

2015-2016 Graduate Calendar

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

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](#).

The University is a full member of:

- The Association of Universities and Colleges of Canada

Contact Information:

University of Guelph
Guelph, Ontario, Canada
N1G 2W1
519-824-4120

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Disclaimer

The Office of Graduate Studies 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, Public Health Emergencies, 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.

Introduction

Collection, Use and Disclosure of Personal Information

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/DBLaws/Statutes/English/90f31_e.htm. 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 <https://www.uoguelph.ca/registrar/>

Statistics Canada - Notification of Disclosure

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

Address for University Communication

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.

Home Address

Students are responsible for maintaining a current mailing address with the University. Address changes can be made, in writing, through the Office of Graduate Studies.

Name Changes

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

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>.

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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 Studies 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 i) 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) and ii) the Advisor is the instructor of a graduate course in which their student(s) is/are the sole registrant(s) (in these cases, the Department Chair (or designate) should ensure that work for grading is also evaluated by a second Graduate Faculty member with appropriate expertise.)

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 the Office of Graduate Studies 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. Ensure that a Co-Instructor is assigned to a graduate course (eg. "reading" course) in situations where the Instructor is also the Advisor to the only student(s) registered.
4. 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.
5. Approve the advisory committee/graduate degree program form no later than the 20th class day of the student's second registered semester.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. Inform the Office of Graduate Studies should there be unresolved concerns about either the Advisor's effectiveness or the student's performance.
12. 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.
13. 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 Studies 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. 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.
6. 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.
7. Recognize that the Advisor and members of the Advisory Committee have other educational, research and service obligations which may preclude prompt responses to the graduate student. It is expected, however, that the approximate time for submitted written material to be returned with comments is usually two weeks.
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 the Office of Graduate Studies 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)

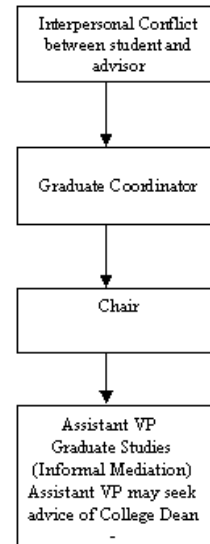
Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies. Depending on the type of conflict and the issues involved, different resolution mechanisms will be appropriate. Four types of conflict can arise in the course of graduate studies. These are:

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.

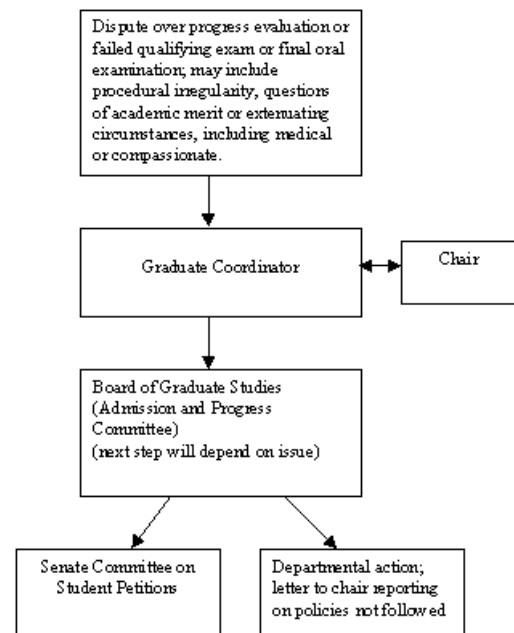
Interpersonal conflict between the student and the advisor

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 Assistant VP of Graduate Studies who, in consultation with the College Dean, will provide informal mediation.



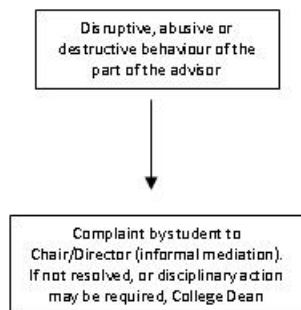
Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity

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 10 working days.



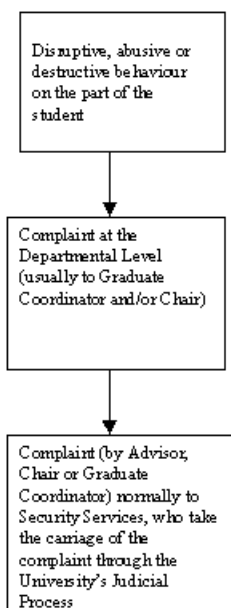
Disruptive, abusive or destructive behaviour on the part of the advisor

Disruptive, abusive, and destructive behaviour on the part of the Advisor is unacceptable in a scholarly environment. Investigation and remediation of such cases will be as per the Collective Agreement between the University and [University of Guelph Faculty Association](#).



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 Assistant VP 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.



Policy On Non-Academic Misconduct

Purpose and Jurisdiction

1. The University of Guelph is an environment that develops the person, scholar & citizen. This Policy sets out the University's expectations regarding student conduct as members of the University of Guelph community.
2. In this Policy, a "student" is any person registered in a diploma, undergraduate or graduate program at the University of Guelph or otherwise taking credit or non-credit courses offered by the University of Guelph, or any person who was a student at the time the alleged breach occurred. "Campus" means the physical grounds of either the University's main campus or the regional campuses. This Policy does not apply to students registered at University of Guelph-Humber programs and attending Humber College.

3. Except as noted in paragraph 4 and 5, this Policy applies to all student non-academic behaviour on campus and to students who are engaged in University programs off campus. Allegations regarding other off campus conduct may be brought forward under this Policy if the violation in question materially affects the safety, integrity or educational interests of the University community or as provided under the **Community Standards Protocol**.

4. Alleged breaches of this Policy which arise within University residences may in the discretion of Student Housing Services, proceed under the **Residence Community Living Standards**.

5. Alleged breaches of this Policy which arise at the regional campuses will be subject to the process and procedures specific to the regional campuses.

University Community Values

6. The University of Guelph's core value is the pursuit of truth. It is animated by a spirit of free and open enquiry, collaboration, and mutual respect. It asserts the fundamental equality of all human beings and is committed to creating for all members of its community, an environment that is hospitable, safe, supportive, equitable, pleasurable, and above all, intellectually challenging (*University of Guelph Act, 1964*). It is expected that all members of the University community will support and enrich these values by interacting with each other in a manner that is respectful, civil and consistent with the following responsibilities. Failure to abide by these responsibilities may result in penalties.

Diversity

7. Students have a responsibility to help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. An example of this type of responsibility is the requirement to abide by the University's commitment to the Ontario Human Rights Code and the **Human Rights at the University of Guelph Policy**¹.

¹ *Allegations of breach may be pursued either under this Policy or the applicable human rights policy or legislation*

Integrity

8. Students have a **responsibility** to help maintain the integrity of the University as a community for learning. An example of this type of responsibility is the requirement to abide by all Federal, Provincial and Municipal laws² and University policies including but not limited to:

- a. **Drugs and Drug Paraphernalia** - to not possess, use, supply or traffic illegal drugs, drug paraphernalia or controlled substances.
- b. **Alcohol** -to possess, purchase, and/or use of liquor by those under the age of 19 is prohibited. The sale or provision of alcohol to anyone under the age of 19 is prohibited. Consumption or open possession of liquor is prohibited on campus other than in those areas where it has been specifically permitted.
- c. **Smoking** -to abide by the **University's policy, Smoking in the Workplace**, which includes not smoking inside any University building or vehicle, or within nine metres of any building entrance or exit.
- d. **Information Technology (IT)** -to use computer login codes or passwords and University IT resources (e.g., computing account or workstation) in accordance with the **University's Acceptable Use Policy**.
- e. **Permits and Identification** - to not acquire, use, loan or disseminate University identification, express plans, building access cards, bus passes or parking permits that are stolen, borrowed, cancelled, lost, false, altered or expired. To not loan any of your identification to others nor alter or produce fake identification

² *Allegations of criminal or other offences may be addressed off-campus under the applicable legislation. The University may also initiate charges under this Policy with respect to the same incident(s) if the allegation in question materially affects the safety, integrity and/or educational interests of the University community.*

Learning

9. Students have a **responsibility** to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

- a. **University Property** - to respect posted hours and limits on entry where such conditions exist and not destroy, tamper with, deface or vandalize, monopolize, unlawfully access, remove or possess property not your own.
- b. **Disruption** - to not 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 on their legitimate activities, including their ability to speak or associate with others.

Safety

10. Students have a **responsibility** to support an environment that enables students to be safe and free from harm. An example of this type of responsibility is the requirement to abide by the following:

- a. **Harassment** - to treat all members of the University community with respect and without harassment. Harassment is defined as any attention or conduct (oral, written, virtual, 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. Examples include but are not limited to bullying, hazing, sexual harassment, or unwanted sexual attention.
- b. **Sexual Assault** - to not assault any person sexually or threaten any person with sexual assault.
- c. **Bodily Harm** - to not engage in activities that are 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.
- d. **Firearms and Other Weapons** - to not bring onto campus any firearms or weapons (examples include but not limited to: BB guns, slingshots, paintball guns, firecrackers, gunpowder or any other forms of unauthorized hazardous materials). Students are not allowed to use any objects to injure, threaten or intimidate a person.
- e. **Fire and Life Safety Equipment** - to not tamper or interfere with, discharge or activate any life safety or fire equipment on campus unless for the purposes of responding to an emergency. Life safety equipment includes but is not limited to defibrillators, fire extinguishers, fire alarms and emergency phones.
- f. **Guests** - to take reasonable steps to ensure your guests comply with this Policy. Students may be held responsible for any breach of the rules committed by your guests on campus.

Interim Suspension

11. If a student has been charged with a breach under this Policy and a student's conduct raises a reasonable apprehension of harm to the student or to others at the University, or the normal functioning of the University, the President or designate may, in his or her discretion, implement an interim suspension order. A Judicial Hearing will be undertaken as soon as possible and, in any event, no longer than fourteen working days from the laying of the charge.

Process - Main Campus(3)

12. Students who do not comply with these responsibilities may be charged with a breach of this Policy in two ways:

- a. a ticket issued by Campus Community Police (**a University of Guelph Offence Notice or "UGON"**) or
- b. a charge laid by an individual or by the University.

13. The hearing process under this Policy is carried out by the Judicial Committee based on the principles of fairness, participation and efficiency.

14. The Judicial Committee has authority to issue orders and penalties as outlined in its Terms of Reference. If a student has been found guilty of previous breaches of this Policy or the Residence Community Living Standards, that information is made available to the Judicial Committee for penalty consideration

Information on the Judicial procedures or common penalties may be obtained from the Judicial Website, or by calling the Judicial Officer, University Centre, at extension 52464 or from the Director's Office at each regional campus.

(3) *Process and Procedures for the regional campuses are available at:* <http://www.uoguelph.ca/registrar/calendars/diploma/current/>

Periodic Review Process

15. This Policy will be reviewed no less than every five years by the Student Rights & Responsibilities Committee. Comments and specific suggestions for amendments or additions to the Policy are welcome at any time and should be referred to the Office of Student Affairs at: st_affs@uoguelph.ca.

Responsible Conduct of Research Policy and Procedures

The University of Guelph ("University") expects the highest standards of integrity in every aspect of research carried out by all members of its academic community. For the purposes of this document, "research" encompasses the creation and application of new knowledge and/or the use of existing knowledge in new and creative ways through research, scholarly, and artistic work.

The University is committed to exemplifying the values and behaviours associated with research integrity, in part, because the University recognizes that research must be built on a foundation of trust. Researchers must have trust in the data/results reported by others, and trust that when undertaking collaborative projects that they will be appropriately recognized for their contributions. The general public must have trust that public research funding will be managed and spent appropriately and accountably, and society must be able to have confidence in the research communicated and disseminated by the University. Maintaining the trust and confidence of both the academic community and general public is a responsibility the University takes very seriously and as such misconduct in research is clearly incompatible with the ethical standards of the University.

This policy found at <http://www.uoguelph.ca/research/guelph-conduct-research/responsible-conduct> provides guidance as to the expectations regarding research integrity and to those behaviours which may form the basis of action regarding research misconduct.