

HURON UNIVERSITY COLLEGE

Psychology 2280E (2020-2021) Method and Theory in Learning and Motivation

1.0 BASIC COURSE INFORMATION

Instructor: Dr. Mark R. Cole

Office: V118

Office Hours: TBA

Time and Location of Lectures: Recorded and Posted on OWL by class time.

E-mail address: mcole@uwo.ca

Course website: <http://owl.uwo.ca> {login & password = UWO login ID and password}

2.0 COURSE DESCRIPTION

A research-oriented course in learning and motivation with an emphasis on methodology. **The rat lab is now closed and will not play a role in this year's offering.**

Antirequisite(s): [Psychology 2210A/B](#), the former Psychology 306F/G, [Psychology 3209F/G](#), or the former Psychology 201F, 209G, 210.

Prerequisite(s): [Psychology 1100E](#) and [Psychology 2830A/B](#). A minimum of 60% is required in [Psychology 1100E](#). May be taken concurrently with [Psychology 2830A/B](#).

Extra Information: 2 lecture hours, 2 laboratory hours, 1.0 course.
(Huron)

3.0 COURSE LEARNING OBJECTIVES

By the end of the course students should have:

- Knowledge of the fundamental concepts in animal learning and cognition (first term) and in animal and human motivation (second term).
- Extensive exposure to animal and human research paradigms in the area of learning and motivation.
- Experience in preparing research reports involving experimental research.

4.0 DESCRIPTION OF CLASS METHODS

One lecture per class will be devoted to the content material relevant to the area of learning and motivation. Additional time will be devoted to the methodologies relevant to the area of learning and motivation and which students will need to master in order to carry out the research required in this course and prepare laboratory reports based on that research. Each term is divided up into modules, each one dealing with a particular topic. These modules are colour coded.

5.0 TEXTBOOKS

In view of the difficulties posed by the COVID 19 restrictions, I am not going to have a textbook in the course. The content will be delivered in the form of pre-recorded lectures and additional material, usually classic articles, that will be posted on OWL.

6.0 METHOD OF EVALUATION

(6.1) Summary of Dates and Weights

REPORT	CONTENT	DUE	VALUE
1	Lab Report 1 – Graph of Data*	Fr. Oct. 9	5%
3	Lab Report 2 - Method and Results Only**	Fr. Nov. 13	10%
4	One DYLT for each module in Term 1 (5% each)	As per Syllabus	20%
5	Lab Report 3 - Full Report**	Tu. Jan. 7	20%
6	Research Proposal	Tu. Feb. 25	0%
7	Lab Report 4 - Full Report***	Fr. Apr. 10	25%
8	One DYLT for each module in Term21 (5% each)	As per Syllabus	20%

* Based on data I will supply

** Based on data you will collect from yourself in a project of some sort

*** Based on data you will collect in a fashion yet to be determined, but not likely in a face-to-face environment

(6.2) Content Assessments

For each module students must complete a Demonstrate Your Learning Task (DYLT) from a listing of 3 DYLT choices. Students must complete 1 DYLT for one of the video lectures posted in each module. Below, the 3 different DYLTs that students can choose from are described.

The marking schemes for each type of DYLT will be available on our OWL site

DYLT #1: Infographic Creation

- To demonstrate your comprehension of the video content you will create a one page (8x10) infographic that showcases what you determine are the five most important take home points from the video in question.
- If you are unfamiliar with what an infographic is, here is a link to a website that describes what infographics are: <https://venngage.com/blog/what-is-an-infographic/>
- You can use a computer to create your infographic or you can create one by hand.
- If you create your infographic by hand just take a picture of it that you can include in the final word document assessment package that you submit on OWL

DYLT #2: Video Summary

- Create a written summary for the video lecture under examination.
- Your summary for the video should be no more than 500 words.
- Given this word limit it is not possible to summarize all of the material covered in the video lecture.
- The idea is to highlight and describe what you believe are the are **the most important/interesting aspects of the video lecture.**
- Feel free to exert some creativity – your summary need not be entirely text
 - o For example - you could use graphics or vary the colour and type of font to make very important information stand out.
- You are aiming to showcase your thoughtful consideration of the material, clearly demonstrate your understanding of the material and showcase your ability to creatively present this information.

DYLT #3: Question Corner

- In this DYLT you will take on the role of professor
- You will develop 8 short answer questions that you think would adequately assess a student's comprehension of the video lecture material.
- The questions you develop should be designed to elicit answers in the 3 – 5 point range
- The aim in this task is to showcase your discerning of the most important information to take away from the video in question.
- In addition to developing the questions, you will also need to present your answers to the questions.
- Finally, at least three of the questions that you develop must be critical thought questions in which a student would need to apply the material learned rather than simply re-state information from the video lecture.

(6.3) Laboratory Reports

Students are responsible for completing one partial laboratory report as a dry run for the first full laboratory report. The first such report (Report 1) will consist of data-only, reported in graphic form, and is worth 5% of the course grade. The second report (Report 2) will consist of Method and Results sections only, including graphs and/or tables and will be worth 10% of the course grade. Additional details concerning these assignments will be given on OWL.

Students are also required to complete two full laboratory reports in APA style, one in each term.

The first full report (Report 3) worth 15% of the course grade, will be based on an experiment you will conduct using yourself as the participant. The report is due at the start of the second term.

The second full laboratory report (Report 4) is worth 25% and will require each student to generate a hypothesis based on background literature, design an experiment, carry out the experiment, analyze the data, and prepare a full APA style report. The second report is due at the end of the second term and may be published online as part of Scholarship@Western as an article in the Huron College Journal of Learning and Motivation. Further details about the requirements for this report will be available on OWL.

ALL REPORTS ARE DUE AS AN EMAIL ATTACHMENT BY MIDNIGHT ON THE DAY INDICATED AND LATE ASSIGNMENTS WILL SUFFER A PENALTY OF 2% PER DAY INCLUDING WEEKENDS. AFTER 14 DAYS THEY WILL NOT BE ACCEPTED FOR GRADING AT ALL.

7.0 POLICY ON GRADING STANDARDS

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2000-level honors Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

8.0 POLICY ON OWL

I will post my Power Point Slides and accompanying pre-recorded lecture on OWL for each scheduled lecture. Once posted they will remain on OWL. These slides accompanied by a lecture are copyrighted and are for personal use only. They are not to be disseminated beyond your own computer. Under no circumstances post them or notes based on them on any website, including, but not limited to, Oneclass.com

9.0 ADDITIONAL NOTES

9.1 SENATE POLICIES

Relevant Senate policies that are in force for this course may be found in the FASS Appendix posted on OWL.

9.2 PUBLICATION OF FINAL LABORATORY REPORT:

The Final Laboratory Reports, if presented in an acceptable form, likely revised after being handed back, may be published each year as a complete volume of the Huron College Journal of Learning and Motivation. These reports will be presented without any indication of the grade received. You may request that your final report not be published, and I, as editor, reserve the right to exclude a report. This publication will be in electronic form within the UWO library system and will be

searchable. For the most recent volumes visit: <http://ir.lib.uwo.ca/hucjlm/>.

9.3 RESEARCH PROPOSALS

Students may not collect data for their second-term research project until they have received **written approval** based on a formally-submitted research proposal. Deviations from the procedures approved will be treated as a violation of ethics and penalties, including possible refusal to accept the entire paper, will be levied. Research involving human participants is governed by a document entitled *Ethical Guidelines for Research Involving Human Participants at Huron University College*. The actual proposal form is entitled *Request for Ethical Approval of an Undergraduate Research Project Involving Human Participants at Huron University College*. These documents and forms are available on the OWL site for this course in a folder called *Documents*. Proposals are not worth any marks but late proposals will have 1% per day deducted from the grade for the Final Laboratory Report.

9.4 INFORMED CONSENT

Those using human participants in their second-term research project will normally have to obtain consent from all participants. As face-to-face data collection is unlikely to be permitted this year, such research projects will have to be carried out on-line. All students at Huron have access to a data collection tool called Qualtrics. Details will be posted on OWL.

10.0 TENTATIVE LECTURE SCHEDULE (SUBJECT TO CHANGE)

<u>DATE</u>	<u>TYPE</u>	<u>TOPIC</u>	<u>READING</u>	<u>DUE</u>
W. Sep. 9	Lecture	Classical Conditioning Foundations 1	Brown & Jenkins (1968)	
F. Sep. 11	Lecture	Classical Conditioning Foundations 2		
W. Sep. 16	Lecture	Classical Conditioning Foundations 3		
F. Sep. 18	Lecture	Classical Conditioning Mechanisms 1	Rescorla (1973)	
W. Sep. 23	Lecture	Classical Conditioning Mechanisms 2		
F. Sep. 25	Lecture	Classical Conditioning Mechanisms 3		
W. Sep. 30	Lecture	Instrumental Conditioning Foundations 1	Skinner (1948)	
F. Oct. 2	Lecture Lab.	Instrumental Conditioning Foundations 2 How to Draw Graphs		DYLT 1
W. Oct. 7	Lecture	Instrumental Conditioning Foundations 3		

F. Oct. 9	Lecture Lab	Stimulus Control of Behaviour 1 Research Project		Rep 1
W. Oct. 14	Lecture	Stimulus Control of Behaviour 2	Jenkins & Harrison (1962)	
F. Oct. 16	Lecture	Stimulus Control of Behaviour 3		
W. Oct. 21	Lecture	Basic Reinforcement Schedules 1		
F. Oct. 23	Lecture	Basic Reinforcement Schedules 2		DYLT 2
W. Oct. 28	Lab	How to Write Method and Results		
F. Oct. 30	Lecture	Basic Reinforcement Schedules 3	Cole (1994)	
W. Nov. 4		Reading Week		
F. Nov. 6		Reading Week		
W. Nov. 11	Lecture	Choice and Behavioural Economics 1	Herrnstein (1961)	
F. Nov. 13	Lecture	Choice and Behavioural Economics 2		Rep 2
<u>DATE</u>	<u>TYPE</u>	<u>TOPIC</u>	<u>READING</u>	<u>DUE</u>
W. Nov. 18	Lecture	Choice and Behavioural Economics 3		
F. Nov. 20	Lecture	Animal Cognition I – Memory 1		
W. Nov. 25	Lecture	Animal Cognition I – Memory 2	Olton & Samuelson (1976)	DYLT 3
F. Nov. 28	Lecture	Animal Cognition I – Memory 3		
W. Dec. 3	Lecture	Animal Cognition II - Cool Stuff 1		
F. Dec. 5	Lecture	Animal Cognition II – Cool Stuff 2		
W. Dec. 9	Lecture Lab	Animal Cognition II - Cool Stuff 3 How to write a Full Report	Macpherson & Roberts (2006)	
W. Dec. 14				DYLT 4

W. Jan. 6	Lecture	Instinct 1		Rep
-----------	---------	------------	--	-----

F. Jan. 8	Lecture	Instinct 2	Tinbergen & van Iersel	
-----------	---------	------------	------------------------	--

Page 6 of 15

(1948)

W. Jan. 13 Lecture Arousal & Sleep 1

Schachter & Singer (1948)

F. Jan. 15 Lecture Arousal & Sleep 2

W. Jan. 20 Lecture Arousal & Sleep 3

Aserinski & Kleitman (1953)

F. Jan. 22 Lecture Hunger, Eating, and Weight 1

Hetherington & Ranson (1940)

W. Jan. 27 Lecture Hunger, Eating, and Weight 2

F. Jan. 29 Lecture Hunger, Eating, and Weight 3

W. Feb. 3 Lab Ethics, Research Design and Statistics

F. Feb. 5 Lecture Drive Theory (Historical)

W. Feb. 10 Lecture Drive Theory (Hull)

Hull (1949)

DYLT 5

<u>DATE</u> <u>DUE</u>	<u>TYPE</u>	<u>TOPIC</u>	<u>READING</u>
---------------------------	-------------	--------------	----------------

F. Feb. 12 Lecture Drive Theory (Hull)

W. Feb. 17 Reading Week

F. Feb. 19 Reading Week

W. Feb. 24 Lecture Drive Theory (Spence, Amsel)

Proposal

F. Feb. 26 Lecture Drive Theory (Spence, Amsel)

Amsel (1958)

W. Mar. 3 Lecture Cognitive Theory (Tolman)

Tolman (1948)

F. Mar. 5 Lecture Cognitive Theory (Tolman)

DYLT 6

W. Mar. 10 Lecture Cognitive Theory (Lewin)

F. Mar. 12 Lecture Cognitive Theory (Lewin)

Lindsey (1952)

W. Mar. 17 Lecture Achievement Theory

F. Mar. 19 Lecture Achievement Theory

McClelland (1985)

DYLT 7

W. Mar. 24 Lecture Achievement Theory

F. Mar. 26 Lab Data Analysis

W. Mar. 31

DYLT 8

F. Apr. 2 Good Friday – No Class



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://academicsupport.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 fulfil 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>