this end, we will emphasize real-world implications of the topics we cover throughout the course.*

4.0 LEARNING OBJECTIVES

By the end of the course students should:

- Be able to describe the structure and function of our sensory systems
- Have refined the ability to consolidate and present scientific information at an appropriate level for a group of peers
- Have further evolved critical thinking and communication skills

5.0 COURSE OUTLINE

Below is a general outline of the topics that will be discussed each week. Please pay special attention to the assessments that are due each week. Assessments must be completed by 11:59pm on Sunday of each week. For example, the Week 1 “Welcome Survey” should be completed by Sunday, September 13th by 11:59pm. *Late work will be accepted but will be marked down 10% for every day that it is late.*

DATE	TOPIC	READINGS	ASSESSMENTS
Week 1 (Sept 7)	General Introduction	Chapter 1	Welcome Survey
Week 2 (Sept 14)	Introduction to Vision	Chapter 2	Discussion Post 1
Week 3 (Sept 21)	Spatial Vision and Object Perception	Chapters 3 & 4	Discussion Post 2
Week 4 (Sept 28)	Color Perception	Chapters 5	Discussion Post 3 & Portfolio 1
Week 5 (Oct 5)	Scene Perception	Chapters 6 & 7	Discussion Post 4
Week 6 (Oct 12)	Visual Motion Perception	Chapter 8	Discussion Post 5
Week 7 (Oct 19)	Introduction to Hearing	Chapter 9	Discussion Post 6
Week 8 (Oct 26)	Hearing in the Environment	Chapter 10	Discussion Post 7 & Portfolio 2
Week 9 (Nov 2)	No New Material – Fall Reading Week	NA	NA
Week 10 (Nov 9)	Music and Speech Perception	Chapter 11	Discussion Post 8
Week 11 (Nov 16)	Vestibular Sensation	Chapter 12	Discussion Post 9
Week 12 (Nov 23)	Touch	Chapter 13	Discussion Post 10
Week 13 (Nov 30)	Olfaction & Taste	Chapters 14 & 15	Portfolio 3

6.0 TIME EXPECTATIONS

You should plan on spending between 8 and 10 hours per week on this course. The bulk of your weekly workload will consist of textbook readings and reviewing the posted lectures. However, you should also be devoting some time each week to working on your discussion posts and portfolio assignments.

Content	Approximate Time Commitment
Lectures	2.5 hours/week
Readings	3.5 hours/week
Portfolio Assignments	2 hours/week
Weekly Discussion Posts	1 hour/week

7.0 ASSESSMENTS

7.1 Portfolios

The portfolio assessments serve as the heart of the course. Similar to an artist's portfolio, these are meant to showcase your mastery of course concepts in creative, meaningful, and sometimes humorous ways. Overall, they are designed to encourage you to think *creatively* and *flexibly* about the course content.

Specific instructions will be posted for each Portfolio. However, each Portfolio contains a core set of assessment types. These are outlined below. *For each Portfolio, you will be responsible for completing **three** of these assessments.*

Portfolio Assessment #1: Reflect on Participating in a Perceptual Study

Throughout the course, we will discuss a number of classic research paradigms used in sensation and perception research. For each Portfolio, you will have the opportunity to get a first-hand feel for some of these classic studies by participating in a sample online study. Participation will take between 30 and 60 minutes. *Note: your grade is not based on how well you perform on the study. However, it is important to give your best effort, as this will help you with the guided reflection.*

After you participate, you will complete a guided reflection about your experiences participating in the study. Specifically, you will be asked to find connections between the study and core concepts from the lectures/readings. You will also be asked to think about how choices in designing the study may influence the results.

Portfolio Assessment #2: Be the Instructor

In this assessment, you will take on the role of the instructor. Your task is to think carefully about the key concepts from the readings and lectures and develop **five** exam questions that you think would successfully assess someone's comprehension of the readings/lectures.

For each question you develop, you will be asked to (1) identify the number of points you think each question would be worth, (2) provide potential answers to your questions, (3) identify the concept that the question is trying to address.

At least two of the questions that you develop need to be *critical thought questions*. These questions should go beyond simply restating information from the readings/lectures. For example, you could assess components of a core concept (such as signal detection theory) by creating a short narrative about someone who listens for extraterrestrial signals amid cosmic background noise. These critical thought questions are a way for you to showcase your understanding of how course concepts can be applied outside of the classroom – have fun and get creative with them!

Portfolio Assessment #3: “Discover” a Perceptual Illusion

Perceptual illusions offer striking reminders that our perceptual experiences are governed by both the physiological parameters of our nervous systems, as well as our “unconscious inferences” about how the world is organized. As such, perceptual illusions are not only amusing; they can also provide keen insights about sensation and perception.

In this assessment, you will “discover” a perceptual illusion and make a short movie (slide presentation) of your findings. In your presentation, you should:

1. Present the illusion (e.g., play a video of a visual illusion, play the sound of an auditory illusion, show a video or make a figure describing a haptic illusion)
2. Describe the nature of the illusion – i.e., why is it an illusion?
3. Discuss the possible reasons for why the illusion happens. Be specific and ground your explanation in concepts covered in the readings/lectures. Make sure to explain the illusion using your own words.
4. Extend your discovery to the “real world” – can you think of how your illusion might influence perception and behaviour beyond the demonstration you provided at the beginning of the presentation?

The presentation should be no longer than 10 minutes. You should record yourself speaking as you describe your slides.

Portfolio Assessment #4: Traditional Exam

This assessment consists of completing multiple choice, fill-in-the-blank, short answer, and essay questions about course material. Exams will *not* be cumulative; for example, the exam for Portfolio 2 will only cover material from Weeks 5-8. The exam will be posted to OWL and can be completed at your leisure. You will be given two hours to complete the exam. *Important: The two-hour timer starts once you click on the exam, so please make sure you choose a block of time that allows you to complete the exam in a single sitting.*

Portfolio Assessment #5: Literature Review

Throughout this course, we will cover several core concepts relevant to sensation and perception. However, many times we will only have enough time to cover the classic, foundational research for a given topic, which may have been conducted decades earlier.

For this assessment, you will choose a topic that you find interesting and that is relevant to the particular Portfolio (e.g., colour constancy for Portfolio 1). You will then conduct a brief literature review on this topic, focusing on *recent* research in this area (2010-present). You will be responsible for finding and reading **three** articles relevant to your chosen topic. For each selected article, you will provide a brief summary (<350 words). You will also be responsible for posing a *critical comment* related to the article. For example, are there particular aspects of the author(s)' methods or interpretation of their results that you find (un)convincing? Do you see a way in which future studies might extend the findings from the article? *Note: the use of the word "critical" does not mean that this needs to be something negative about the paper! Rather, the critical comment is meant for you to highlight your critical thinking skills in the context of the paper.*

Tips for conducting a literature review in Psychology will be posted to OWL.

7.2 Discussion Posts

Each week, there will be a relevant article posted on the OWL Course website. Sometimes the articles will come from peer-reviewed journals; other times, the articles will come from mainstream media outlets (e.g., Scientific American, Vox, Medium). Your job is to carefully read the article and post a short (< 200 words) reflection. Your reflection can take many forms. For example, is there something that you find unconvincing about the author(s)' argument? Does the article remind you of a concept that was covered in lecture or the textbook readings? Can you think of ways of "going beyond" what was reported in the article (e.g., testing the author(s)' claims in a new way or in a different context)? This is an opportunity for you to showcase your own voice / "spin" on course materials to both the instructor and to your fellow students.

7.3 Final Exam

There will be a cumulative final exam made available on OWL during the exam period. The exam will consist of multiple choice, fill-in-the-blank, and short answer questions. It will be open book and open note.

8.0 METHODS OF EVALUATION

Your grade will be based on (1) Discussion Posts (x10), (2) Portfolios (x3), and (3) the Final Exam (x1). The specific breakdown of each assessments is:

Assignment	Percentage of Final Grade
Portfolio 1	20%
Portfolio 2	20%
Portfolio 3	20%
Discussion Posts	20%
Final Exam	20%

9.0 METHODS OF EVALUATION

Although the Psychology Department does not require instructors to adjust their course grades to conform to specific targets, the expectation is that course marks will be distributed around the following averages:

65% 1000-level and 2000-level courses
70% 2100-2990 level courses
75% 3000-level courses
80% 4000-level courses

The Psychology Department follows Western's grading guidelines, which are as follows (see: http://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf)

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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

Support Services

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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. 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

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300.

For more information about SERT please visit: www.sert.uwo.ca/about-sert/aboutsert/



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising> .

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/contact-directory> .

Copyright Regarding 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From

these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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 (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

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

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 Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfill the academic expectations they may have missed during the absence.

Please review the full policy at,
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , 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.

- (b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation 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. 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.

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) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support 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. 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

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:**
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>