The information published in this Graduate Calendar outlines the rules, regulations, curricula, programs and fees for the 2019-2020 academic year, including the Summer Semester 2019, Fall Semester 2019 and the Winter Semester 2020.

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:

- Universities of Canada

Contact Information:

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

Revision Information:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1, 2019</td>
<td>Initial Publication</td>
</tr>
</tbody>
</table>
Disclaimer
The Office of Graduate and Postdoctoral Studies has attempted to ensure the accuracy of this online 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.
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). This information is used by University officials in order to carry out their authorized academic and administrative responsibilities and also to establish a relationship for alumni and development purposes. Certain personal information is disclosed to external agencies, including the Ontario Universities Application Centre, the Ministry of Advanced Education and Skills Development, and Statistics Canada, for statistical and planning purposes, and is disclosed to other individuals or organizations in accordance with the Office of Registrarial Services Departmental Policy on the Release of Student Information. For details on the use and disclosure of this information call the Office of Registrarial Services at the University at (519) 824-4120 or see 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 Registrarial Services.

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 https://www.uoguelph.ca/secretariat/office-services/university-secretariat/university-policies.
Learning Outcomes

Graduate Degree Learning Outcomes

On May 27, 2013, the University of Guelph Senate approved the following five University-wide Learning Outcomes as the basis from which to guide the development of graduate degree programs, specializations and courses:

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

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

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

Critical and Creative Thinking

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome. At the graduate level, originality in the application of knowledge (master’s) and undertaking of research (doctoral) is expected.

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

Literacy

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

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

Global Understanding

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

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

Communication

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

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

Professional and Ethical Behaviour

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

In addition, Professional and Ethical Behaviour includes, but is not limited to, the following outcomes: Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management, and Intellectual Independence.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>121</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>121</td>
</tr>
<tr>
<td>Graduate Faculty</td>
<td>121</td>
</tr>
<tr>
<td>MA Program</td>
<td>121</td>
</tr>
<tr>
<td>Courses</td>
<td>121</td>
</tr>
</tbody>
</table>
Leadership

The MA (Leadership) focuses on the challenges facing leaders in the public, private and not-for-profit sectors, with an emphasis on the interaction between, and interdependency of, these spheres. Successful completion of the MA (Leadership) degree involves a comprehensive program of theoretical study backed by significant practical experience and analysis. Participants will also undertake a formal self-assessment process to gain insight into their own strengths and weaknesses and their ultimate leadership potential.

Administrative Staff

Assistant Dean and Executive Director, Executive Programs
Norm O’Reilly (303 Macdonald Hall, Ext. 53433) noreilly@uoguelph.ca

Manager, Executive Programs
Catherine Statton (304 Macdonald Hall, Ext. 56607) cstatton@uoguelph.ca

Graduate Program Coordinator
Sara Mann (221 Macdonald Hall, Ext. 56872) smann@uoguelph.ca

Graduate Faculty

Julia Christensen Hughes
BComm Guelph, MBA, PhD York - Professor and Dean, Gordon S. Lang School of Business and Economics

Elliott Currie
BA, MBA McMaster, CPA, CMA - Associate Professor

Rumina Dalla
MBA, PhD York - Associate Professor

Jamie A. Gruman
BA Concordia, MA Lakehead, PhD Windsor - Associate Professor - Associate Professor

Louise Hayes
BSc, MBA British Columbia, PhD Waterloo, CPA, CA - Assistant Professor

Kalinga Jagoda
BSc Moratuwa, PhD Western Sydney, CPA, CMA - Assistant Professor

Elizabeth Kurucz
BA McMaster, MIR Toronto, PhD York - Associate Professor

Sean Lyons
BPA Windsor, MA, PhD Carleton - Professor and Associate Dean, Research and Graduate Studies, Gordon S. Lang School of Business and Economics

Sara Mann
B.Comm, MBA McMaster, PhD Toronto - Associate Professor and Interim Associate Dean Academic, Gordon S. Lang School of Business and Economics

Norm O’Reilly
BSc Waterloo, MBA Ottawa, PhD Carleton - Assistant Dean, Executive Programs

Davar Rezania
MSc Utrecht, MBA Derby, PhD Ramon Llull, CPA, CMA - Associate Professor

Sandra Scott
BSc Toronto, MBA McMaster, CPA, CA, CFA - Associate Professor

Trent Tucker
BSc Alberta, MBA Toronto, PhD Waterloo - Assistant Professor

Erna van Duren
BA Waterloo, MSc, PhD Guelph - Professor

Agnes Zdanuik
BA, MA, Sc, PhD Waterloo - Associate Professor

MA Program

The MA Leadership program is designed to enable mid-career professionals to complete a graduate degree without interrupting their careers. Online courses are combined with on-site residential periods in Guelph and the completion of a major research project or by taking two additional courses in place of the major research project.

Admission Requirements

Minimum admission requirements are:

A year undergraduate degree or its equivalent (from a recognized university or college) with an average of at least a “B-” (70-72%) in the last two years of study AND having completed at least three years of relevant work experience

OR

Alternate admission may be offered to applicants with a three-year General degree, diploma and/or an acceptable professional designation AND having completed at least five years of relevant work experience.

Meeting the minimum criteria for admission does not guarantee acceptance into the program. Limitations of funds, space, facilities or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise qualified applicant.

Degree Requirements

On average participants allot 20 to 25 hours per week to study and participate in the program. This is an approximate number of hours and may vary depending on personal learning style. Participants normally complete the MA Leadership program within 18-24 months. Normally, course modules are eight weeks in length and are completed in a predetermined sequence, but some variations exist. Students may choose one of the following two options:

Course Work and Major Research Project

Students must complete six online courses (3.0 credits), two residency courses (1.0 credit) and the major research project (1.0 credit). The project requires a literature review, data collection, and data analysis, which culminates in a major research project.

Course Work

Students must complete six online courses (3.0 credits), two residency courses (1.0 credit) and two additional online courses (1.0 credit).

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD*6000</td>
<td>Foundations of Leadership U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6100</td>
<td>Theories of Leadership U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6200</td>
<td>Leadership of Organizational Change U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6300</td>
<td>Role of the Leader in Decision-Making U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6350</td>
<td>The Role of the Leader as Reflective Practitioner U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6400</td>
<td>Research Methods for Decision-Making U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6500</td>
<td>Ethics in Leadership U</td>
<td>0.50</td>
<td>Executive Programs</td>
</tr>
</tbody>
</table>

The course will enhance participants' interpersonal competency, as well as their knowledge and understanding of the theory and research underlying the impact of team management and collaboration on the organization.

The course traces the development of the concept of leadership. Through the interplay of theory and practical application, participants will gain a deeper appreciation for the requirements, responsibilities, and consequences of effective leadership.

This course studies the role of leadership in the management of change within an organization and the changes required of management. The course examines the development of trust, the building of organizational loyalty, and motivation and inspiring of high performance teams.

As a research intensive course in the MA Leadership, this course examines the conceptual and practical dimensions of strategic leadership and management in a variety of organizational, external and individual contexts using a selection of readings, discussions, case analyses and a final paper.

The role of the leader in decision-making is explored through the study of the rational model for decision-making, human biases, creativity, and risk and uncertainty in decision-making. The course will also examine ethical issues and group decision-making.

This course will enhance participants' interpersonal competency, as well as their knowledge and understanding of the theory and research underlying the impact of team management and collaboration on the organization.

Limitations of funds, space, facilities or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise qualified applicant.

May 1, 2019

2019-2020 Graduate Calendar
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
<th>Restriction(s)</th>
<th>Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD*6600</td>
<td>Foundations of Leadership for Retirement and Senior Living U</td>
<td>0.50</td>
<td>Leadership in the senior living sector requires unique skills, competencies and practice. The purpose of this course is to explore leadership theories and concepts in this context. Understanding the rights and choices of seniors, the future of the aging population, care and support services available and legislative requirements is essential to individuals interested in pursuing career growth in senior living.</td>
<td>Executive Programs students only</td>
<td>Executive Leadership Program</td>
</tr>
<tr>
<td>LEAD*6720</td>
<td>Politics of Organizations U</td>
<td>0.50</td>
<td>This course reviews a variety of theories and models that help to explain the behavioural underpinnings that influence and shape management and leadership processes within organizations. Examples from history and current events are explored to illustrate theory.</td>
<td>Executive Programs students only</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6740</td>
<td>Coaching and Developing Others U</td>
<td>0.50</td>
<td>This course will provide student with an opportunity to design developmental plans for direct reports, assess their coaching skills, and develop their coaching skills to support the development of others.</td>
<td>Executive Programs students only</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6800</td>
<td>Personal Skill Self-Assessment U</td>
<td>0.50</td>
<td>Using the &quot;Basis of Competence&quot; model, this course examines personal skills in four areas: Managing Self, Communicating, Managing People and Tasks, and Mobilizing Innovation and Change. The skills required to make smooth transitions from one job to another in a dynamic workplace will be explored.</td>
<td>Executive Programs students only</td>
<td>Executive Programs</td>
</tr>
<tr>
<td>LEAD*6900</td>
<td>Major Research Project U</td>
<td>1.00</td>
<td>This course involves a directed research project leading to a referenced, professional report on a leadership problem or issue.</td>
<td>Executive Programs students only</td>
<td>Executive Programs</td>
</tr>
</tbody>
</table>

BUS*6400