

# 2020-2021 Diploma Program Calendar

The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2020-2021 academic year, including the Summer Semester 2020, the Fall Semester 2020 and the Winter Semester 2021.

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:

- Universities Canada

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# Disclaimer

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The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2020-2021 academic year, including the Summer Semester 2020, the Fall Semester 2020 and the Winter Semester 2021.

The University reserves the right to change without notice any information contained in this calendar, including but not limited to that related to tuition and other fees, standards of admission, course delivery or format, continuation of study, and the offering or requirements for the granting of, degrees or diplomas in any or all of its programs. The publication of this calendar does not bind the University to the provision of courses, programs, schedules of study, or facilities as listed herein.

The University will not be liable for any failure or delay in performance arising out of any cause or causes beyond its reasonable control. Such causes may include but are not limited to fire, strike, lock-out, inability to procure materials or trades, war, mass-casualty event, flood, local, regional or global outbreak of disease or other public health emergency, social distancing or quarantine restriction, legislative or regulatory requirements, unusually severe weather, failure of public utility or common carrier, or attacks or other malicious act, including but not limited to attacks on or through the internet, or any internet service, telecommunications provider or hosting facility.

In March 2020 the World Health Organization declared a global pandemic of the virus leading to COVID-19. The Governments of Canada, the Province of Ontario, and local Governments responded to the pandemic with legislative amendments, controls, orders, by-laws, requests and requirements (collectively, the "Governmental Response"). It is uncertain how long the pandemic, and the related Governmental Response, will continue, and it is unknown whether there may be a resurgence of the virus leading to COVID-19 or any mutation thereof (collectively, the "Virus") and resulting or supplementary renewed Government Response. Without limiting the foregoing paragraph, the University shall not be liable for costs associated with any failure or delay in performance arising out of:

- a. the continued spread of the Virus;
- b. the continuation of or renewed Governmental Response to control the spread of the Virus; and
- c. a University decision, made on an organization-wide basis and in good faith, to control the spread of the Virus, even if exceeding the then current specific Government Response.

In particular, the COVID-19 pandemic may necessitate a revision of the format of course offerings such that courses are offered in whole or in part on an alternate delivery model to in-person classes. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year.

Dates or times of performance including the Schedule of Dates may be extended as appropriate and the University will notify students promptly of the existence and nature of such delay and shall, so far as practicable, use reasonable efforts to minimize and mitigate any such delay or non-performance.

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

# 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 Advanced Education and Skills Development, 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>.

## Disclosure of Personal Information to the Ontario Ministry of Training, Colleges and Universities

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The University of Guelph is required to disclose personal information such as characteristics and educational outcomes to the Minister of Training Colleges and Universities under s. 15 of the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19, as amended. The Ministry collects this data for purposes including but not limited to planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions.

Amendments made to the Ministry of Training, Colleges and Universities Act, authorizing the collection and use of personal information from colleges and universities by the Minister of Advanced Education and Skills Development, which were set out in Schedule 5 of the Childcare Modernization Act, 2014, came into force on March 31, 2015.

The amendments strengthen the ability of the Minister to directly or indirectly collect and use personal information about students as required to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the Ministry for purposes that relate to post-secondary education and training, including,

- i. understanding the transition of students from secondary school to post-secondary education and training,
- ii. understanding student participation and progress, mobility and learning and employment outcomes,
- iii. understanding linkages among universities, colleges, secondary schools and other educational and training institutions prescribed by regulation,
- iv. understanding trends in post-secondary education or training program choices made by students,
- v. understanding sources and patterns of student financial resources, including financial assistance and supports provided by government and post-secondary educational and training institutions,
- vi. planning to enhance the affordability and accessibility of post-secondary education and training and the quality and effectiveness of the post-secondary sector,
- vii. identifying conditions or barriers that inhibit student participation, progress, completion and transition to employment or future post-secondary educational or training opportunities, and
- viii. developing key performance indicators.

Information that the University is required to provide includes but is not limited to: first, middle and last name, Ontario Educational Number, citizenship, date of birth, gender, first three digits of a student's postal code, mother tongue, degree program and major(s) in which the student is enrolled, year of study and whether the student has transferred from another institution.

Further information on the collection and use of student-level enrolment-related data can be obtained from the Ministry of Colleges and Universities website: <https://www.ontario.ca/page/ministry-colleges-universities> (English) or <https://www.ontario.ca/fr/page/ministere-des-colleges-et-universites> (French) or by writing to the Director, Postsecondary Finance and Information Management Branch, Postsecondary Education Division, 7th Floor, Mowat Block, 900 Bay Street, Toronto, ON M7A 1L2.

An update on Institutional and Ministry of Training, Colleges and Universities Act Notice of Disclosure Activities is posted at <https://www.ontario.ca/page/ministry-colleges-universities> Frequently Asked Questions related to the Ministry's enrolment and OEN data activities are also posted at: <http://www.tcu.gov.on.ca/pepg/publications/NoticeOfCollection.pdf>

### Authority to Disclose Personal Information to Statistics Canada

The Ministry of Training, Colleges and Universities discloses student-level enrolment-related data it collects from the colleges and universities as required by Statistics Canada in accordance with Section 13 of the Federal Statistics Act. This gives Ministry of Training, Colleges and Universities Act authority to disclose personal information in accordance with s. 42(1) (e) of FIPPA

## Notification of Disclosure of Personal Information to Statistics Canada

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For further information, please see the Statistics Canada's web site at <http://www.statcan.ca> and Chapter XIV Statistics Canada.

## 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

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 Chapter I--Statement of Students' Academic Responsibilities for more information.

### Home Address

Students are responsible for maintaining a current mailing address with the University. Address changes can be made, in writing, through Enrolment Services.

## 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, the student's 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 the student's 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 <https://uoguelph.civicweb.net/document/68892/ORSInfoReleasePolicy060610.pdf?handle=FF982F8A9AEA4076BE4F3D88147172B8>.

# 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 and diploma 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 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 .....</b>	<b>14</b>
Role of the Program Counsellor .....	14
Responsibilities of the Program Counsellor .....	14
<b>Undergraduate Academic Information Centre (Guelph Campus only) .....</b>	<b>14</b>
<b>The Council on Undergraduate Academic Advising .....</b>	<b>15</b>
<b>Program Counsellors .....</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. 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 is delivered by a team which includes Faculty Advisors, Program Counsellor 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 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 Chapter I of the Diploma Program 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 program. The role of the Faculty Advisor is to :

- provide information about the academic requirements of the diploma 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, and to bring forward any concerns or issues as students progress through the Schedule of Studies for the specialization
- liaise with the Program Counsellor for the diploma program, in order to provide information about the specialization as it fits within the diploma program

#### Responsibilities of the Faculty Advisor

The responsibilities of the Faculty Advisor are to:

- be familiar with the academic requirements of the diploma including 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 Studies 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 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

#### Role of the Program Counsellor

The Program Counsellor 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 is also familiar with the policies and procedures that govern university practice. The role of the Program Counsellor 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 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 diploma program
- liaise with the Faculty Advisor for the specialization, in order to provide information about the diploma program and the fit of the specialization within the diploma program

#### Responsibilities of the Program Counsellor

The responsibilities of the Program Counsellor 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
- change student status, as appropriate
- 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 (Guelph Campus only)

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 them 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 diploma program requirements, or who have more specific questions may be directed to the Program Counselling office or the Associate Director's office or 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**

Program Counsellors

<b>Location</b>	<b>Program Counsellor</b>	<b>Contact Information</b>	<b>Email</b>
<b>Ridgetown Campus</b> (Agriculture, Environmental Management, Equine Care & Management, Horticulture, Veterinary Technology)	Kim Sonneveld	Building: J.D. Pestell Student Services 519-674-1500 ext. 63534	sonnevel@uoguelph.ca
<b>Guelph Campus</b> (Turfgrass Management)	Carie Devitt - till June 20	Building: Johnston Hall 133A 519-824-4120 Ext. 54800	dtmpc@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 Campus, the Associate Director at Ridgetown Campus or their Program Counsellor.

## **Non-Academic Counselling**

Students are advised to consult Chapter 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.