

General Course Information

Instructor: Dr. HS Chris Choi
Email hwchoi@uoguelph.ca
Office Location MACS 304
Office Hours By appointment
*Department/
School* HFTM

Class Schedule: Tuesday 2:30 – 5:20 pm,

Classroom: MACS 200

Course Description

The primary purpose of this course is to introduce students to the issues affecting the planning and development of tourism by understanding tourism and sustainable development, hospitality business operation and to enhance their ability to develop and critically evaluate issues, challenges, opportunities, and solutions of sustainability, and tourism and hospitality. Core elements include discussing tourism impacts (economic, social, and environmental), sustainability issues, CSR, ESG, climate changes, etc.

Course Learning Outcomes

Upon successfully completing this course, you will be able to:

Knowledge and Understanding:

1. develop a critical understanding of some key concepts, principles, and issues related to tourism and sustainable development;
2. develop an appreciation of the significance of sustainable tourism;
3. acquire an appreciation for how sustainability can be measured in the context of tourism;

Discipline/Professional and Transferable Skills:

4. examine how different business models or approaches may be used to promote sustainable tourism based on real-world examples;
5. explore how researchers analytically approach the study and practice of sustainable tourism;

Attitudes and Values

6. critically review and synthesize diverse viewpoints on some aspects of sustainable tourism;
7. organize material related to some aspect of the study of sustainable tourism and present it to an audience; and

8. present your thoughts in writing.

Content and Materials

Please Note: This schedule may change.

Week 1 (September 12):

Topic: Brief discussion on Sustainability, Responsibility, Justice, and Fairness

Required Reading:

- Tansan, B. et. Al. (2023, March 14). The sustainability imperative in an emerging market: Global challengers. Boston Consulting Group. Retrieved from <https://www.bcg.com/publications/2023/the-importance-of-sustainability-in-business>

Discussion:

What is it? Sustainable for what and whom? Achievable?

Does sustainability equal Utopia? Why or Why not?

What are the trade-offs between economic growth and environmental protection?

What are the roles of businesses, governments, and civil society in addressing the challenges of sustainability?

How can we prevent climate-change migration from becoming a major humanitarian crisis?

Activities: Syllabus Review

Week 2 (September 19)

Topic: History of Sustainability and Critical Issues

Required Readings:

- Spindler, E. A. (2013). The history of sustainability: The origins and effects of a popular concept (pp. 1-31). In I. Jenkins & R. Schröder (Eds.), *sustainability in tourism*. Springer Gabler, Wiesbaden. https://doi.org/10.1007/978-3-8349-7043-5_1
- Dodds, R., & Butler, R. (2019). The phenomena of overtourism: A review. *International Journal of Tourism Cities*, 5(4), 519-528.
- Economist. (2023, February). Climate-change migrants: What can be done? [Video file]. Retrieved from <https://www.youtube.com/watch?v=A3AuCQml7IQ&t=4s>

Discussion:

What are the origins of the sustainability concept, and how has its meaning evolved?

What historical events or factors have contributed to the increased focus on sustainability in modern times?

Do we need to give up maximum growth? If not, what would be another option to replace this capitalistic philosophy, then?

What are some of the greenwash "sins" that the tourism and/or hospitality industry might be guilty of?

What are some popular tourist destinations that have experienced issues related to overtourism, and what were the specific challenges they faced?

Activity: Justice – Chapter 2

Week 3 (September 26)

Topic: Justice and Ethics

Required Readings:

- Jamal, T., & Higham, J. (2021). Justice and ethics: towards a new platform for tourism and sustainability. *Journal of Sustainable Tourism*, 29(2-3), 143-157.
Discussion: TBA
- Byskov, M. F., et. al. (2021). An agenda for ethics and justice in adaptation to climate change. *Climate and Development*, 13(1), 1-9.

Activity: Justice – Chapter 3

Discussion:

How can we ensure sustainability and climate change initiatives prioritize justice and equity, particularly for vulnerable and marginalized communities? What ethical considerations should be taken into account when developing and implementing new platforms for sustainability and climate change action? How can the principles of environmental justice be integrated into policies and strategies aimed at addressing climate change and promoting sustainable practices?

Week 4 (October 03):

Topic: Climate Change: Challenges, Mitigation, and Adaptation

Required Readings:

- Owusu, P. A., & Asumadu-Sarkodie, S. (2016). A review of renewable energy sources, sustainability issues, and climate change mitigation. *Cogent Engineering*, 3(1), 1167990.
- Scott, D. (2021). Sustainable tourism and the grand challenge of climate change. *Sustainability*, 13(4), 1966.

Discussion: The Climate Change's Impacts; Alternative Energy; Mitigation and Adaptation – What are the two core challenges climate change poses to sustainable tourism? How will the industry prepare to manage climate change?

Activity: Justice – Chapter 4

Week 5 (October 10):

Fall Break Day

Week 6 (October 17):

Topic selection presentation

- Prepare a 5 min presentation on why your topic is essential for your critical review assignment.
- Each presenter is expected to prepare a one-page (one-sided, single spaced) summary of your topic and the key references in your presentation for the class. Hand in a one-page summary to the instructor on October 14.

Activity: Justice – Chapter 5

Discussion: In-class discussion on your research topic. Prepare for the 5 to 7 min presentation!!

Week 7 (October 24):

Topic: Planning and Implementation

Required Readings:

- Carr, A., Ruhanen, L., & Whitford, M. (2016). Indigenous peoples and tourism: the challenges and opportunities for sustainable tourism. *Journal of Sustainable Tourism*, 24(8-9), 1067-1079.
- Matiku, S. M., Zuwarimwe, J., & Tshipala, N. (2021). Sustainable tourism planning and management for sustainable livelihoods. *Development Southern Africa*, 38(4), 524-538.

Discussion: Which concept is proper to manage a destination at which level? Why? What are the strengths and weaknesses of above management concepts?

Activity: Justice – Chapter 6

Week 8 (October 31):

Topic: Corporate Social Responsibility

Required Readings:

- Pfajfar, G., Shoham, A., Małecka, A., & Zalaznik, M. (2022). Value of corporate social responsibility for multiple stakeholders and social impact—Relationship marketing perspective. *Journal of business research*, 143, 46-61.
- Font, X., & Lynes, J. (2018). Corporate social responsibility in tourism and hospitality. *Journal of Sustainable Tourism*, 26(7), 1027-1042.

Activity: Justice – Chapter 7

Week 9 (November 07):

Topic: ESG (Environment, Society, Governance)

Required Readings:

- Daugaard, D., & Ding, A. (2022). Global drivers for ESG performance: The body of knowledge. *Sustainability*, 14(4), 2322.
- Moon, J., Tang, R., & Lee, W. S. (2022). Antecedents and consequences of Starbucks' environmental, social, and governance (ESG) implementation. *Journal of Quality Assurance in Hospitality & Tourism*, 1-23.

Discussion: TBA

Activity: Justice – Chapter 8

Week 10 (November 14):

Topic: Future directions of sustainability research; Is the concept of sustainability utopian: Ideally perfect but impractical?

Required Readings:

- Ruhanen, L., Moyle, C. L., & Moyle, B. (2018). New directions in sustainable tourism research. *Tourism Review*.
- Li, T. T., Wang, K., Sueyoshi, T., & Wang, D. D. (2021). ESG: Research progress and future prospects. *Sustainability*, 13(21), 11663.

Activity: Justice – Chapter 9

Week 11 (November 21):

Activities: Justice – Chapter 10 and Final Presentation

Week 12 (November 28):

Activities: Final Presentation & Wrap up

Take home Exam

Course Assessment

If at any time you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for lost marks.

			Associated Learning Outcomes	Due Date/ location
Assessment 1:	10%	Class participation	LO 1 - 7	<i>Weeks 1-11</i>
Assessment 2:	20%	Weekly Reflection Journal on Reading Assignments	LO 1 - 8	<i>Weeks 1-11</i>
Assessment 3:	10%	Mini-lecture	LO 1,2,6,8	
Assessment 4:	30%	Critical Review (Topic selection, (5%) & Final Paper (25%))	LO 1-8	<i>Week 5 Week 11</i>
Assessment 5:	10%	Final Presentation	LO 6-8	<i>Week 11</i>
Assessment 6:	20%	<i>Take home Exam</i>	LO 1-8	<i>Week 12</i>
Total	100%			

Teaching and Learning Practices

Lectures

- The basic method of instruction will be in-class discussion. Guest speakers are incorporated where possible.
- Class feedback is welcomed and encouraged.
- Students are strongly encouraged to prepare for, attend, and participate in class regularly.

Course Resources

Required Text: Sandel, M. (2010). Justice: What's The Right Thing To Do? New York, NY: Farrar, Straus, and Giroux.

Other Resources: Selected readings from research journals will be posted on the courselink for class discussion.

Assignment Description & Course Policies

Mini-lecture (10%)

Deliver a 15-minute mini-lecture using PowerPoint that covers a comprehensive summary of a selected chapter from Michael Sandel's book "Justice: What's the Right Thing to Do?" This lecture should include a thoughtful chapter critique and conclude with two engaging discussion questions.

Instructions:

Chapter Selection: Choose one chapter from Michael Sandel's book "Justice: What's the Right Thing to Do?" that you find particularly interesting and relevant to the course. Please confirm your chapter selection with the instructor before proceeding.

Lecture Structure: Prepare a well-structured 15-minute presentation using PowerPoint slides. The lecture should be organized as follows:

- a. **Introduction:** Provide a brief overview of the book and the selected chapter.
- b. **Full Summary:** Offer a thorough and clear summary of the main arguments, concepts, and key points presented in the chosen chapter.
- c. **Critique:** Present a thoughtful and constructive critique of the chapter, discussing its strengths, weaknesses, and potential biases or limitations.
- d. **Discussion Questions:** Develop two engaging discussion questions related to the chapter's content, encouraging active participation and critical thinking among the audience.

Limited Slots: Keep in mind that lecture slots are limited, and they will be allocated on a first-come, first-served basis. Make sure to secure your slot early by confirming your chapter selection with the instructor.

Visual Aids: Utilize PowerPoint slides to enhance your presentation, incorporating relevant images, graphs, and concise text to support your points effectively.

Practice and Timing: Practice your mini-lecture in advance to ensure that it fits within the 15-minute time limit. Aim for a clear, coherent, and engaging presentation.

Respect Audience Interaction: Encourage audience participation during the discussion question segment, fostering a respectful and inclusive environment for sharing ideas and perspectives.

Remember that the mini-lecture is an opportunity to showcase your understanding of the chosen chapter, your critical thinking skills, and your ability to engage with the audience. Prepare thoroughly, and have a successful presentation!

You must reserve a date for your lecture by September 16. Each student should choose one chapter.

Topics

- The greatest happiness principle: utilitarianism
- Do we own ourselves?: libertarianism
- Hired help: markets and morals
- What matters is the motive: Immanuel Kant
- The case for equality: John Rawls
- Arguing affirmative action
- Who deserves what?: Aristotle
- Justice and the common good.

Critical review (25%)

Objective: The critical review assignment aims to evaluate a collection of at least 20 related papers on a selected topic. This assignment will be assessed based on the technical content, writing quality, style, organization, format, and mechanics. You have the option to choose a topic from the provided list or propose a topic of your choice, subject to approval from the instructor. While discussions with fellow students and the instructor are encouraged, the written work must be an individual effort. The assignment must be typewritten and submitted in the specified format. The deadline for submission is the beginning of class in Week 12, and late submissions will be penalized according to the course policy. The University's policies on examinations and academic integrity will be strictly adhered to.

Guidelines:

Topic Selection: Choose a topic from the provided list or propose a topic of your own interest. If selecting a different topic, seek approval from the instructor before proceeding.

Paper Collection: Gather a minimum of 20 related academic papers that are relevant to your chosen topic. Ensure that the papers are scholarly and peer-reviewed, contributing to a comprehensive understanding of the subject matter.

Technical Content: Analyze and evaluate the papers critically. Discuss the main arguments, methodologies, findings, and contributions of each paper. Identify any gaps, inconsistencies, or limitations in the research.

Writing Quality: Pay attention to the clarity, coherence, and logical flow of your review. Use concise and precise language to convey your thoughts effectively. Avoid jargon and ensure the review is accessible to readers from diverse backgrounds.

Style and Organization: Organize your review into coherent sections with clear headings. Introduce the topic and provide background information. Subsequently, present your analysis of each paper, drawing connections and comparisons when appropriate. Conclude with a summary of key insights from the collection.

Format and Mechanics: Follow the specified format for the assignment, including margins, font size, and the APA referencing style. Cite the papers accurately and consistently throughout the review.

Submission: Submit your completed critical review in the required format by the specified deadline. Late submissions will incur penalties as outlined in the course policy.

Evaluation: Your assignment will be graded based on the depth of your analysis, the clarity of your writing, and adherence to the guidelines.

Remember, the critical review assignment is an opportunity to showcase your analytical skills, writing proficiency, and ability to synthesize information from multiple sources.

Engage with the material thoughtfully and present your findings in a well-structured and compelling manner.

Some possible topics are

- The future challenges of sustainable development
- The darker side of corporate social responsibility
- Pro-poor tourism (PPT)
- Slow tourism
- Justice and tourism or justice and sport
- Environmental Issues and Sport
- Fairness in sport sector
- Over-tourism
- Mega sport event and sustainability
- Ecological modernization and sustainable development
- Political logic of sustainability
- Is ecotourism (or green tourism) a viable tool for rural development?
- Is sports tourism a viable tool for development in developing countries?

Criteria for evaluating a paper

Format, grammar, and writing style – clear, coherent, and free of unnecessary jargon. (15%)

Quality of references – refereed journal articles should be the majority (15%)

The overall substance of the body of the report – depth, content, logic, use of empirical data or other evidence (50%)

Conclusions, implications (20%)

The assignment must conform to the APA style. Your term paper should be 10 to 12 pages long (Title and reference pages are not included). You are allowed to use three quotes (max); otherwise, always use your own words (paraphrase). This assignment is due NOV/27/2018(Tuesday) at 2:30 pm. Late assignments will be penalized (see course policy).

Topic selection & presentation (10 mins) (5%)

According to Poynter (1993), selecting a research topic should be approached with the same caution as choosing a spouse. Most students find that one of the significant challenges they face in conducting research is an inability to narrow their topic so that it can be fully treated within a reasonable period. Identifying a research question/topic or defining a research problem that is neither too broad nor too narrow is challenging. Few choose well the first time around. You may have to revise your research questions/topics several times. The problem encountered most often is selecting a too broad topic, but the reverse situation is also sometimes true. An outcome of this course should be the development of a concrete case for your major assignment or thesis.

Each student is required to select a topic. Have the topic approved by the instructor and write an outline for their critical review, and submit it to the assignment section for grading. The outline must be detailed and formatted in APA Style. The Final Project Topic Selection Assignment is worth 10% of the student's final course grade.

A 6 to 7-minute presentation (excluding a 3 to 4-minute Q/A session) should contain the following components: a selected research topic, a list of the critical keywords, the importance of the research topic in tourism, hospitality, or food, the outline for their critical review and a list of the references used for preparing the presentation. In addition, submit a two-page (double space) Word document.

Class Participation (10%)

We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. Participation in class activities and discussions is presumed as a matter of course. Students are expected to be actively engaged and attentive and contribute when and if appropriate to class discussions. Critical dissent, probing questions, and suggestions for further investigation are strongly encouraged and will be solicited actively. The manner and content of participation are closely interrelated, so respectful contribution to our various topics is welcome.

Also, one to two student(s) will be asked to prepare an article critique of two to three assigned readings (1 page, single-spaced, times new roman) each week. Each student will take two turns leading a discussion on assigned articles during the semester. Discussion leads will present a brief summary of the paper, prepare discussion topics/questions, and lead a discussion. The participation mark will be based on participation in discussion and class contributions throughout the semester.

Weekly Reflection Journal (20%)

You should note your highlights from the ASSIGNED readings and record your reflections.

The reflection paper aims to foster critical thinking and personal insights in response to the assigned reading material. This short guideline will help you structure your reflection effectively.

Guidelines:

Reading Assignment: Carefully read the assigned material, taking notes as you progress.

Focus: Reflect on the reading's central themes, arguments, and key takeaways.

Structure: Use an essay format with an introduction, body paragraphs, and a concluding summary.

Personal Engagement: Express your thoughts, reactions, and opinions about the content.

Critical Analysis: Evaluate the author's arguments and supporting evidence.

Connection to Course: Relate the reading material to concepts covered in the course.

Supporting Evidence: Use specific examples or quotes from the reading material.

Writing Style: Maintain clear and coherent writing, using proper grammar and spelling.

Word Limit: 250 to 2000 words

Academic Integrity: Provide proper citations and avoid plagiarism.

Remember, the reflection paper is an opportunity for personal growth and deeper understanding. Be concise and thoughtful in your responses.

Grading

- You will be asked to grade your journal and submit it on Week 12 for assessment. Each week's journal is rated on a 5-point scale (5 = outstanding, far exceeds expectations; 4 = above average, exceeds expectations; 3 = satisfactory, meets expectations; 2 = needs improvement; and 1= not able to evaluate).
- Your self-graded journal mark can be lower or higher by 30%.
- It is an individual assignment, and I strongly recommend not discussing or sharing any portion of your journal with other students in this class.

Final presentation (10%)

You will present your short version literature review assignment during our final in-person class meeting. The presentation should mirror the literature review itself. The presentation will be marked on its coherence, organization, and style.

Final exam (20%)

The final exam will be a take-home test. The format of the questions will be essay questions which require synthesis and application of course material to promote critical thinking. The content of the exam will cover course material from the entire term. You may write up to 8 pages in double-spaced, 12-point font, at least ¼ inch on all sides of the paper. The exam questions will be given in Week 11.

Late Submission & Absence

This class has two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and confirmed medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.

If you get sick, I'll need documentation.

For unexcused absences: turned in on the date due at the beginning of class (10% penalty each day it is late)

Here are a few more things that will help the class run more smoothly:

- Please do not leave the room while the class is in progress, except in the case of necessity (e.g., emergency, nature call). Drinks are allowed in the classroom, but no food (it can be disruptive to your neighbors and me – should I call on you.). Turn off your cell phones before the start of class. If you have a special need to have it on, please visit me to discuss the matter.
- If it is foreseeable that you must leave class early (e.g., doctor's appt.), please let me know ahead of time so that I will know when you get up and walk out. (Preparing for another class or an exam for other courses is not a valid reason to leave my class early.)

ASSIGNMENT FORMAT

All written work is to be professionally prepared and the following guidelines are to be followed where appropriate including:

- o Typed and double spaced (single spaced for weekly journal)
- o Free of typographical/spelling errors
- o Sources properly cited (APA style)
- o Stapled or bound
- o Turned in on the date due at the beginning of class (10% penalty each day it is late)
- o Include your name, due date and course number
- o Clarity of approach
- o Structure and organization
- o logic and level of analysis
- o Focus
- o Support for your comments
- o Lack of grammatical and spelling errors
- o Comprehensiveness

Final Thoughts

If you are having problems, SPEAK UP! I am more than happy to help you with your difficulties in the course. This help is conditional upon you doing your job. That is, you should read the text and study the topics before you come to see me. The session is much more fruitful if you have tried to understand the material first. Please attend the lectures; it makes everyone's life much easier. Review and or read any material to be covered in a class before class.

University Policies

AI tool Use Guidelines.

You may use AI tools for this class to proofread your original work. However, outside of this circumstance, we discourage using AI tools to generate content (text, video, audio, images) for any student work (assignments, activities, reflections, etc.) that will be part of your evaluation in this course. If you use AI tools for proofreading, clearly indicate which parts are generated by the AI and which are your original work. Additionally, ensure you submit the initial document to the courselink. If any part of this guideline is unclear or uncertain, please feel free to contact me for a conversation before submitting your work.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing with your name, id#, and email contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offenses from occurring.

The University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant to a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in doubt as to whether an action on their part could be construed as an academic offense should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.shtml

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty, and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Diversity, Equity, and Inclusion

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff in creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires an ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment.

Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the University of Guelph Human Rights Policy. Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate, or a guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses without academic penalty is **December 1, 2023**. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the University of Guelph Human Rights Policy. Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Online Etiquette and Expectations

Despite being a virtual lecture, you are expected to behave the same as if you were arriving to class in person. It is crucial that each of you give (and receive!) respect to/from your colleagues within the online environment and that at no point in time, any student engages in behaviours that would be deemed as inappropriate or disrespectful in a non-virtual setting. This includes but is not limited to, inappropriate virtual backgrounds, name-calling, verbal insults to the instructor/TA/other students, vulgar imagery or video content, intentional misuse of the Zoom system (e.g., repeatedly muting/unmuting oneself), sexually implicit comments or images, and so on. Essentially, nothing hurtful or offensive.

Please remember that the lectures will be recorded, and any such behaviours deemed inappropriate within the online context will result in the student being asked to leave the lecture room and possibly removed entirely from the course depending on the severity of their actions and being reported to the program director. My top priority is to ensure

that students have a safe space where they are free to learn and work without fear of judgment or harassment. Especially in these difficult times, it is important that we come prepared to build each other up rather than tear each other down.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.


This includes on-campus scheduling during the semester, mid-terms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration. However, students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

Date Submitted to Chair:	
Chair Signature (Approval):	
Date Approved by Chair:	August 29, 2023