

2004-2006 Graduate Calendar

The information published in this Graduate Calendar outlines the rules, regulations, curricula, programs and fees for the 2004-2006 academic years, including the Summer Semester 2005, the Fall Semester 2005 and the Winter Semester 2006.

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

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

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Disclaimer

The Office of Graduate Program Services has attempted to ensure the accuracy of this on-line Graduate Calendar. However, the publication of information in this document does not bind the university to the provision of courses, programs, schedules of studies, fees, or facilities as listed herein.

Limitations

The University of Guelph reserves the right to change without notice any information contained in this calendar, including 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 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 the 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.

The University of Guelph reaffirms section 1 of the Ontario Human Rights Code, 1981, which prohibits discrimination on the grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status or family status.

The university encourages applications from women, aboriginal peoples, visible minorities, persons with disabilities, and members of other under-represented groups.

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III. General Information

Learning Objectives

Arising from the Aims and Objectives Report, the following Objectives were approved by the Senate of the University in 1987. They are a set of objectives described in terms of the desired characteristics of educated graduates, and are used in part to guide educators in their development of courses and programs.

Literacy

Literacy is the base on which all else is predicated. The ability to read and write and, in general, to communicate properly is a fundamental intellectual tool. With it, students can learn to think clearly and to some purpose. Without it, they cannot analyze properly nor develop an independence of thought. Literacy affords a means of access to the raw material upon which the critical or creative intelligence is to be exercised. It affords a means of communication, of shaping ideas and concepts, of selecting between different or competing formulations. It is a means of instructing others.

The most basic experience in literacy given to the student should be the writing of a short expository paper, or the oral presentation of an informational report, on a prescribed topic or on a topic chosen from a restricted list.

At the next level, the student should be required to write a paper (or give a seminar), critical and analytical in its intent, on a topic of the student's devising. The ability to devise a topic, to frame its bounds, is at the same time an aspect of understanding of first order importance.

At the highest level, there should be produced a paper, in an appropriate style, that analyses, synthesizes or argues from a hypothesis and itself generates hypotheses; that produces knowledge, insight, or understanding in the reader and manifests it on the part of the writer; that shows a breadth of understanding in drawing out implications and making connections between remote features of the domain; that, in short, demonstrates a love of learning and an intelligent creativity. This requirement may readily be met in existing senior honours paper courses and the like.

Over the course of an undergraduate education, the level of difficulty of the material which the student can read, comprehend, and utilize should increase. One way of securing this might be to encourage, in each discipline program where they do not now exist, reading courses requiring independent work at the 400 level.

In general, the ability to read and comprehend materials of the highest difficulty is enhanced in semester long research paper courses and in reading courses. Such courses contribute also to independence of thought and to depth and breadth of understanding. In its broadest sense, the objective of literacy implies that it is desirable that the student have skill in another language, so as to be able to comprehend material of the appropriate level of sophistication in that language.

Numeracy

For the purposes of this discussion, numeracy may be defined as the ability to use mathematics at a level and in a manner appropriate to good citizenship and to vocational fitness. Mathematics deals with quantity and form, with measurement, structures, and relations, and encompasses a richer intellectual domain than just the utilitarian skills of numerical computation. It is as a mode of thinking, no less than as a collection of useful techniques, that it justifies its place in any well-rounded curriculum.

Numeracy, in the sense adopted here, is an essential attribute of the informed and responsible citizen. A correct understanding of the proper use of numbers is necessary in a culture in which information routinely comes in numeric form and significant decisions of social policy often have quantification at their base. Without the ability to comprehend the use of quantitative data, and to detect instances of misuse, we may have to forego opportunities for independent judgment.

Numeracy, more generally, enforces an accuracy and precision of procedure and thought that is valuable to all educated persons. As a mode of conceptualization of thought, it should be part of the mental apparatus of all graduating students. While a grasp of the nature and principles of mathematical forms of inquiry is essential to an understanding of scientific thought, it can be of benefit in other areas of intellectual activity. Opportunities for fostering numeracy exist in more disciplines than those traditionally requiring a substantial knowledge of mathematics. A recognition that numeracy, in association with literacy, forms the foundation of most if not all of the other learning objectives, should result in greater exploitation of those opportunities than in their avoidance.

Sense of Historical Development

All disciplines have a history, an understanding of which contributes to an understanding of the place each has in contemporary society. No discipline is self sufficient, and no discipline is autonomous. "Historical development" should not be narrowly construed to mean only the history of the discipline within its own limits, but efforts should be made to connect developments in the discipline to wider coeval social conditions. Students may thereby be endowed with a sense of the fundamental relativity of knowledge and understanding at any given time. This objective comports also a sense of the continuity of change (and, indeed, of discontinuities), over time. This objective may facilitate the acceptance, on the part of students, of intellectual ambiguity or uncertainty; such acceptance is a mark of depth of understanding.

Global Understanding

Global understanding may be associated with "Sense of Historical Development". It can be described as comprehension of the variety of political, religious, cultural, geographical, biological, environmental, and historical forces in the shaping of nature and the human condition. It conveys to the student an understanding of the ways in which specific cultural or geographical or other circumstances condition the differences between nations or peoples, and an understanding of the place of his or her discipline in the international setting. Global understanding may be enhanced by a sense of historical perspective, by breadth of understanding, and by independence of thought. In its turn it may itself contribute to these.

Moral Maturity

Moral Maturity is marked by depth and consistency of moral judgement; by recognition that any moral judgement may be fallible; that moral judgement is complex, in that moral principles, if they are to be applied to a specific case, may need to be interpreted. Moral maturity is a requirement in the person who is to apply a body of knowledge or a skill to the solution of a problem, or to the understanding of a situation, if the knowledge is not to remain abstract and the skill potential unrealized.

Attainment of this objective is probably best realized by appropriate consideration of moral issues in context, as they arise in the course of study. In this way, a moral perspective may be shown to be inherently important to study of a body of material, and not merely something supplementary to it (guidelines for conducting ethical discussion in the classroom have been written by the Ethics Research Group in the Department of Philosophy). Scope for demonstration of moral maturity can be provided in seminars and other assignments, if problems in the moral issues associated with a subject are set for consideration alongside problems in content and process.

Aesthetic Maturity

Aesthetic Maturity may be described as a quality of the critical response to some object, natural or artificial, external to the self. Or it may be a process of creation and development of the self. In the former case, aesthetic maturity may be attained by a sufficient exposure, not necessarily in courses alone, to works of art (inclusive of music, literature, and drama) and to the critical traditions concerning them. Such maturity may also be directed at aesthetic valuing of features of the natural environment.

In the latter case, attainment of the quality will require an active involvement in the work of creation itself. A different order of aesthetic maturity may be attained by practice of that form of manipulation and recreation of the original object known as criticism (as distinct from appreciation).

Viewed this way, aesthetic maturity has a certain resemblance to both independence of thought and depth of understanding, in requiring an active creativity. Aesthetic maturity need not be divorced from the specific character of individual disciplines. By possession and exercise of aesthetic maturity, students may be brought to appreciate the order, elegance, and harmony not only of the subject matter, but also of the procedures, of the discipline.

Understanding of Forms of Inquiry

Inquiry, the search for truth, information, knowledge and understanding, follows a methodology based upon systematic study, reflection, intuition and innate creativity. Inquiry involves resolving an identified problem, collecting relevant information, evaluating the information and observing relationships in order to reach a conclusion. The student is the active inquirer and must be able to undertake the process independently. Scientific method represents a form of inquiry concerned with hypotheses development, data collection, analyses and interpretation. Just as an understanding of scientific inquiry is necessary for the educated citizen functioning in the midst of the technologies of the contemporary world, so too an appreciation of other modes of inquiry is an essential characteristic of an educated citizen. Graduates should be familiar with the modes of inquiry utilized, for example, by historians, by philosophers and by scholars concerned with the various fields of creative expression.

As outcomes of this objective, students will understand the strengths and limitations of the various forms of inquiry, and the cultural, intellectual and historic impact of these forms. The student will be able to describe similarities and differences between the inquiry methods of the physical scientist, the biological scientist, the social scientist and the scholar of the humanities.

Depth and Breadth of Understanding

Breadth of understanding is an expression of the ability to operate across disciplinary boundaries in a coherent and productive way, with principles drawn from different disciplines. Depth of understanding depends upon mastery of a body of knowledge, but it is not to be confused with knowledge, and is not necessarily commensurate with the number of courses taken in a subject.

Depth and breadth of understanding depend upon, and themselves contribute to, independence of thought; they contribute also to a love of learning. Possession of a historical perspective may be essential to a broad and deep understanding of a subject.

At the lowest level of experience, in courses introductory to a subject, students might be shown how sets of facts may be related to others both laterally and vertically (or

hierarchically). The outcome of this might be simply consciousness, on the part of the student, of the possibilities of understanding, as distinct from simply knowing.

The next higher level moves from demonstration to the student, of interrelationships to the development of the student's own ability to create interrelations. The experience provided will develop a creative imaginativeness skillfully exercised on a body of material mastered in some detail. But the experience, like that provided for independence of thought, goes beyond display of erudition, and requires alert curiosity and a refusal to be content with mere assemblage of data. At this level, the student should be expected to integrate knowledge and modes of interpretation and comprehension from different disciplines, so as to generate a new understanding. The highest level takes the student to the ability to deal in abstractions, to generate abstractions.

In general, depth and breadth of understanding are characterized by the ability to recognize the implications of the information at hand and to put it into a broader context; and by the ability to draw upon different disciplines to provide a clearer and deeper understanding of the discipline with which the student is immediately concerned. These outcomes might be assessed in a piece of written work such as an independent research paper, in the design of an experiment, in the identification and solution of a problem, or in a work of aesthetic creation.

Independence of Thought

At the lowest level, students are shown the possibilities of independent thinking, by an instructor who, in the classroom and elsewhere, challenges orthodoxies and criticizes received opinions. The experience provided is that of imitation or emulation of a role model. At this level, the outcome might be no more than a receptivity, on the part of the student, to critical thinking and an openness to reasoned skepticism about the authority of the expert.

At a higher level, students become actively engaged in learning and thinking. At this level, they should be given the opportunity, in seminars, tutorials, or structured small group discussions, to offer their own challenges. The bases for such challenges may be unformed, and so the challenges themselves will be open to challenge. As students become more independent in thought, they are better able to combine ideas and to generate new ideas.

At the highest level, independence of thought is a manifestation of love of learning, and it may contribute to a sense of self worth and of well being. At this level, opportunities are provided for self directed learning. One accomplishment may be the ability to ask the right kinds of questions, rather than the ability always to have answers.

Love of Learning

Love of Learning is perhaps the quality that activates all other qualities that are the focus of learning objectives. Its expression is not easily separable from demonstration of other virtues. Thus, the true lover of learning will demonstrate both independence of thought and depth of understanding. As a consequence, setting an objective for love of learning comports also setting an objective for other qualities as well. But love of learning is not exhausted by (e.g.) independence of thought.

Love of learning may be reflected in, or expressed in terms of, intellectual curiosity; the ability (as in independence of thought) to ask useful kinds of questions (rather than the ability always to have answers); the ability to see far reaching implications; the ability to make connections between disparate topics; energy and passion in the pursuit of knowledge and understanding; dissatisfaction with simply accumulating facts or data; critical ability. Testing and instruction must minimize rote learning, and, so far as possible, give scope for the exercise of individual patterns of learning and individual interests.

Love of learning may be impeded by the demands of frequent evaluation of students' performance. The time frames imposed at an institutional level, to provide an organizational framework for the university experience, may also impair love of learning.

Love of learning may best be enhanced by the provision of opportunities for the student's personal involvement in learning. Such opportunities are perhaps best furnished in independent research projects initiated by the student. In such autonomous, but supervised, study the student can not only engage with the conflicting views of published authorities but also see in action, close at hand, the supervisor's own love of learning.

In courses of formal instruction, the use of team teaching might help to encourage a student's own love of learning, especially if members of the teaching team take an appropriate role as "students", and if true dialogue is developed between the teachers.

Policy on Responsibilities of Advisors, Advisory Committees and Graduate Students and Graduate Student-Advisor Mediation Procedures

This is the official policy of the University of Guelph approved in principle by the University Senate on January 15, 1991, and revised and reprinted annually thereafter. The request for a policy originated in the Board of Governors Committee on Student Rights and Responsibilities. The policy was developed by faculty/student committees of the Board of Graduate Studies in consultation with the departments and schools and with the university's solicitors. Mediation procedures for the resolution of disputes arising from disagreements in interpretation of the policy are included.

Preamble

Many individuals bring to graduate programs a rich and varied experience derived from universities throughout the world. This policy provides an outline of best practices and principles to guide the normal interactions within a graduate program at the University of Guelph. The University offers advanced degrees across a wide range of academic disciplines each of which has its own cultural variances with respect to how graduate research is conducted and how students are advised. Practices will vary as well depending on the nature of the student's research project and the stage the student is at in his/her program. Thus, the level of scrutiny and interaction may range from that occurring on a continuous basis to that in which the student operates quite independently with only occasional guidance. Regardless of the discipline, however, the underlying principle is one of mutual respect among students, faculty, and staff in an academic environment governed by traditional standards of research and professional integrity, without prejudice or discrimination. Within this context, the student, the Advisor, the Advisory Committee and the Department assume certain responsibilities or obligations and are entitled to expect reciprocal commitments. The policy is neither exhaustive nor exclusive and should be viewed in the context of normal circumstances.

This policy should be viewed as complementary to the University of Guelph statement on Student Rights and Responsibilities.

Responsibilities of the Advisor

A Faculty Advisor's primary task is to guide and inspire his or her students to reach their scholarly potential. The Advisor should promote conditions conducive to a student's research and intellectual growth, providing appropriate guidance on the progress of the research and the standards expected. Good supervisory practice includes the following:

1. Facilitating the student's intellectual growth and contribution to a field of knowledge.
2. Guiding the student, with the assistance of the Advisory Committee, in the development of a program of study.
3. Assisting in the development and execution of a research program or project.
4. Being reasonably accessible to the student via telephone, electronic communication or in person for consultation and discussion of the student's academic progress and research problems. What constitutes "reasonable accessibility" may vary according to discipline, stage of research, etc. However, an Advisor must be in contact with the student frequently enough to be able to make an informed judgement on the student's progress on a semesterly basis.
5. Thoroughly examining written material submitted by the student and making constructive suggestions for improvement. Informing the student of the approximate time it will take for submitted written material to be returned with comments. Normally, comments should be returned to the student within two weeks, although circumstances such as absences from campus or unusually heavy workload may require that the Advisor take longer than two weeks to review the student's work. Timing of submission and review should be negotiated between student and Advisor.
6. Advising the student as to the acceptability of the draft thesis or research project prior to submission to the Advisory Committee. If the Advisor believes the thesis or research project is not ready for submission or will not be ready within a particular time, the Advisor should so indicate with written reasons to the student. In cooperation with the Chair or Departmental Graduate Coordinator, helping to organize qualifying and final examinations.
7. Assisting the student in learning about all appropriate deadline dates and regulations associated with thesis review, examination and submission, as specified in the Graduate Calendar and/or by the Office of Graduate Program Services and/or the Department or School.
8. Giving ample notice of extended absences from campus such as research leaves, and making satisfactory arrangements for the advising of the student when the Advisor is on leave or on extended absence from the campus. Where a faculty member knows that he/she will be on leave for part of a student's program prior to the start of the program, the student should be informed of this at the outset. Depending on the length of absence and the stage of the student's program, it may be necessary to make arrangements for an interim Advisor.
9. Making reasonable arrangements, within the norms appropriate to the discipline and the limits of the material and human resources of the University, so that the research resources necessary for execution of the student's thesis or major paper research are available.
10. Advising the student of regulations designed to provide him/her with a safe environment. These include relevant safety and/or workplace regulations as well as policies designed to protect individual rights and freedoms. Alerting the student to any personal risks that may be encountered in the course of the research and providing training, guidance and adequate equipment appropriate for those risks.
11. Chairing the Advisory Committee. Responsibilities will include:
 - holding regular Advisory Committee meetings with the student, normally no less than once per semester
 - submitting evaluation reports every semester, in consultation with the Advisory Committee, to the Departmental Graduate Studies Committee

- formulating a plan of action with the student and the Advisory Committee to address any problems that have been identified as a result of a semester progress review, and
- when a semester progress rating of "Some Concerns" or "Unsatisfactory Progress" has been assigned, providing written notification, including the signatures of all Advisory Committee members, to the Faculty of Graduate Studies.

Note

A "satisfactory" evaluation represents normal progress on course work and research. A "some concerns" report is compatible with an expectation for successful completion of the program, but indicates some specific concerns regarding the student's current performance and/or progress on course work or research or both. An "unsatisfactory" report is a clear indication of concern about the student's ability to complete the program. Such concern may be based on poor performance in course work or research or both. Unsatisfactory progress could include failure to meet agreed research milestones, including the timely preparation of a research proposal, including the signatures of all Advisory Committee members, to the Faculty of Graduate Studies.

12. Complying with any commitment of financial support made to the student as part of the offer of admission. In the event that expected financial support becomes unavailable, the Advisor will work with the Department and Faculty of Graduate Studies to ensure support for the student.
13. Acknowledging, in accordance with University policies, the contributions of the student in presentations and in published material, for instance through joint authorship.
14. Immediately disclosing to the Department Chair any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisor and student or when there are irreconcilable interpersonal conflicts, and in such cases it is expected that the faculty member will withdraw from the role of Advisor. Conflicts of interest may also arise when the Advisor or student have a financial interest in the outcome of a research project. In these cases, the decision as to whether withdrawal is appropriate should be made in consultation with the Department Chair.

Responsibilities of Advisory Committees

Members of an Advisory Committee can do much to enhance the academic experience for a student, allowing the student to take advantage of a range of expertise in the discipline. The specific responsibilities of an effective Advisory Committee are as follows:

1. Encourage the student's intellectual growth to become a competent contributor to a field of knowledge. In this context, the Advisory Committee must provide constructive criticism and provocative discussion of the student's ideas as the program develops. The Committee should ensure that the student is exposed to a wider range of expertise and ideas than can be provided by the Advisor alone, including directing the student as appropriate to consult with experts outside the Committee.
2. Be reasonably accessible to the student for consultation and discussion of the student's academic progress and research problems.
3. Attend regular meetings of the Advisory Committee with the student, normally no less than once per semester.
4. Develop, with the student's involvement, and formally approve a list of courses that would constitute the program of study, no later than the end of the second semester. (This program of study is not considered final until also approved by the Department and the Faculty of Graduate Studies. Such approval will not normally be withheld if the proposed program meets the published program requirements.)
5. In consultation with the Advisor, confirm and approve progress reports in those cases where there are concerns or when the progress being made is unsatisfactory. ("Some Concerns" and "Unsatisfactory" progress reports will also be forwarded to the Department and the Faculty of Graduate Studies.)
6. Formulate a plan of action with the student to address any problems that have been identified as a result of a semester progress review of "Some Concerns" or "Unsatisfactory".
7. Inform the student of the approximate time it will take for submitted written material to be returned with comments. If the expected time exceeds the normal two-week turnaround, for instance because of absence from campus or an unusually heavy workload, provide the student and the Advisor with an estimate of the time required.
8. Thoroughly review and comment on drafts of written material. Inform the student as to whether or not a research project is complete or a thesis ready for submission to the final examination committee. If additional work is required, provide feedback to guide the student in satisfactory completion of the work.
9. Immediately disclose to the Advisor and the Department Chair any conflict of interest that arises with the student. Conflicts of interest will arise when there are sexual, romantic, or familial ties between the Advisory Committee member and the student or when there are irreconcilable interpersonal conflicts, and in such cases it is expected that the faculty member will withdraw from the Advisory Committee. Conflicts of interest may also arise when the Advisory Committee member or student have a financial interest in the outcome of the research project. In these cases, the decision

as to whether withdrawal is appropriate should be made in consultation with the Department Chair and the Advisor.

Departmental Responsibilities

The development and maintenance of a high-quality graduate program is of key importance to every department in the Faculty of Graduate Studies. It is, therefore, in each Department's best interest to encourage and support effective graduate advising.

The responsibilities of the Department may be assigned by the Chair in whole or in part to the Graduate Coordinator and shared by the Graduate Studies Committee. If such a designation of responsibilities occurs, that division of responsibilities should be clearly outlined and publicly available. In the case where the Graduate Co-ordinator is the faculty advisor, the responsibilities of the Graduate Co-ordinator with respect to departmental advising duties will be carried out by the Chair or his/her designate. Where the Chair, is the faculty advisor, his/her Departmental Responsibilities with respect to advising will be carried out by the Graduate Co-ordinator or his/her designate. The Department should:

1. Assist the Advisor and student in determining appropriate deadline dates and regulations associated with review, examination and submission of the thesis or research project as specified in the Graduate Calendar and/or Graduate Program Services and the Department or School.
2. Make available to faculty and students information about current courses, areas of expertise of faculty members, and pertinent information not already outlined in the Graduate Calendar. This information may be available through the Department website, graduate handbook or occasional flyers.
3. Set up procedures that match students and advisors, with the matching to be completed as quickly as possible, not later than within six months of initial registration.
4. Approve the advisory committee/graduate degree program form no later than the end of the student's second registered semester.
5. Establish procedures by which the Graduate Coordinator and, if appropriate, the Graduate Studies Committee can monitor progress of graduate students through reports by the Advisor, student, and appropriate others, and to communicate this progress to all involved parties.
6. Investigate situations where an Advisory Committee has not met for two or more consecutive semesters. In addition, investigate perceived irregularities in student/Advisor/Advisory Committee relationships.
7. If a student has received an unsatisfactory evaluation report for two consecutive semesters then the Departmental Graduate Coordinator will meet with the student, the Advisor and the Advisory Committee to consider the lack of progress and any possible remedial measures.
8. Maintain a list of scheduled faculty leaves and, where warranted, assist in making satisfactory arrangements for the advising of the student when the Advisor is on leave or on extended absence from the campus. Depending on the length of absence, it may be necessary to make arrangements for an interim Advisor.
9. Encourage the interaction of graduate students with other students and faculty, and the development of a professional identity through research seminars, posting of conferences, and other means.
10. Inform Graduate Program Services should there be unresolved concerns about either the Advisor's effectiveness or the student's performance.
11. Allow students to change Advisors if their research interests shift or develop in a new direction and if the change reasonably can be accommodated by the Department.
12. In the event that an Advisor or Advisory Committee member withdraws because of a conflict of interest, work with all parties to mitigate any negative consequences of the withdrawal.

Graduate Student Responsibilities

From the choice of Advisor, choice of research project and through to degree completion, graduate students must recognize that they carry the primary responsibility for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make the effort to keep the lines of communication open. Specifically, each graduate student has a responsibility to:

1. Make a commitment to grow intellectually, in part by fulfilling course requirements as outlined by the Advisory Committee, and to contribute to a field of knowledge by developing and carrying out a program of research.
2. Learn about all appropriate deadline dates and regulations associated with registration, award applications and graduation requirements, as specified in the Graduate Calendar and/or the Office of Graduate Program Services and/or the Department or School.
3. Recognize that thesis and research project topics must be within the scope of the appraised and approved graduate program as set out in the program descriptions in the Graduate Calendar.
4. Choose, with the approval of the Advisor and Advisory Committee, a topic of research for which adequate resources are available, including financial and physical resources and faculty expertise.

5. Choose, with the approval of the Advisor and Advisory Committee, a topic of research for which adequate resources are available, including financial and physical resources and faculty expertise.
6. Conform to University, Faculty and Program requirements, academic standards, and guidelines including those related to deadlines, thesis or research project style, course requirements, intellectual property, academic misconduct and any relevant safety and/or workplace regulations.
7. Produce a thesis or research project which is the student's own work and which meets the University and Department standards for style and quality, reflecting a capacity for independent scholarship in the discipline.
8. Consider and respond to advice and criticisms provided by the Advisor or members of the Advisory Committee.
9. Meet or communicate regularly with the Advisor (or designate). The frequency and timing of meetings will depend on the nature of the research being undertaken and the stage in the student's program. However, meetings should be of sufficient frequency that the Advisor can make an adequate assessment of the student's progress each semester and the student receives timely feedback on what is being done well and where improvement is needed. The student should also interact with individual Advisory Committee members and other faculty as appropriate and meet with the Advisory Committee, normally no less than once per semester, to review progress.
10. On a regular basis, make available to the Advisor all original research materials, retaining a copy where appropriate.
11. Be prepared to approach first the Advisor and then the Graduate Coordinator or Chair with any perceived problems or changes in circumstances that could affect performance. (If circumstances warrant, students may wish to consider a leave of absence on compassionate grounds. Information about this may be obtained from Graduate Program Services or from the departmental Graduate Co-ordinator.)
12. Submit, with specific reasons, any request for the replacement of an Advisor or member of the Advisory or Examining Committee to the Departmental Graduate Coordinator should a personal or professional conflict arise. Students should take immediate steps to change their Advisor or a member of their Advisory Committee in cases where an appropriate academic relationship cannot be maintained. In most circumstances, the first step would be to meet with the Graduate Coordinator.
13. Recognize that changing Advisors after program entry may have consequences in terms of the nature and focus of an appropriate research topic, and may alter funding planned prior to the change from the initial Advisor as outlined in the Department's letter of funding.
14. Recognize that the student may be obliged to satisfy specific performance requirements that were agreed to at the time of acceptance to the graduate program. These performance requirements may relate to internal or external funding support that the student receives.
15. Recognize that progress will be evaluated every semester by the Advisor and Advisory Committee, and reported to the Program and in the case of "some concerns" or "unsatisfactory" performance, to the Faculty of Graduate Studies.

Dispute Resolution Mechanisms (with flowchart)

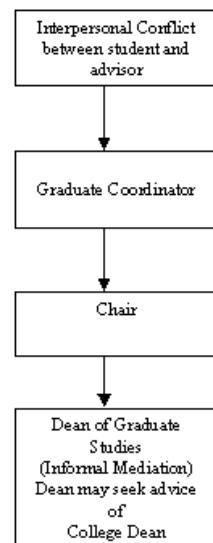
Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies. Depending on the type of conflict and the issues involved, different resolution mechanisms will be appropriate. Four types of conflict can arise in the course of graduate studies. These are:

1. Interpersonal conflict between the student and the advisor.
2. Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity.
3. Disruptive, abusive, or destructive behaviour on the part of the advisor.
4. Disruptive, abusive, or destructive behaviour on the part of the student.

Following is a brief summary of the various conflict resolution processes currently in place at the University and based upon current policies. Complainants, responding administrators or committees who believe they have or are dealing with a human rights complaint may, at any time, consult the University's Human Rights Policy and the Human Rights and Equity Office. The attached flow chart provides a visual representation of the various processes.

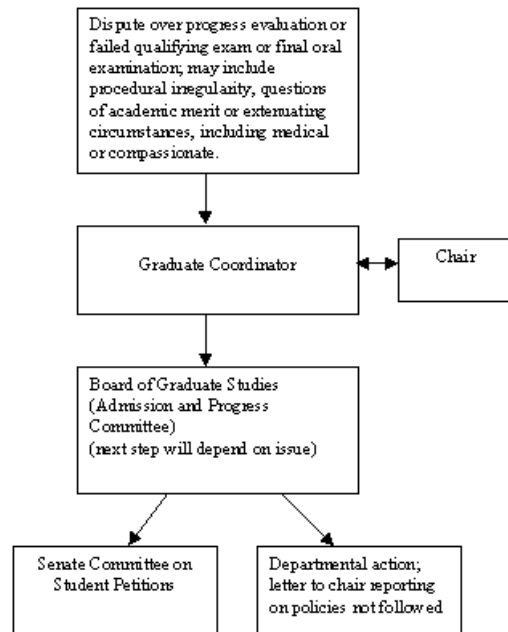
Interpersonal conflict between the student and the advisor

As in any other domain of human endeavour, conflict can arise between the student and Advisor simply because of differences in personality, communication style, or unspoken expectations. In many cases, such conflict can be resolved through improved communication, but occasionally the situation deteriorates to the point where external mediation is required. The proposed dispute resolution mechanism is consistent with other University policies, emphasizing action first at the local level. The initial complaint should be brought to the attention of the Graduate Coordinator, but if that individual is unable to resolve the dispute the Chair should become involved. If the Chair cannot resolve the matter, the Chair should inform the Dean of Graduate Studies who, in consultation with the College Dean, will provide informal mediation.



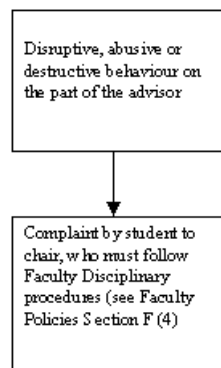
Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity

Disputes may arise regarding the quality of a student's work or the procedures used to assess this work. For example, there may be disagreement about the outcome of a failed qualifying examination or final oral examination. There may also be disagreement over the methods of assessing academic work or evaluating progress, including the means used to accommodate a student's disability or special circumstances. These disputes should first be brought to the attention of the Graduate Coordinator who may also consult the Chair. If the matter cannot be resolved at the departmental level, and/or the Department is unsure about options for resolution, the case should be referred to the Admissions and Progress Committee of the Board of Graduate Studies. The Committee will issue a ruling on the case to the Department, and may require specified action. Such action may include a requirement to seek independent evaluation by one or more internal or external assessors of the student's work. If the Admission and Progress Committee upholds the Departmental decision, and the student wishes to make the case that the methods and criteria used by the Department did not conform to procedures established by Senate, the student may appeal the decision to the Senate Committee on Student Petitions within 90 days.



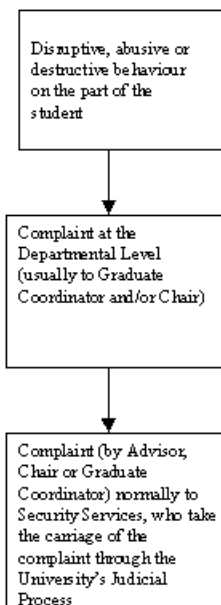
Disruptive, abusive or destructive behaviour on the part of the advisor

Disruptive, abusive, and destructive behaviour on the part of the Advisor is unacceptable in a scholarly environment. Faculty Policies, Section F(4), expressly prohibits "gross misconduct, toward another member of the University Community in the context of University activity", and "intimidating, harassing, or abusive behaviour of a serious nature". Section F(4) also contains detailed instructions on the investigation and remediation of such cases, which bind both complainants and departmental authorities.



Disruptive, abusive, or destructive behaviour on the part of the student

Disruptive, abusive, and destructive behaviour on the part of the student is also unacceptable in a scholarly environment. The University's Student Rights and Responsibilities Policy, which is stated in the Graduate Calendar, lists a number of offences against individuals and property. Advisors, fellow students, or other faculty may register an informal complaint about a student's behaviour with the Graduate Coordinator or Chair, who will attempt to resolve the matter. The Graduate Co-ordinator/Chair may also choose to involve the Dean of Graduate Studies in attempting to reach a resolution. If the Graduate Coordinator, in consultation with the Chair and/or Dean, is unable to resolve the matter, a formal complaint should be made, normally to Security Services, who take carriage of the complaint through the University's Judicial Process.



Student Rights and Responsibilities

Student membership at the University of Guelph is associated with fundamental rights and responsibilities intended to maintain the integrity of the University as a community for learning. Staff, faculty and students co-operate to sustain an educational environment that promotes individual learning and development. The University is responsible for providing the resources and opportunities that the students require to succeed.

The University accepts that you are able to make responsible decisions regarding your own moral and social behaviour. The purpose of these regulations is to provide for an environment that supports personal and intellectual growth. These regulations are intended to recognize your rights as a student and the rights of others, while also identifying certain responsibilities of students that are a part of the exercise of these rights.

The Student Rights and Responsibilities brochure outlines the basis of conduct considered to be consistent with the goals and wellbeing of the University community and describes the process in place to review reported incidents of misconduct. The code of conduct was developed collaboratively by students, staff and faculty and is regularly reviewed by the entire University community.

For purposes of Student Rights and Responsibilities, a student is any person registered in an undergraduate or graduate program proceeding toward a degree, a diploma or a certificate at the University of Guelph, or otherwise taking credit or non-credit courses offered by the University, or any person who was a student at the time the alleged offense occurred. Allegations involving non-academic offenses for students registered in University of Guelph-Humber programs are handled under the procedures for Humber College.

As a student you have the RIGHT to access the Judicial system if a violation of this policy has occurred, whether that violation has occurred on or off campus, provided that the violation affects your ability to use and enjoy university facilities.

The term "University of Guelph community", as referenced in this document, includes the Regional Colleges at Alfred, Kemptville and Ridgeway.

University Community Principles

The University of Guelph is dedicated to the advancement of learning and the dissemination of knowledge; the intellectual, social, moral and physical development of its members; and the betterment of society (University of Guelph Act, 1964). These overall goals commit us to three central values:

- The development of all members of this university community, which implies and affirms the dignity, worth and autonomy of the individual.
- A focus on learning and knowledge, which upholds the fundamental importance of reasoned debate and inquiry in all of this university's academic and service functions.
- Societal enhancement, which extends the commitment to individual development beyond the walls of the institution to the ideal of service to the broader community.

Student Regulations

Academic Responsibility¹

You have the right to engage in free intellectual enquiry and, within the limits of the materials and human resources and approved University protocols, to access the resources necessary to plan and accomplish your educational and career objectives. You have the responsibility to:

- pursue the Learning Objectives established by the University in the context of your own program and goals;
- adhere to the schedule of dates and academic and non-academic regulations;
- adhere to the schedule of dates and academic and non-academic regulations;
- consult your academic advisor (Program Counsellor, Departmental Advisor, Graduate Coordinator) or the relevant Academic Review Committee if extenuating circumstances affect your academic performance;
- abide by the University's Policy on Academic Misconduct.¹

Note

¹ Refer to the Associate Diploma Calendar; Undergraduate and Graduate Calendars.

Offenses

Civil/Criminal Statutes

You retain your rights as a citizen when you become a member of the University community. You have the responsibility to abide by Federal, Provincial and Municipal statutes in addition to the University's own regulations; including but not limited to the Acceptable Use Policy and Guidelines for University of Guelph Computing and Networking Facilities² and the In-Line Skates, Roller Blades and Skateboards Policy³. The University's interest may cause it to initiate a hearing (refer to Judicial Processes) whether or not non-university authorities have taken action.

Note

² Refer to the University's Acceptable Use Policy and Guidelines on Computing

³ Refer to the University's In-Line Skates, Roller Blades and Skateboards Policy (also available at the Director's Office at each Regional College).

Offenses against Persons

Bodily Harm

You have the right to an environment that is safe and free from unwanted attention. You have the responsibility not to engage in activities likely to endanger the health or safety of yourself or another person, or to assault or threaten to assault another person, or to knowingly cause another person to fear bodily harm.

Harassment

You have the right to an environment characterized by mutual respect. You have the responsibility to treat all members of the University community with respect and without harassment. Harassment is defined as any attention or conduct (oral, written, graphic or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive, or intimidating.

Offenses involving Property

Facilities, Telecommunications, Library, Property and Private Property

You have the right to the use of University facilities. You have the responsibility to:

- respect posted hours and limits on entry where such conditions exist;
- confine smoking only to areas designed for that purpose;
- not destroy, tamper with, deface or vandalize, monopolize, unlawfully access, remove or possess property not your own, including, but not limited to, Library material, computing facilities, telecommunication systems, and emergency telephones;

- not discharge, tamper with or operate any fire prevention or detection equipment for any purpose other than the control of fire. (For students found guilty of offences under this section, mandatory minimum penalties apply.)

Permits and Identification

You have the right, upon payment of any required fee, to access certain special services as a University community member. You have a responsibility not to acquire or use meal cards, University identification, computer identification, bus passes or parking permits that are stolen, cancelled, lost, false, altered or expired.

Grounds

You have the right to use of the University grounds. You have the responsibility to observe the following specific limitations:

- **Authorized Entry**-- posted hours and limits on entry must be observed and adhered to.
- **Bicycles** -- Bicycles are subject to removal at the owner's expense if they are secured to trees or railings, secured to ramps for the disabled, left in fire routes or stairwells of any University building or otherwise found obstructing by being in any unauthorized area.
- **Automobiles** -- Automobiles are subject to removal at the owner's expense if left in fire routes, area for disabled access, pedestrian walkways, driveways, or otherwise found obstructing by being in an unauthorized area.
- **Temporary Accommodation** -- Sleeping or maintaining residence in vehicles, trailers, tents or University facilities is prohibited, except where specifically authorized.
- **Pets** - Pets on campus must be under direct control at all times and must not be left unattended. Pets are not allowed in University buildings except as authorized.

Disruption

You have the right to an environment that, while safeguarding dissent, is free from interference and disruption. You have the responsibility not to intimidate, interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry out their legitimate activities, including their ability to speak or associate with others.

Other

Drugs and Alcohol

You have the responsibility to abide by the Provincial Liquor Licence Act and Provincial and Federal statutes pertaining to illegal drugs and alcohol. The possession, use or trafficking of illegal drugs is prohibited, and each activity may form the basis of a separate charge. The possession of liquor by those under the age of 19, is prohibited. Consumption or open possession of liquor is prohibited, other than in those residence rooms where it has been specifically permitted or in licensed premises.

Visitors

You have the right, upon compliance with existing sign-in requirements (Student Housing Services and licensed establishments), to have visitors on campus. As their sponsor, you have the responsibility to ensure that your guests abide by these regulations.

Firearms and other Weapons

Firearms, any other weapons, firecrackers, gunpowder, or any other forms of unauthorized explosive or volatile materials are prohibited on campus.

Judicial Processes

Every student has a right to a full and fair hearing, by an impartial tribunal, of the merits of any charge brought against him or her under these regulations. Every student who is charged with a non-academic offence has a right to present a full and complete defence, and to be accompanied by an advisor (or legal counsel) at any hearing of the charge against him/her. Students charged are presumed innocent until found guilty on the basis of evidence presented, using the balance of probabilities as the standard of proof. The University has devised a process which provides for appropriate disciplinary penalties to be imposed. These penalties may include fines (up to \$1000), probationary periods, warnings and, in extreme cases, a recommendation for suspension or expulsion.

Every student has a responsibility to comply with a Summons or Decision and Order of the Judicial Committee and/or Hearing Board. Failure to do so may constitute a breach of Student Rights and Responsibilities.

The President or designate may implement an interim suspension if, in his/her opinion, a student's conduct raises a reasonable apprehension of harm to the student or to others in the University community, or the normal functioning of the University. A Judicial proceeding will be undertaken as soon as possible to allow for a hearing of the case and, in any event, no longer than fourteen (14) working days from the laying of the charge.

The Judicial Committee at the main campus and each Regional College has the authority to enforce these regulations if a breach of the regulations occurs off-campus which affects the rights of the members of the University community to use and enjoy University facilities.

Each Judicial Committee is an appointed tribunal of students, staff and faculty that hears reported incidents of student behaviour that represent alleged infractions of the student regulations and formal complaints against students under the policy Human Rights at the University of Guelph. The Judicial Committee may also act as an appeal body to hear

appeals regarding decisions of a non-academic nature imposed by a University of Guelph department or Regional College where there is no other existing appeal process.

Decisions of a Judicial Committee may be appealed to the Hearing Board, or in the case of the Regional Colleges, the Appeal Board. The Hearing/Appeal Board is a student/faculty tribunal appointed from a roster of candidates, based on recommendations from the Colleges. The Board hears appeals from decisions of the Judicial Committee when one or more of the grounds for appeal are satisfied.

Further information on the Judicial process may be obtained from the Judicial Officer, Senate Secretariat, 4th floor, University Centre, at ext. 53116, or from the Director's Office at each Regional College.

Further information and additional copies of the Student Rights and Responsibilities document are available through this link, from the Office of Student Affairs, 4th floor, University Centre, at ext. 43868, or from the Director's Office at each Regional College.

Comments on the document and specific suggestions for amendments or additions to the student regulations are welcome at any time and should be referred to the office of student affairs.

Note

Refer to the Human Rights at the University of Guelph document.