

**Psychology 2480E – Developmental Psychology: Basic Principles
Fall/Winter 2020-2021**

1.0 Calendar Description

This course focuses on the academic study of developmental psychology. Specifically, research methods, perceptual developmental, learning, physical development, cognitive development, and social-emotional development. Theoretical issues and experimental design issues will be emphasized.

Antirequisites: Psychology 2044, 2410A/B, the former 241

Prerequisites: At least 60% in Psychology 1100E. Other introductory psychology courses may be substituted with the permission of the Department.

2 lecture hours, 2 laboratory hours.

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the 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.

2.0 Course Information

Instructor	Dr. Christine Tsang
Office	HUC-V119
Phone	(519) 438-7224 ext 260
Email	ctsang33@huron.uwo.ca
Office Hours (virtual)	W 6:00-7:00pm EST or by Zoom appointment
Scheduled Course Time	W 6:30-9:30pm EST (lectures will be posted to OWL weekly)
Course website	http://owl.uwo.ca {login & password = UWO login ID and password}

3.0 Course Objectives:

By the end of this course, students should:

- Understand and explain the basic theories and principles of developmental psychology
- Identify and critique basic areas of research in developmental psychology
- Apply basic research methods and experimental designs used in developmental psychology
- Apply theories and concepts of developmental psychology to real world problems

4.0 Description of Class Methods

This course will be offered primarily ASYNCHRONOUS in style, which means that the content to be covered each module will be posted on OWL and students can work through the material and meet posted course deadlines on their own schedule. The course is broken up into 2-week Content Modules. Within each Content Module, there will be assigned readings (textbook and journal articles), supporting videos and other multimedia content to illustrate concepts, as well as a few short lecture videos from the instructor highlighting important themes and issues. Students will be expected to participate and engage with course content in asynchronous discussions on OWL forums.

Students will be regularly assessed on their understanding of course material via biweekly module quizzes, discussion posts/responses, and written critical reflections. There will be a cumulative summative midterm at the end of each term.

This course also includes a major independent research project in which students will be expected to apply and implement a psychological research design to test a research question of the student's own choosing. Students will be expected to communicate the question and design in a written proposal, and also communicate the final results of the project in a standard APA-style written report.

The instructor will be available for synchronous (meaning at the same time) meetings with individual students and groups of students on various virtual platforms to discuss course content and course performance.

5.0 Required Texts:

This course will use selected readings from three primary Open Educational Resource (OER) textbooks. The specific reading selections from each source can be found in the "Readings List" on OWL. The full references for each of the OER texts are below.

National Research Council (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/9824>.

https://www.ncbi.nlm.nih.gov/books/NBK225557/pdf/Bookshelf_NBK225557.pdf

Lally, M. and Valentine-French, S. (2019). *Lifespan Development: A Psychological Perspective Second Edition* <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Paris, J., Ricardo, A., & Rymond, D. (2019). *Child Growth and Development*.

<https://drive.google.com/file/d/1B4e6oKPTFeUE9tXsJMcjsczb6Kj7EfEb/view>

Suggested text: *The Publication Manual of the American Psychological Association* (2019). (7th Ed.). Washington, DC: American Psychological Association

6.0 Evaluation:

<i>Assessment</i>	<i>Date</i>	<i>Weight</i>
OWL Module Quizzes	Throughout course	(1% each x 10) 10%
Midterm Exams	December and April Exam Periods	(17.5% each x 2) 35%
Developmental Research Project	Proposal Due January 15	10%
	Final APA Report Due April 8	25%
Discussion Posts	Throughout course	(1% each x 10) 10%
Research Journal Reflections	Throughout course	(2% each x 5) 10%

1. **OWL Quizzes (10%)**. At the end of each 2-week Content Module there will be a module quiz to ensure completion of the module. There are 12 OWL quizzes each worth 1% of the final grade. The lowest two quizzes will be dropped from the evaluation.
2. **Midterms (35%)**. There are 2 midterm exams. Each midterm will be worth 17.5% each, for a total of 35% of the final grade for the course. Midterm tests may cover any and all material (lectures, readings, videos, activities, and discussion) covered during the term. Midterm tests will be take home tests, and completed More details will be provided on OWL in advance of each midterm.
3. **Research Project (35%)**. Students will design and execute a developmental research project. Information and guidelines for the Research Project will be posted on OWL.
4. **Discussion Post and Response (10%)**. Each Content Module includes one article reading. Students will be expected to make one discussion post to OWL on the article AND one response to another student's discussion post to 10 articles over the course. Each post and response will be worth 1% of the final grade. More information and guidelines on the discussion post and response will be posted on OWL.
5. **Critical Learning Reflections (10%)**. Students will be expected to complete at least 5 reflections that document and critically reflect on the connections between the material covered across the course (lectures, readings, discussions, research project). Each reflection will be worth 2%. If more than 5 are completed, the top 5 will be used to evaluate the final grade. More information and guidelines will be posted on OWL.

6.1 Time and Technology 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 lecture materials in

the module. However, you should also be devoting some time each week to working on your research project and completing your critical reflection for the module.

Content	Approximate Time Commitment
Lecture Videos	2.0 hours/week
Assigned Readings	3.0 hours/week
Research Project	2.0 hours/week
Reading Discussion Posts	1.0 hour/week
Biweekly Written Reflection	1.0 hour/week

This course will require the following technological capabilities:

- Stable high-speed internet connection
- Microphone
- A quiet space to take part in synchronous learning (discussion groups, etc.)
- Webcam is optional but recommended

7.0 Late Penalties, Extensions, and Make-up Tests

Quizzes, reflections, and discussion posts related to Term 1 content may only be completed in Term 1 up until the last day of classes in Term 1 (December 4) and quizzes, reflections, and discussion posts related to Term 2 content may only be completed in Term 2 (April 5). Students who miss more than two quizzes over the year will have the remaining quizzes reweighted only with recommendations for accommodation.

Students who require accommodation for a missed Midterm Test should follow the Senate guidelines for accommodation for a missed test https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf. If accommodation is recommended, the accommodation will be in the form of a make-up test or alternative assignment at the discretion of the instructor.

Students who require extensions of the deadline dates for the Research Report should discuss the nature of the accommodation and extension request with the instructor.

8.0 Huron Psychology Department Grading Policy

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level 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.

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

9.0 University Policies

The Senate policies in force for this course (i.e., academic accommodation, accessibility, academic misconduct, course drop dates, and other related university policies) may be found posted on the OWL course site

10.0 Tentative Schedule (topics covered on each date subject to change)

Term 1 Schedule

Module	Dates	Readings	Lecture videos	Research Project To-Dos	Assessment To-Dos
1: Themes/ Theories	Weeks 1 & 2 Sep 8- 18	<ul style="list-style-type: none"> • Lifespan Development: Ch1 • Skinner (1945) 	<ul style="list-style-type: none"> • Major Themes • Studying Change over Time 		<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response on Baby in a Box • Reflection
2: Research Methods	Weeks 3 & 4 Sep 21- Oct 2	<ul style="list-style-type: none"> • Neurons to Neighbourhoods Ch 4 • Nielsen et al (2017) 	<ul style="list-style-type: none"> • Longitudinal vs. Cross sections • Basic vs. Applied research 	<ul style="list-style-type: none"> • Introduction to the Course Research Project 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response on article reading • Reflection
3: Prenatal Development , Genetics & Heredity	Weeks 5 & 6 Oct 5- 16	<ul style="list-style-type: none"> • Child Growth and Development: Ch2 • Leve et al. (2013) 	<ul style="list-style-type: none"> • Prenatal phases • Genetics primer • Issues in Heredity 	<ul style="list-style-type: none"> • Brainstorming research project topic 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response on article reading • Reflection
4: Brain Development	Weeks 7 & 8 Oct19- 30	<ul style="list-style-type: none"> • Neurons to Neighbourhoods Ch8 • Penhune (2011) 	<ul style="list-style-type: none"> • Phases of neural development • Brain plasticity and sensitive periods 	<ul style="list-style-type: none"> • Peer meetings and consult with Dr. Tsang 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response on article reading • Reflection
Module	Dates	Readings	Lecture videos	Research Project To Dos	Assessment To Dos

Fall Break Week	Week 9 Nov 2-6	No module assignments			
5: Infancy and Physical Development	Week 10 & 11 Nov 9-20	<ul style="list-style-type: none"> • Lifespan Development p. 72-84 • Child Growth and Development p. 93-98 • Leonard & Hill (2016) 	<ul style="list-style-type: none"> • Habituation and infant learning • Issues in Motor development • Physical development beyond infancy 	<ul style="list-style-type: none"> • Getting started on your research ethics proposal • Research Ethics mini module 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response on article reading • Reflection
6: Sensation and Perception	Weeks 11 & 12 Nov 22-Dec 4	<ul style="list-style-type: none"> • No text readings • Ventura & Mennella (2011) 	<ul style="list-style-type: none"> • Visual Development • Auditory Development • The Other Senses 	<ul style="list-style-type: none"> • Developing and finalizing the research proposal 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response • Reflection
Exam period	Dec 11-22			Research Proposal Due Dec 2	<ul style="list-style-type: none"> • Take Home Midterm Exam (open Dec 11, 48 hours, close on Dec 20) • Research Proposal Due Dec 22
WINTER BREAK December 23-January 3					

Module	Date	Readings	Lecture Videos	Research Project	Assessment Type
7: Language Development	Weeks 1 & 2 Jan 4-15	<ul style="list-style-type: none"> • Neurons to Neighbourhoods p. 124-145 • Linck et al (2009) 	<ul style="list-style-type: none"> • Basics of Language • Nature/Nurture in Language 	<ul style="list-style-type: none"> • Proposal revision • Beginning Data collection 	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response • Reflection
8: Cognitive Development: Piaget & Vygotsky	Weeks 3 & 4 Jan 18-29	<ul style="list-style-type: none"> • Lifespan Dev p. 123-130 • Frazier & Gelman (2009) 	<ul style="list-style-type: none"> • Piaget's Theory • Piagetian Tasks • Critique of Piaget • Vygotsky's Theory 	Research check-in with Dr. Tsang	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response • Reflection
9: Cognitive Development: Memory, Attention	Weeks 5 & 6 Feb 1-12	<ul style="list-style-type: none"> • Child Growth and Development p. 189-197 • Rovee Collier et al. (1992) 	<ul style="list-style-type: none"> • Memory Development • Attentional Development 	Data collection	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response • Reflection
Reading Week	Week 7 Feb 15-19	No module assignments			
10: Cognitive Development: Concepts, Intelligence	Weeks 8 & 9 Feb 22-Mar 5	<ul style="list-style-type: none"> • Neurons to Neighbourhoods p.146-161 • Deloache et al (1997) 	<ul style="list-style-type: none"> • Conceptual Development • What is Intelligence 	Data collection	<ul style="list-style-type: none"> • Module OWL quiz • Discussion Post and Response • Reflection

Module	Dates	Readings	Lecture videos	Research Project To Dos	Assessment To Dos
11: Social Development: Emotions, Attachment, Self Regulation	Week 10 & 11 Mar 8-19	<ul style="list-style-type: none"> Child Growth and Development p302-310 Neurons to Neighbourhoods 93-123; 229-329 Lin et al (2020) 	<ul style="list-style-type: none"> Development of emotions Attachment & Ainsworth The Self 	Data Analysis	<ul style="list-style-type: none"> Module OWL quiz Discussion Post and Response Reflection
12: Social Development: Family, Peers	Week 12 & 13 Mar 22-April 2	<ul style="list-style-type: none"> Family&Peers: Child Growth and Development 219-234 Hinkley et al (2018) 	<ul style="list-style-type: none"> The Family Friends 	<ul style="list-style-type: none"> Data Analysis Writing the Report 	<ul style="list-style-type: none"> Module OWL quiz Discussion Post and Response Reflection
13: Catch Up and Review	Week 14 April 5	Catch up and completion of Research Report			
Study Days	April 6-April 7				
Examination Period	April 8-April 30				<ul style="list-style-type: none"> Take Home Midterm Exam (open April 13, 48 hours, close on April 20) Research Report Due April 8

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 hurousss@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>

