



1.0 BASIC COURSE INFORMATION

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|-----------------------------|--|
| Course Number: | GLE 3001G [550] |
| Course Name: | Special Topics in Governance - Environmental Stewardship |
| Course Pre/Anti-requisites: | None |
| Instructor: | Dr. Gabor Sass |
| E-mail address: | gabor.sass@uwo.ca |
| Scheduled class times: | Tuesday 12:30pm – 2:30pm; Thursday 1:30pm-2:30pm EST https://westernuniversity.zoom.us/j/94639948421?pwd=M0ozWDdiTjNkbnMvbHQ2WHlXbFFFUT09 |
| Office Hours: | Wednesday & Friday 10:00am - 11:00am EST [https://westernuniversity.zoom.us/j/95500161917?pwd=QW8xdW5nYmFZOTExME53dEgyaWRHUT09] (or by appointment) |

2.0 COURSE DESCRIPTION

Environmental Stewardship is a term that has deep historical roots and is now beginning to be used widely again in natural resources management, local governance and civic practices. Environmental Stewardship, at its essence, is about thinking, caring and doing something about an environmental issue where the stewards involved usually don't receive direct benefits, financial or otherwise. A deeper reading of the literature reveals multiple meanings of the term which can be boiled down to three dimensions: knowledge, care, and agency (Enqvist et al. 2018).

In this course we will adopt the Head, Heart and Hands pedagogical framework to explore more deeply the knowledge, care and agency that is behind environmental stewardship action. Part and parcel of this exploration will be to learn how Autumn Peltier, Greta Thunberg, Warangi Maathai, Aldo Leopold and many more have become Environmental Stewards extraordinaire. We will investigate the scientific and indigenous knowledge systems they worked within and go deep to explore the ethical and spiritual underpinnings that made these unique individuals who they are and illuminated their work. But more importantly we will forge paths for ourselves using tools that will help us transform into stewards this earth needs now in the 21st century.

The course will be delivered through case studies, class discussions, personal reflection, and hands on community-based projects. Students will be encouraged to contribute to course content and delivery.

3.0 COURSE LEARNING OBJECTIVES

In a nutshell, the goals of the course are to challenge your thinking, awaken your passion, and provide you actionable tools to use in meeting personal and professional career goals regarding Environmental Stewardship.

This course has the following specific learning objectives:

- (1) analyze and synthesize the current scholarship around environmental stewardship in both modern scientific and Indigenous knowledge systems as a way to manage natural resource systems at different scales from the local to the global;
- (2) explore and reflect on the ethical and spiritual underpinnings of modern scientific and alternative worldviews (e.g. indigenous, religious) that are behind different understandings of environmental stewardship; and
- (3) engage in experiential learning to apply minds and heart to a local stewardship challenge and communicate on this challenge using written and oral means; and supporting the first three objectives
- (4) learn about different environmental stewards and their work from around the world and enumerate the capacities and tools they used to reach their goals.

4.0 DESCRIPTION OF CLASS METHODS

The course will consist of one two-hour class on Tuesdays and a one-hour class on Thursdays both delivered synchronously using zoom. Tuesday's class will be more akin to a lecture when both the course instructor and students will be involved in content delivery. On the other hand, Thursday's class will follow a seminar style where students will analyze and discuss case studies and course readings as well as participate in other active learning strategies both in small and large group settings.

The synchronous lectures and discussions will be complemented by asynchronous on-line forum discussions, independent work such as reading and report writing. The course will also feature a term project where each student will be partnered with a local environmental organization in order to report on and be participant in a stewardship activity.

4.5 EXPERIENTIAL LEARNING

One of the objectives of this course is to get students to immerse themselves in stewardship action in their communities. Students will get a chance to work with a community partner of their choice. Since this is a winter course and on top of that we are in the middle of a pandemic, the options for hands-on work are somewhat limited but I will make sure that you have a good community partner where you can still contribute even if only using digital means. We will do our best to get each student a meaningful experience. As part of the placement, each student will:

- (1) observe, inquire, and reflect on the strengths and weaknesses of the organization in each of the three stewardship dimensions of knowledge, care and agency;
- (2) reflect on their own contribution to the organization (e.g. preparation of a flyer); and
- (3) create a social media post to shine light on stewardship opportunities at that organization.

Students will communicate their findings in written (Term project report) and oral (Stewardship conference at the end of the course) formats.

Note: I will also entertain outside of the box ideas from students that might entail an individual or a group of students to create an alternative hands-on stewardship project from scratch.

5.0 TEXTBOOKS AND OTHER REQUIRED RESOURCES

Book review options (select one):

Berry, T. 1999. The Great Work: Our Way into the Future. Bell Tower, New York.

Dagget, D. 2017. Gardeners of Eden: Rediscovering our Importance to Nature. University of Nevada Press, Reno.

Kimmerer, R.W. 2013. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Milkweed Editions, Minneapolis.

Krasny, M.E. & K.G. Tidball. 2015. Civic Ecology: Adaptation and Transformation from the Ground Up. The MIT press, Cambridge.

Kumar, S. 2003. Soil, Soul, Society: A New Trinity for Our Time. Leaping Hare Press, Brighton.

Laduke, W. 1999. All Our Relations: Native Struggles for Land and Life. Haymarket Books, Chicago.

McIntosh, A. 2004. Soil and Soul. Aurum Press, London.

Rheault, D. 1999. Anishinaabe Mino-Bimaadiziwin (The Way of a Good Life): An Examination of Anishinaabe Philosophy, Ethics and Traditional Knowledge. Debwewin Press, Peterborough.

Stonechild, B. 2020. Loss of Indigenous Eden and the Fall of Spirituality. University of Regina Press, Regina.

Todd, J. 2019. Healing Earth: An Ecologist's Journey of Innovation and Environmental Stewardship. North Atlantic Books, Berkeley.

Wangari, M. 2010. Replenishing the Earth: Spiritual Values for Healing Ourselves and the World. Doubleday, Toronto.

Course website:

Please access course content through OWL: <https://owl.uwo.ca/portal>. Please follow the lesson plans and announcements on OWL on a regular basis. Lecture notes and other additional material will be placed on OWL in a timely fashion, available for downloading. You are encouraged to communicate with your peers through OWL “forums” and with your instructor via OWL messaging.

6.0 METHOD OF EVALUATION/ASSESSMENT

- I. Participation
 - In-class 10%
 - Online 15%
- II. Assignments
 - #1 Mini lesson 10%
 - #2 Steward report 10%
 - #3 Book report 25 %
- III. Term project
 - Oral presentation 10%
 - Written report 20%

I. Participation [25%]

Participation is a fundamental part of the learning environment. Students are expected to be present at all synchronous classes as well as be ready to participate actively in the communal learning. Please read or watch the relevant class material ahead of time and prepare questions or comments. Each week, students will be expected to contribute to the online discussion forum as well. An individual participation grade will be awarded based on your participation during in-class and online activities (10% in-class and 15% online). When using technology to interact with peers (e.g. OWL “forums”, zoom chat) please treat everyone with respect. Derogatory and offensive language is not acceptable and will not be tolerated.

II. Assignments [45%]

There will be 3 assignments in this course.

For assignment #1 (Mini lesson) students are asked to review one of the assigned articles for a given week and prepare a 20-minute mini lesson that should include a summary of the paper as well as include an active learning activity. The articles will be assigned on a first-come, first served basis at the beginning of the course. Due date of this assignment is dependent on the article picked. [10%]

For assignment #2 (Steward report) students are asked to pick one Environmental Steward from a prepared list and prepare a 4-page report (1000 word) on the actions, the motivations behind the actions, and the outcome of the actions of the steward’s work. The report should also identify the key tools and traits that have made the steward’s work so effective and successful. Each student will have to pick a different steward. Due by date of this assignment is February 11th. [10%]

For assignment #3 (Book report) students are asked to pick one of the books from the list identified in Section 5.0 and write a 6-page report (1500 word). The report should answer the following questions: which dimension (head, heart, hand) of stewardship is emphasized in the book?; what have been the challenges and successes of the stewardship model offered by the author?; what are key take-aways and learnings from the book for would be stewards of the

21st century? Would you recommend the book to a friend interested in, but unfamiliar with, stewardship? Due by date of this assignment is February 25th. [15%]

III. Term project [30%]

Each student will report on the stewardship activity they have undertaken with their community partner both in written and oral formats. Students will summarize what they have learned in a 2000-word written report as well as prepare a 10-minute TED-style talk. The written report and the talk should touch on (1) the strengths and weaknesses of the organization in each of the three stewardship dimensions of knowledge, care and agency; (2) the work performed with the organization; and (3) ways the organization's work can be made more effective and be better disseminated with creative means. The talk [10%] will be given during the last week of classes and the written report [20%] will be due by the last day of the semester (April 12th).

6.5 SPECIAL INSTRUCTIONS, IF ANY

What to do if you fall sick:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

UWO Policy on Accommodation for Medical Illness:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences:

You are advised to read the academic calendar to familiarize yourself with the University's regulations and procedures concerning grades and penalties. Scholastic offences are taken seriously and you may read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at <https://huronatwestern.ca/library>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <https://huronuc.libguides.com/citingsources>.

Plagiarism detection software will be used in this course. Students will be required to submit their work in electronic form.

Additional Information:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 (<http://www.sdc.uwo.ca/>) for any specific question regarding an accommodation.

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Social conduct is governed by the Code of Student Conduct approved by the Board of Governors of the University. This Code can be viewed at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/code_of_conduct.pdf

7.0 TENTATIVE SCHEDULE OF CLASSES, INCLUDING REQUIRED READINGS, TOPICS

| Week | Lecture Dates | Lecture Topics | Read | Due dates |
|---|---------------|---|--|---|
| Foundations | | | | |
| 1 | Jan 12, 14 | Introduction to course & H3 framework, Head, Heart and Hands | Sipos et al. (2008) | |
| 2 | Jan 19, 21 | What is Environmental Stewardship and Who are Environmental Stewards? | Bennett et al. (2018) Enqvist et al. (2018) | |
| Head (Knowledge) | | | | |
| 3 | Jan 26, 28 | Applying Environmental Science to Stewardship from Local to Global Scales | Bujis et al. (2018) Chapin et al. (2011) | Mini lessons |
| 4 | Feb 2, 4 | Applying Environmental Science to Stewardship in urban environments | Andersson et al. (2014) Romolini et al. (2016) | Mini lessons |
| 5 | Feb 9, 11 | Two-Eyed Seeing stewardship: Western environmental science meets Traditional ecological knowledge | Beckford et al. 2010. Hansen etl a. 2018. | Mini lessons; Steward report due by Feb 11 th |
| 6 | Feb 15 - 19 | Reading-week | | |
| Heart (Care) | | | | |
| 7 | Feb 23, 25 | Stewardship in a Messed-up World | Wangari (2010) | Mini lessons; Book report due by Feb. 25 th |
| 8 | Mar 2, 4 | Stewardship as an Inner State of Being – Ethical and Religious Roots | Golo et al. (2013); Lowenthal (2013) | Mini lessons |
| 9 | Mar 9, 11 | Stewardship as an Inner State of Being – Indigenous Ways of Being | Russell et al. (2020) Thompson and Thapa (2019) | Mini lessons |
| Hand (Agency) | | | | |
| 10 | Mar 16, 18 | Practical stewardship in the Anthropocene – in the home and community | Krasny and Tidball (2015) | Mini lessons |
| 11 | Mar 23, 25 | Practical stewardship in the Anthropocene – as an environmental professional/leader | Thunberg (2019) | Mini lessons |
| 12 | Mar 30, 1 | Practical stewardship in the Anthropocene – as an educator | Haynes (2015); Smith (2016) | Mini lessons |
| Huron Environmental Stewardship conference | | | | |
| 13 | Apr 6, 8 | Student presentations on community stewardship experience | | Term projects are due (written and oral) |



8.0 STANDARD FASS APPENDIX

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>