Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

Overcoming Management Paradigms in Global Development
CGS 3520G 550 | Winter 2022

Course Prerequisites: 0.5 Centre for Global Studies course at the 1000 – 1099 level, or permission of the Centre for Global Studies

Instructor Name: Dr. Matthew McBurney
Office: Zoom
E-mail address: mmcburn2@uwo.ca
Scheduled class location and time: Monday 2:30-3:20/Wednesday 3:30-5:20
Office Hours: By appointment on Zoom

COURSE DESCRIPTION
This course critically examines how practices of Global Development are typically reduced to problems of management. The course will provide students with a critical examination of how Global Development management paradigms are problematic and, at times, reduce the interconnected and complex issues causing global inequalities to simple, easily measurable solutions. The course blends a combination of theoretical critiques and practical exercises of development project management. Students will also explore alternative approaches to development management.

Antirequisite(s): the former Centre for Global Studies 3004A/B.
Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE LEARNING OBJECTIVES
 The learning objectives for the course are:
- To increase knowledge of technical and practical skills required for project management
- To examine methodologies used for the various phases of project planning and the project cycle
- To analyze assumptions that inform project management
- To consider ethical and methodological issues that arise for project managers and researchers in the context of conducting international work
- To understand the critiques leveled against global development project management

DESCRIPTION OF CLASS METHODS

The course format will combine highly participatory activities with conventional lectures. Students are expected to participate in classroom discussions and activities. The amount each student engages in the weekly discussions and workshops will directly impact their ability to understand and complete the assignments. Each week students will have opportunity to participate in group work and discussions with class members. These discussions and workshops will relate directly to the assignments in this class. Therefore, it is essential for students to attend class, complete the required readings, and come prepared ready to discuss preliminary drafts of their assignments.

TEXTBOOKS AND OTHER REQUIRED RESOURCES
You will need at least one of the following two books for the analytical book review assignment.

Walsh, Susan. 2014. *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.*
or
Murray Li, Tanya. 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*

The main book used for this class which you will need to purchase is:
Bill. Cooke, & Sadhvi Dar (Eds.) 2008. *The New Development Management: Critiquing the Dual Modernization.*

EVALUATION

Class Attendance and Participation   *20%*
Considering the fact that this is an upper year course, emphasis will be place on student participation and interaction. The course will include theoretical critiques of practical exercises in development management, requiring high levels of student participation. As a result, students are required to come to class having read the material and ready to participate in discussions and group work. Students will be graded on their ability to engage critically the course materials and lectures within class discussions. During class workshops, students are expected to attend and actively participate.

*Analytical Book Review - **Suggested Due Date Mar 6***   *25%*
You will notice that this assignment has a "suggested due date" of March 6, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2 week turnaround. However, students can choose to hand in this assignment any time before the last day of class on April 8 (11:55pm). Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).

This is the first major written assignment in this course, which comprises a significant portion of your final grade. You must write an analytical book review (1,500 words, double spaced, Times New

Roman Font). In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will have a workshop from the library that will provide more details on how to write an analytical book review.

This written assignment is an analytical book review of either Li's *The Will to Improve* OR Walsh's *Trojan-horse Aid.* These books have been carefully selected because they provide a discussion of the implementation of development projects and the effects these projects have on local communities. Although each book addresses a number of different topics, you will need to narrow down the focus of your own essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything in this book review, so you should manage this assignment by choosing a particular "angle" or "issue". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer ALL of the questions below, but they should help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the book, using citations where appropriate. You are able to use any citation format, but you must use the chosen format correctly and consistently. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You should consider the following questions in this assignment:
1. How does this book relate to issues surrounding development management?
2. What impacts did the development project(s) have on local communities (can discuss both positive and/or negative)?
3. How did these projects portray local communities/beneficiaries?
4. How does the book develop an argument about global development projects? What does the author argue about how we can learn from their cases?
5. Are you convinced by the author's argument? In what ways do you agree or disagree with the book's argument?
6. How has this book contributed to your own understanding about global development projects and the ways in which they are managed? What conclusions can you draw?
7. How does the author deal with different power dynamics inherent in the implementation of development project?

Please check – and double-check – to ensure that you have included each of these elements in your book review:
1. A title page that includes the book review's title, student name and number, professor's name, and course information.
2. Approximately 1,500 words (+/- 100 words).
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using Chicago style. Include a correctly-formatted bibliography at the end of the paper.
7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

Conventional Development Logical Framework - Due March 12   *20%*

Students will prepare a project logic model for an existing call for proposal of their choosing from a list of examples provided by the professor. The list will be posted on Owl. The student can use a different call for proposals with approval from the professor. The essential elements of a logframe will be discussed in class and examples will be provided to guide students in the development of their own logframes. Students will also be provided with a logframe template that can be used for their project. Logframes will be graded on the coherence and connectivity of activities, outcomes/results, and goals, as well as the methodologies used to measure these achievements. All of these concepts will be discussed in detail in class before the assignment is due. A considerable amount of class time will also be dedicated to assisting students in understanding logframes and completing their own logframe.

Conventional Development Proposal and Self-Critique - Due March 25   *35%*
This assignment consists of two parts:
1. Students will prepare a short proposal connected to their *Conventional Development Logical Framework Project.* The logframe must relate to the proposal and the proposal must directly address the logframe. Students will use the same logframe that is used for the logframe assignment. Students will be graded on their ability to develop a real-life development project proposal. Submission details (listed below), as well as proposal format and page limits that are found within the proposal template, will be strictly graded.
2. Students must also critically analyze their own proposal. This section will be graded on the student's ability to engage with course material and lectures, to provide a critical analysis of the development management of the project, and to suggest alternatives to the dominant development management paradigms found within the proposal/project. Students are suggested to include analysis from their chosen book review and other course materials/readings.

SPECIAL INSTRUCTIONS
Part of development management is adhering to strict deadlines and requirements stated by funding agencies and organizations. Therefore, the following requirements are mandatory for all assignments and grades will be deducted for non-compliance to these requirements. It is the expectation that students enrolled in CGS 3520 will submit **electronic copies only** via the Owl Assignments tab. When submitting the electronic file, please use **Word only** and **save in the following manner** (lastname.firstinitial.assignmentname.doc, for example mcburney.m.conventionaldevelopmentproposal.doc). The format for all assignments, unless stated otherwise in the assignment itself, is the following:

- Times New Roman 12pt, double spaced, 1-inch margins
- **Cover/Title page** provides pertinent information (student name, number, course information, professor name, and project title)
- **Bibliography and citation** must follow Chicago style

Extensions on assignments can only be requested more than 48 hours prior to the assigned deadline. Extensions or approvals being requested for emergency or medical reasons or being requested after the due date must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit

assignments late without making a prior agreement with me, or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline. Late assignments, even those with approval, may receive less feedback than assignments handed in on time.

Please note that I adhere to a "*24/7 rule*" for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

TENTATIVE SCHEDULE OF CLASS TOPICS
* Tasks are suggested tasks that you should be completing during each Unit/Week (assignment due dates are not suggestions but reminders). I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing. Each Unit is equivalent to 1 week of material and work; however, students are free to work through the material at a faster pace**.**

Course Introduction – Jan 3

Tasks	Read the course outline thoroughly. Our first class will discuss the course outline in detail and provide answers/information about how the course will be run and what is expected for each assignment.

Week 1 – The Importance of Development Management – Jan 5

Tasks	Complete weekly readings
Readings	Hekala, Walter. "Why Donors Should Care More About Project Management" Devex. https://www.devex.com/news/why-donors-should-care-more-about-project-management-77595
	Zeitoun, A. A. (2002). Who is the international development project manager? https://www.pmi.org/learning/library/makes-international-development-projects-unique-104

PART I – THE FOUNDATIONS OF GLOBAL DEVELOPMENT MANAGEMENT

Week 2 - What is Development Management? – Jan 10/12

Tasks	Complete weekly readings
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapters 1 and 2**
	Thomas, A. 1996. "What is Development Management?" *Journal of International Development*, 8(1): 95-110.
	Valter, Craig and Danielle Stein. 2012. "Understanding Theory of Change in International Development" *The Justice and Security Research Programme.*

http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/UNDERSTANDINGTHEORYOFChangeSteinValtersPN.pdf

Recommended
Abbott, D., Brown, S., & Wilson, G. 2007. "Development Management as Reflective Practice." *Journal of International Development*, 19, pg 187-203.

Redvers, Louise. 2019. "Searching for the nexus: The view from the ground" *The New Humanitarianism*
https://www.thenewhumanitarian.org/special-report/2019/09/24/triple-nexus-humanitarian-development-peacebuilding-views

Week 3 – Funding Global Development Projects: Understanding the Matrix of Foreign Aid – Jan 17/19

Tasks	On the 19th, time will be dedicated to explaining the final project proposal and logframe assignment. We will cover the following: • How is the assignment related to global aid funding? • How do I choose my topic/field for my final assignment? • What are the requirements for the assignment(s)?
Readings	Honig, Dan and Nilima Gulrajani. 2018. "Making good on donors' desire to Do Development Differently". *Third World Quarterly* 39(1): 68-84. Alesina, Alberto, and David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth 5*(1): 33–63. **Recommended** Collier. Paul. 2007. *The Bottom Billion.* Chapter 7 – "Aid to the Rescue" http://www.brandonkendhammer.com/politics_of_development_summeredition/wp-content/uploads/2014/05/Collier-7-9.pdf Riddell, Roger C. 2007. Does Foreign Aid Really Work? https://devpolicy.org/2014-Australasian-Aid-and-International-Development-Policy-Workshop/Roger-Riddell-Background-Paper.pdf

Week 4 – Results Based Management: A Western Construct? – Jan 24/26

Tasks	Analytical Book Review In-class Workshop on Jan 26
Readings	Hatton, M., Schroeder, K. 2007. Results-based Management: Friend or Foe? *Development in Practice* 17(3). 37-41. Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 10** Mosse, David. 2005. Chapter 7 "The Social Production of Development Success" in *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press**.**

	Recommended
	Global Affairs Canada. 2016. *Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide.* https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf United Nations Development Group. 2011. *Results Based Management Handbook.* pg 1-22. https://undg.org/wp-content/uploads/2016/10/UNDG-RBM-Handbook-2012.pdf

Week 5 – The Project Logframe - Monitoring and Evaluating What? – Jan 31/Feb2

Tasks	Complete readings
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 6** Win, Everjoice. 2004. "If It Doesn't Fit on the Blue Square It's Out!' An Open Letter to My Donor Friend." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 123-127. **Recommended** Knowlton, Lisa and Cynthia Phillips. 2013. *The Logic Model Guidebook.* Thousand Oaks: Sage Publishing. Pg. 2-15, 34-48.

Week 6 - Project Logframe Workshop – Feb 7/9

Tasks	This class will be used to discuss and develop student logframes. Students will be encouraged, but not required, to present/discuss their logframes and allow for constructive critique from classmates. This will help students in developing their *Conventional Development Logical Framework* and *Conventional Development Proposal and Self-Critique* assignments. The readings below will help students in preparation for the class and in the writing of their logframes.
	Bring your logframe draft to class and be ready to present/discuss
Readings	How to Write a Logframe: A Beginners Guide https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide

PART II - CRITICAL PERSPECTIVES ON DEVELOPMENT MANAGEMENT

Week 7 – Project Management as Social Control – Colonial Administration to Development Management – Feb 14/16

Tasks	Complete readings
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management:*

	Critiquing the Dual Modernization: **Chapter 7 and Chapter 4**
	Lavagnon A. Ika and Jan Saint-Macary. 2012. "The Project Planning Myth in International Development" *International Journal of Managing Projects in Business*, Vol.5(3), p.420-439
	Recommended Escobar, A. 1993. "Planning". In W. Sachs (Ed.), *The Development Dictionary*: 132-146. London: Zed Books.
	Cooke, Bill. 2001. "From Colonial Administration to Development Management" http://docplayer.net/13730919-From-colonial-administration-to-development-management.html
	Cooke, B. 2003. "A New Continuity with Colonial Administration: Participation in Development Management", *Third World Quarterly*, 24(47).
	Scott, James. 1998. "Chapter 2: Cities, People, and Language" in *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. London: Yale University Press.
	Cooke, Bill. 2004. The Managing of the (Third) World. *Organization*, 11(5): 603-629.

Reading Week – Feb 21-25

Week 8 – Feb 28/Mar 2 – The Rise of the Development Technocrat

Tasks	Complete readings
Readings	Cooke, Bill and S. Dar (Eds.). *The New Development Management: Critiquing the Dual Modernization*: **Chapter 2** https://www.theguardian.com/global-development/poverty-matters/2013/apr/05/development-big-debate-technocrats-humanists

Week 9 – Power Dynamics in Global Development Management – Mar 7/9

Tasks	Complete readings
Readings	Ziai, Aram. 2016. **Chapter 10** "'Development: Projects, Power, and a Post-structuralist Perspective." *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals.* New York: Routledge, 139-154. Eyben, Rosalind. 2004. "Who Owns a Poverty Reduction Strategy? A Case Study of Power, Instruments and Relationships in Bolivia" in *Inclusive aid: Changing Power and Relationships in International Development.* London: Earthscan.

	Owusu, Charles. 2004. "An International NGO's Staff Reflections on Power, Procedures and Relationships". in *Inclusive aid: Changing Power and Relationships in International Development.* London: Earthscan. **Recommended** Dogra, Nandita. 2012. "Cast of Characters." in *Representations of Global Poverty*. New York: Palgrave Macmillan. 31-63.

Week 10 – Project Proposal/Logframe In-class Workshop – Mar 14/16
During these workshops, time will be devoted to going over the final project and any questions that students may have.

Week 11 – Alternatives to Management – Creating Chaos out of Order – Mar 21/23

Tasks	Submit Conventional Development Proposal and Self-Critique – Due March 25
Readings	Esteva, Gustavo. 2013. Chapter 7 "Epilogue: A Role for the Development of Scholars and Practitioners." The Future of Development: A Radical Manifesto. Bristol: Policy Press **Recommended** Alkon, Alison. 2011. "Resisting Environmental Injustice through Sustainable Agriculture Examples from Latin America and Their Implications for U.S. Food Policy." In Environmental Inequalities Beyond Borders: Local Perspectives on Global Injustices eds JoAnn Carmin and Julian Agyeman, Cambridge: MIT Press. Scott-Villiers, Patta. 2004. "Personal Change and Responsible Well-Being." in Inclusive Aid: Changing Power Relationships in International Development eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 199-209.

Week 12 – Decolonizing Development Management: Opportunities and Challenges – Mar 28/30

Tasks	Complete readings
Readings	Banerjee, Subhabrata. 2021. "Decolonizing Management Theory: A Critical Perspective. *Journal of Management Studies.* It's time to decolonize development management Available at https://medium.com/aidreimagined/its-time-to-decolonise-project-management-in-the-aid-sector-da1aa30c5eee Girei, Emanuela. 2017. "Decolonizing management knowledge: A reflexive journey as practitioner and researcher in Uganda" *Management learning*, Vol.48 (4): 453-470.

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms
Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency
In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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

Prerequisite and Antirequisite Information
Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

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

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

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

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

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

Statement on Use of Personal Response Systems ("Clickers")
Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work
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/accommodation_illness.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. Further details concerning policies and procedures may be found at: http://academicsupport.uwo.ca/.

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

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

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

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

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed Consideration Request Form. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult Huron Academic Advising at huronsss@uwo.ca for any further questions or information.

Support Services

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

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

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

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

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

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, https://www.uwo.ca/health/.