

# 2015-2016 Diploma Program Calendar

The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2015-2016 academic year, including the Summer Semester 2015, the Fall Semester 2015 and the Winter Semester 2016.

For your convenience the Diploma Calendar is available in PDF format.

If you wish to link to the Diploma Calendar please refer to the Linking Guidelines.

Ridgetown Campus

Guelph Campus

The University is a full member of:

- The Association of Universities and Colleges of Canada

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UNIVERSITY  
of GUELPH

CHANGING LIVES  
IMPROVING LIFE

# Disclaimer

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## University of Guelph 2015

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The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2015-2016 academic year, including the Summer Semester 2015, the Fall Semester 2015 and the Winter Semester 2016.

The University reserves the right to change without notice any information contained in this calendar, including fees, any rule or regulation pertaining to the standards for admission to, the requirements for the continuation of study in, and the requirements for the granting of degrees or diplomas in any or all of its programs. The publication of information in this calendar does not bind the University to the provision of courses, programs, schedules of studies, or facilities as listed herein.

The University will not be liable for any interruption in, or cancellation of, any academic activities as set forth in this calendar and related information where such interruption is caused by fire, strike, lock-out, inability to procure materials or trades, restrictive laws or governmental regulations, actions taken by faculty, staff or students of the University or by others, civil unrest or disobedience, or any other cause of any kind beyond the reasonable control of the University.

In the event of a discrepancy between a print version (downloaded) and the Web version, the Web version will apply.

Published by: Undergraduate Program Services

## **Introduction**

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### **Collection, Use and Disclosure of Personal Information**

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Personal information is collected under the authority of the University of Guelph Act (1964), and in accordance with Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) <http://www.e-laws.gov.on.ca/index.html>. This information is used by University officials in order to carry out their authorized academic and administrative responsibilities and also to establish a relationship for alumni and development purposes. Certain personal information is disclosed to external agencies, including the Ontario Universities Application Centre, the Ministry of Training, Colleges and Universities, and Statistics Canada, for statistical and planning purposes, and is disclosed to other individuals or organizations in accordance with the Office of Registrarial Services Departmental Policy on the Release of Student Information. For details on the use and disclosure of this information call the Office of Registrarial Services at the University at (519) 824-4120 or see <http://www.uoguelph.ca/registrar/registrar/index.cfm?index>.

### **Statistics Canada - Notification of Disclosure**

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For further information, please refer to Statistics Canada's web site at <http://www.statcan.ca>.

### **Address for University Communication**

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Depending on the nature and timing of the communication, the University may use one of these addresses to communicate with students. Students are, therefore, responsible for checking all of the following on a regular basis:

#### **Email Address**

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The University issued email address is considered an official means of communication with the student and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly. See Section I --Statement of Students' Academic Responsibilities for more information.

#### **Home Address**

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Students are responsible for maintaining a current mailing address with the University. Address changes can be made, in writing, through the Registrar's office.

#### **Name Changes**

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The University of Guelph is committed to the integrity of its student records, therefore, each student is required to provide either on application for admission or on personal data forms required for registration, his/her complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution or addition, must be accompanied by appropriate supporting documentation.

### **Student Confidentiality and Release of Student Information Policy Excerpt**

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The University undertakes to protect the privacy of each student and the confidentiality of his or her record. To this end the University shall refuse to disclose personal information to any person other than the individual to whom the information relates where disclosure would constitute an unjustified invasion of the personal privacy of that person or of any other individual. All members of the University community must respect the confidential nature of the student information which they acquire in the course of their work.

Complete policy at <http://www.uoguelph.ca/policies>.

# Learning Outcomes

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On December 5, 2012, the University of Guelph Senate approved five University-wide Learning Outcomes as the basis from which to guide the development of undergraduate degree programs, specializations and courses:

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communicating
5. Professional and Ethical Behaviour

These learning outcomes are also intended to serve as a framework through which our educational expectations are clear to students and the broader public; and to inform the process of outcomes assessment through the quality assurance process (regular reviews) of programs and departments.

An on-line guide to the learning outcomes, links to the associated skills, and detailed rubrics designed to support the development and assessment of additional program and discipline-specific outcomes, are available for reference on the [Learning Outcomes website](#).

## 1. Critical and Creative Thinking

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Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

In addition, **Critical and Creative Thinking** includes, but is not limited to, the following outcomes: **Inquiry and Analysis; Problem Solving; Creativity; and Depth and Breadth of Understanding.**

## 2. Literacy

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Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

In addition, **Literacy** includes, but is not limited to, the following outcomes: **Information Literacy, Quantitative Literacy, Technological Literacy, and Visual Literacy.**

## 3. Global Understanding:

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Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

In addition, **Global Understanding** includes, but is not limited to, the following outcomes: **Global Understanding, Sense of Historical Development, Civic Knowledge and Engagement, and Intercultural Competence.**

## 4. Communicating

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Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

In addition, **Communicating** includes, but is not limited to, the following outcomes: **Oral Communication, Written Communication, Reading Comprehension, and Integrative Communication.**

## 5. Professional and Ethical Behaviour

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Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

In addition, **Professional and Ethical Behaviour** includes, but is not limited to, the following outcomes: **Teamwork, Ethical Reasoning, Leadership, and Personal Organization and Time Management**

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## Table of Contents

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<b>VII. Academic Advising .....</b>	<b>14</b>
<b>Students .....</b>	<b>14</b>
<b>Faculty Advisors .....</b>	<b>14</b>
Role of the Faculty Advisor .....	14
Responsibilities of the Faculty Advisor .....	14
<b>Program Counsellors / Associate Directors .....</b>	<b>14</b>
Role of the Program Counsellor / Associate Director .....	14
Responsibilities of the Program Counsellor / Associate Director .....	14
<b>Undergraduate Academic Information Centre .....</b>	<b>14</b>
<b>The Council on Undergraduate Academic Advising .....</b>	<b>15</b>
<b>Program Counsellors / Associate Directors .....</b>	<b>15</b>
<b>Interpretation of University Academic Regulations .....</b>	<b>15</b>
<b>Non-Academic Counselling .....</b>	<b>15</b>
<b>Program Approval .....</b>	<b>15</b>

## VII. Academic Advising

A college education is a complex and multi-faceted experience, which is best undertaken in a supportive and encouraging environment. As part of its dedication to student success, the University of Guelph is committed to providing high-quality academic advising, in order to assist students in the development and pursuit of academic objectives consistent with their life goals and the available opportunities at the University and College. The responsibility for developing educational plans and setting goals rests with the student. Academic advising contributes to this process by identifying alternatives, exploring likely outcomes, and referring students to appropriate resources.

Academic advising at the University and College is delivered by a team which includes Faculty Advisors, Program Counsellors/Associate Directors, the Undergraduate Academic Information Centre (UAIC), the Associate Vice-President Academic and others. Coordinating all activity is the University Council on Undergraduate Academic Advising (CUAA), which has responsibility for overall advising systems direction and policy. The UAIC provides general walk-in assistance to students and, as appropriate, directs students to specialized advising resources. Each student has direct access to Faculty Advisors, who focus on subject-related issues and advice, and a Program Counsellor, who assists with diploma/degree Program requirements and expectations.

These components of the academic advising system work together to achieve goals and objectives that include:

- Helping students develop an educational plan and choose an appropriate course of studies to meet their academic and life objectives
- Ensuring that students are aware of opportunities and resources that can assist them in achieving their educational goals
- Assisting students in interpreting university policies and procedures, and applying general rules to their specific cases
- Facilitating resolution of academic problems, conflicts and concerns, as appropriate
- Referring students as necessary to other resource units
- Collecting and disseminating information on student needs, wants, perceptions, and trends in order to enhance institutional effectiveness and adaptability

Within the system, specific roles and responsibilities are distributed as follows:

### Students

#### Responsibilities of the Student

Students admitted to the University are responsible for understanding and meeting certain responsibilities regarding Associate Diploma Regulations and Procedures, diploma requirements, course requirements, Schedule of Dates, rules of conduct and accessing the University of Guelph email account. These responsibilities are described in Section I of the Undergraduate Calendar.

The responsibilities of students regarding academic advising are to seek, when necessary:

- information from the Undergraduate Academic Information Centre
- advice and assistance regarding academics from the Program Counsellor or Faculty Advisor
- clarification of regulations and procedures from the Program Counsellor or Faculty Advisor

### Faculty Advisors

#### Role of the Faculty Advisor

The Faculty Advisor has particular expertise in the *program specialization* (major, minor, area of concentration, area of emphasis) and the fit of that specialization within the diploma/degree program. The role of the Faculty Advisor is to :

- provide information about the academic requirements of the specialization, including eligibility to declare the specialization and graduation requirements
- refer to other campus services, as necessary
- communicate information about the specialization to the department and the curriculum committee, program committee, and Program Counsellor / associate director, and to bring forward any concerns or issues as students progress through the Schedule of Studies for the specialization
- liaise with the Program Counsellor / Associate Director for the diploma/degree program, in order to provide information about the specialization as it fits within the diploma/degree program

#### Responsibilities of the Faculty Advisor

The responsibilities of the Faculty Advisor are to:

- be familiar with the academic requirements of the specialization, including eligibility to declare the specialization and graduation requirements
- assist students wishing to change or add specializations
- assist the student to make academic decisions
- refer students to the Program Counsellors / Associate Director, as appropriate
- offer advice about meeting the requirements of the Schedule of Study for the specialization

- be reasonably available to meet with students, as requested
- assist with graduation checks, as requested
- approve substitutions or exemptions for the specialization
- be aware of career and graduate study opportunities related to the field of study
- assist with course selection issues related to the specialization
- provide information to the department, curriculum committee, program committee, and Program Counsellor / Associate Director about issues or concerns concerning the Schedule of Studies for the specialization
- provide information and advice to the department and college, as requested, around enrollment management issues

### Program Counsellors / Associate Directors

#### Role of the Program Counsellor / Associate Director

The Program Counsellor / Associate Director has particular expertise in the diploma program requirements and regulations, as well as the various specializations and their fit within the *diploma program*. The Program Counsellor / Associate Director is also familiar with the policies and procedures that govern university practice. The role of the Program Counsellor/Associate Director is to:

- provide information about the academic requirements of the *diploma program*, including admission requirements, Schedule of Studies requirements, Continuation of Study requirements, and graduation requirements
- refer to other campus services, as necessary
- communicate information about the degree/diploma program to the dean, chairs and directors, Faculty Advisors, curriculum committees, program committees (and their sub-committees); and to bring forward any concerns or issues as students progress through the Schedule of Studies for the degree/diploma program
- liaise with the Faculty Advisor for the specialization, in order to provide information about the degree/diploma program and the fit of the specialization within the degree/diploma program

#### Responsibilities of the Program Counsellor / Associate Director

The responsibilities of the Program Counsellor / Associate Director are to:

- be familiar with the academic requirements of the diploma program and its specializations, including admission requirements, the Schedule of Studies and Continuation of Study requirements, and graduation requirements for the diploma program
- assist the student to make academic decisions and understand the implications of those decisions
- assist with course selection and enrollment management issues as related to the diploma program
- explain transfer procedures and requirements
- explain appeal procedures
- assist with graduation checks
- sign program approval, as appropriate, for Special or Probation students
- change student status, as appropriate (eg. from Special to Regular)
- meet with students as requested, or required
- refer to the Faculty Advisor, as appropriate
- uphold the academic policies of the university
- help interpret the academic policies and procedures to students, staff, and faculty
- act as a source of referral to other campus services
- be generally aware of career and graduate study opportunities related to the field of study
- work closely with the Faculty Advisor on any changes to the Schedule of Studies
- consult, as necessary, with other campus services
- provide relevant information to the Faculty Advisors, departments, dean, curriculum and program committees (and sub-committees) about student issues with the diploma program
- participate at liaison events, as requested

### Undergraduate Academic Information Centre

The role of the Undergraduate Academic Information Centre (UAIC) (U.C. Level 3, extension 56613, uaic@uoguelph.ca) is to provide general academic advising information to undergraduate/diploma students. This includes appropriate referral to the Program Counsellor, or Faculty Advisor, as well as other support services on campus.

For some students, the Centre may function as a first point of contact for information about academic issues. Peer helpers in the unit operate on an assessment and referral system - first helping the student to identify the problem or issue, and then, as necessary, referring her/him to the appropriate resource (e.g. Program counselling office, faculty / specialization advisor, Career Services, Financial Services, etc.).

At the Centre, students will find general information on topics including but not limited to transfer requirements and procedures; Continuation of Study requirements; admission and graduation requirements; information about appeal process and procedures; help with interpreting the calendar; or help with different forms. Students who require more detailed information about their particular degree/diploma program requirements, or who have more specific questions may be directed to the Program counselling office or to the Faculty Advisor, as appropriate.

UAIC is a resource for all students, with particular sensitivity to issues facing transfer (advanced standing) students, non-degree and general studies students, and "undecided"\* students, including first year students or other students contemplating a change in program.

\* Although most University of Guelph students declare a major upon entry, "undecided" in this context refers to students who may be declared in a major but are now not sure whether the program is the right fit for their educational, career, or life goals.

## **The Council on Undergraduate Academic Advising**

The role of the Council on Undergraduate Academic Advising (CUAA) is to develop, review, discuss, and recommend to senior administration on an ongoing basis any and all advising-related strategies, policies, and processes.

The CUAA is responsible for managing and directing academic advising policies at the university. The CUAA reports to, and is chaired by the Associate Vice-President Academic. Membership includes broad representation from stakeholders across the university community including, but not limited to: Program Counsellors, Faculty Advisors, Office of Registrarial Services, Coordinator of Undergraduate Curriculum, deans, chairs, Student Affairs, Centre for Open Learning and Educational Learning/SCOL, undergraduate students, Centre for International Programs, and the Director of the Undergraduate Academic Information Centre. The Council normally meets once per semester.

The CUAA develops strategic directions and formulates policy on advising issues, coordinates planning around academic advising issues, and serves as a permanent communication channel to help coordinate the work of the various individuals and entities engaged in academic advising activities.

## **Program Counsellors / Associate Directors**

Program Counsellors and Associate Directors

<b>Location</b>	<b>Program Counsellor / Associate Director</b>	<b>Contact Information</b>	<b>Email</b>
<b>Ridgetown Campus</b>	B. O'Neill Registrar / Counsellor I. Moore Associate Director	519 674-1610 Agronomy Building 519 674-1666	<del>regis@uoguelph.ca</del> <del>imc@uoguelph.ca</del>
<b>University of Guelph</b> (Turfgrass Management)	J. Johnson Program Counsellor	Johnston Hall 133A 519-824-4120 Ext. 54800	jjohnson@uoguelph.ca

## **Interpretation of University Academic Regulations**

A student who requires assistance in the interpretation of the academic regulations of the University or the method of their application in reference to the student's particular circumstances should consult one of the Associate Registrars at Guelph, the Associate Director at Ridgetown campus or their Program Counsellor.

## **Non-Academic Counselling**

Students are advised to consult Section XIII-General Information in this Calendar, for information on the types and locations of non-academic counselling offered by the University.

Students who require non-academic counselling should contact their Associate Director or Program Counsellor.

## **Program Approval**

Students should present their Academic Evaluation Report plus any updates when seeking academic advice. Approval is required for students who wish to register for more than 3.00 credits prior to the last day of an add period. On the last day of an add period all students can register in up to 3.25 credits in a semester.