

# 2018-2019 Guelph-Humber Calendar

The information published in this University of Guelph-Humber Calendar outlines the rules, regulations, curricula, programs and fees for the 2018-2019 academic year, including Summer Semester 2018, Fall Semester 2018 and Winter Semester 2019.

For your convenience the Guelph-Humber Calendar is available in PDF format.

If you wish to link to the Guelph-Humber Calendar please refer to the Linking Guidelines.

The University of Guelph is a full member of:

- Universities Canada

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The logo for the University of Guelph, featuring the text "UNIVERSITY of GUELPH" in a stylized font.The tagline "CHANGING LIVES IMPROVING LIFE" in a bold, sans-serif font, positioned below the university logo.

# Disclaimer

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## University of Guelph-Humber

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The information published in this Calendar outlines the rules, regulations, curricula, programs and fees for the 2018-2019 academic year, including the Summer Semester 2018, the Fall Semester 2018, and the Winter Semester 2019.

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

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

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

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Editor: G. Kerr, Campus Registrar (Guelph-Humber) & J. Gustavel, Department Head, Academic Services (Guelph-Humber)

# Introduction

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## Collection, Use and Disclosure of Personal Information

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

## Disclosure of Personal Information to the Ontario Ministry of Advanced Education and Skills Development

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

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

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

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

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

Further information on the collection and use of student-level enrolment-related data can be obtained from the Ministry of Advanced Education and Skills Development website: <https://www.ontario.ca/page/ministry-advanced-education-and-skills-development> (English) or <https://www.ontario.ca/fr/page/ministere-de-lenseignement-superieur-et-de-la-formation-professionnelle> (French) or by writing to the Director, Postsecondary Finance and Information Management Branch, Postsecondary Education Division, 7th Floor, Mowat Block, 900 Bay Street, Toronto, ON M7A 1L2.

An update on Institutional and Ministry of Advanced Education and Skills Development Act Notice of Disclosure Activities is posted at <https://www.ontario.ca/page/ministry-advanced-education-and-skills-development>

Frequently Asked Questions related to the Ministry's enrolment and OEN data activities are also posted at: <http://www.tcu.gov.on.ca/peps/publications/NoticeOfCollection.pdf>

### Authority to Disclose Personal Information to Statistics Canada

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

## Notification of Disclosure of Personal Information to Statistics Canada

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

## Address for University Communication

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

### Email Address

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

### Home Address

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

## Name Changes

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

## Student Confidentiality and Release of Student Information Policy Excerpt

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

Complete policy at <https://uoguelph.civicweb.net/document/68892/ORSInfoReleasePolicy060610.pdf?handle=FF982F8A9AEA4076BE4F3D88147172B8>.



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# I. Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph-Humber is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals. At the same time, we recognize that, as a student here, **you are responsible for:**

- knowing the University's Learning Outcomes;
- familiarizing yourself with Undergraduate Degree Regulations & Procedures and understanding grading procedures and continuation of study regulations;
- selecting a program of study to meet both degree and diploma requirements and carefully reviewing your academic standing and progress each semester, and consulting with your Academic Advisor regarding the degree requirements you have completed and those still outstanding;
- contacting your Academic Advisor or Program Head for appropriate approvals, for clarification of the University's rules and regulations, or for guidance in forming your educational goals and making academic plans. The name and location of your Academic Advisor is listed in Section VI - Academic Advising;
- attending first class meetings, obtaining course outlines, and meeting the course requirements as specified;
- familiarizing yourself with the Section III - Schedule of Dates with particular attention to deadlines;
- referring to the procedures for Section VII - Academic Consideration and initiating action by consulting your Academic Advisor if extenuating circumstances affect your academic performance;
- understanding what constitutes Section VII - Academic Misconduct and abiding by the University's policy;
- adhering to any rules of conduct including those relating to health and safety provided by an instructor or assistant, either on a course outline or in a class, laboratory or seminar;
- checking your assigned University of Guelph-Humber email account regularly for important communications. This account is the primary conduit by which the University will notify you of events, deadlines, announcements concerning grades, student financial accounts and other official information.

To achieve your full potential within the University environment, you are encouraged to take advantage of the numerous extra-curricular opportunities provided by the University, balancing them with your academic commitments.

## II. The University

### History

Founded in 2002, the University of Guelph-Humber builds on the combined strengths of the University of Guelph and the Humber College Institute of Technology and Advanced Learning (Humber). The University offers a curriculum that provides the advanced theoretical education of a university degree integrated with the professional knowledge of a college diploma.

University of Guelph-Humber programs have been designed to meet the emerging demands of employers for strategic skills including critical thinking, computer expertise and leadership. All programs at the University lead to an honours degree which is awarded by the University of Guelph and a college diploma which is awarded by Humber. Students may pursue studies in undergraduate programs including: Business Administration, Early Childhood Studies, Family and Community Social Services, Justice Studies, Kinesiology, Media Studies and Psychology.

Enrolment at the University is currently at 4,910 students. Responsible growth has allowed the University to offer small class and lab sizes to students in all programs at all year levels. The University has a number of international students and students who hail from across Canada, but the University of Guelph-Humber is primarily a commuter campus, with the majority of students coming from the Greater Toronto Area (GTA).

### Academic Organization

The University of Guelph-Humber is a joint venture between the University of Guelph and Humber College Institute of Technology and Advanced Learning. The academic structure of the University of Guelph-Humber is based on program offerings, each of which is supported by an academic unit within the two institutions. Listed below are the program offerings at the University of Guelph-Humber and the sponsoring unit (school or college) from both parent institutions.

Academic Organization

Program	U of G Academic Support Unit	Humber Academic Support Unit
Business	College of Management & Economics	The Business School
Early Childhood Studies	College of Social and Applied Human Sciences	School of Health Sciences
Family and Community Social Services	College of Social and Applied Human Sciences	School of Social and Community Services
Justice Studies	College of Social and Applied Human Sciences	School of Social and Community Services
Kinesiology	College of Biological Sciences	School of Hospitality, Recreation and Tourism
Media Studies	College of Arts	School of Media Studies
Psychology	College of Social and Applied Human Sciences	School of Liberal Arts and Sciences

### Our Academic Philosophy

Our objective at the University of Guelph-Humber is to deliver a broad-based university education and to provide students with focused career options. Beyond gaining specialized knowledge in their chosen field, students will also develop the ability to learn continuously and independently. Upon graduation, students will be ready to respond confidently to change and seize opportunities. Courses at the University of Guelph-Humber combine academic rigor with real world applications. Faculty and experts in course development from the University of Guelph and Humber, in collaboration with employers and professionals, developed the curriculum for our programs.

### Learning Objectives

#### They considered three major Learning Objectives:

1. the knowledge that would serve as the foundation of the course,
2. the skills that students would develop and enhance during the course, and
3. the values that relate to programs and chosen careers.

Knowledge is always expanding and new applications evolve every day. Our course designers have incorporated new theories and models into the curriculum. They have also provided sufficient flexibility to embrace new ideas as they evolve.

The University of Guelph and Humber possess a rich heritage that takes skills and values into account. The University of Guelph-Humber has incorporated philosophies from both institutions to ensure that the student's education is complete. In addition, we have identified a range of skills required in the workplace which students will have the opportunity to develop throughout the curriculum.

### Overview of the University of Guelph-Humber's Three Major Learning Objectives:

#### Knowledge

- Global Understanding
- Sense of Historical Development
- Understanding of Forms of Enquiry
- Depth & Breadth of Understanding
- Theoretical & Professional

#### Skills

- Leadership & Teamwork
- Mathematics & Computing
- Personal Skills
- Communicating
- Thinking Skills

#### Values

- Independence of Thought
- Moral Maturity
- Love of Learning
- Aesthetic Maturity
- Citizenship

### Our Faculty

Our professors are known for more than their expertise in the subjects they teach – they are also known for valuing student-centred learning and for incorporating both theory and practice in the classroom. Faculty – including those who have broken frontiers in their research and those who are connected with industry partners and professionals outside the classroom – will enrich your learning experience.

You will be taught by experienced faculty from both the University of Guelph and Humber. You will discover professors who are approachable and ready to help both in and out of the classroom.

### Workplace Experience Before You Graduate

In addition to in-class learning, every program includes an opportunity for you to learn in the workplace, so you can build on what you have learned in the classroom. The type of workplace experience varies across each program.

Students in Early Childhood Studies, Family and Community Social Services, and Justice Studies participate in practicum and community service placements. A practicum is a part-time volunteer placement that is taken over a semester in conjunction with a course. Students typically carry a full course load while enrolled in practicum placements.

Students in Psychology combine academic study with a minimum of 100 hours of workplace experience through the Applied Study in Psychology Course.

Kinesiology students complete 2 internships in 3rd and 4th year, participating in weekly seminars to analyze their experiences and help develop the skills needed for professional employment.

Students in the Business program are required to participate in an Applied Business Study in their last semester. In this course, students, in either a paid or volunteer position, analyze and apply business theories to the workplace through a reflective paper. Students also have the option of gaining more work experience for credit by participating in the Business Practicum course in their third or fourth year. Students typically carry a full course load while enrolled in either of these two courses. Students in the Media Studies program participate in an 240-280 hour internship in their final year of study. An internship is a part-time volunteer placement.

### Mission/Identity Statement

The University of Guelph-Humber combines the rich academic tradition of the University of Guelph and the professional, job-readiness training excellence of Humber by enabling students to earn an honours degree and a college diploma after four years of study.

Our challenging curriculum, developed in consultation with professionals and employers, combines academic rigor with real world applications and affords educational opportunities both in the classroom and in the workplace. Classrooms and labs in our state of the art facility allow for small-group learning, which encourages exploration and innovation while field placements and workplace exposure provide practical hands-on experiences.

Students who graduate from the University of Guelph-Humber are career driven, practically skilled, professional, and possess critical thinking skills to adapt to the complex world. Our graduates are positioned for leadership and lifelong learning.

## III. Schedule of Dates

The dates for the 2018-2019 academic year are listed by semester below as follows:

Summer Semester 2018

Fall Semester 2018

Winter Semester 2019

### Summer Semester 2018 (12 Week Format)

#### Monday, May 7

- Classes commence
- Deferred examinations for Winter 2018 courses commence

#### Friday, May 11

- Deferred examinations for Winter 2018 courses conclude

#### Tuesday, May 15

- Last day to add Summer 2018 courses

#### Monday, May 21

- Holiday--NO CLASSES SCHEDULED--Classes rescheduled to Tuesday, July 31

#### Monday, June 18

- Convocation

#### Monday, July 2

- Holiday--NO CLASSES SCHEDULED

#### Tuesday, July 3

- 40th class day--Last day to drop full semester course(s) without academic penalty

#### Tuesday, July 31

- Classes rescheduled from Monday, May 21. Monday schedule in effect
- Classes conclude

#### Saturday, August 4

- Holiday-- NO EXAMS SCHEDULED

#### Monday, August 6

- Holiday-- NO EXAMS SCHEDULED

#### Tuesday, August 7

- Final Examinations commence
- Fall 2018 Convocation Application opens

#### Wednesday, August 15

- Final Examinations conclude

### Summer Semester 2018- Session I - 6 week format

#### Monday, May 7

- Classes commence

#### Friday, May 11

- Last day to add Summer Session I course(s)

#### Monday, May 21

- Holiday -- NO CLASSES SCHEDULED -- Classes rescheduled to Monday, June 18

#### Monday, June 4

- Last day to drop Summer Session I course(s) without academic penalty

#### Monday, June 18

- Classes rescheduled from Monday, May 21 -- Monday schedule in effect
- Classes conclude Summer Session I
- Convocation

#### Thursday, June 21

- Final examinations commence - Summer Session I

#### Saturday, June 23

- Final examinations scheduled

#### Thursday, June 28

- Final examinations conclude

### Summer Semester 2018 - Session II - 6 week format

#### Tuesday, July 3

- Classes commence

#### Friday, July 6

- Last day to add Summer Session II course(s)

#### Monday, July 30

- Last day to drop Summer Session II course(s) without academic penalty

#### Monday, August 6

- Holiday--NO CLASSES SCHEDULED--Classes rescheduled to Tuesday, August 14

#### Tuesday, August 7

- • Fall 2018 Convocation Application opens

#### Tuesday, August 14

- Classes rescheduled from Monday, August 6 - Monday schedule in effect
- Classes conclude Summer Session II

#### Friday, August 17

- Final Examinations commence - Summer Session II

#### Saturday, August 18

- Final Examinations commence - Summer Session II

#### Thursday, August 23

- Final Examinations conclude

### Fall Semester 2018

#### Monday, September 3

- Holiday -- NO CLASSES SCHEDULED

#### Wednesday, September 5

- Classes commence

#### Monday, September 10

- Deferred examinations for Summer 2018 course(s) commence

#### Thursday, September 13

- Last day to add Fall 2018 course(s)
- Deferred examinations for Summer 2018 course(s) conclude

#### Friday, September 28

- Last day for applications to graduate at Fall 2018 Convocation

#### Monday, October 8

- Fall Break (Reading Week) begins – NO CLASSES SCHEDULED THIS WEEK
- Holiday--NO CLASSES SCHEDULED

#### Friday, October 12

- Fall Break (Reading Week) ends

#### Monday, October 15

- Classes resume

#### Saturday, October 27

- Fall 2018 Graduation - No Ceremony

#### Tuesday, November 6

- 40th class day -- last day to drop Fall 2018 course(s) without academic penalty

#### Tuesday, December 4

- Classes conclude

#### Friday, December 7

- Final Examinations commence

#### Saturday, December 8

- Final Examinations scheduled

#### Sunday, December 9

- Final Examinations scheduled

#### Saturday, December 15

- Final Examinations scheduled

#### Sunday, December 16

- Final Examinations scheduled
- Final Examinations conclude

### Winter Semester 2019

#### Monday, January 7

- Classes commence
- Summer 2019 Convocation Application opens

#### Friday, January 11

- Last day to add Winter 2019 course(s)
- Last day to drop two-semester course(s) (F/W) without academic penalty

#### Monday, January 14

- Deferred Examinations for Fall 2018 courses commence

#### Friday, January 18

- Deferred Examinations for Fall 2018 courses conclude

#### Monday, February 18

- Winter Break (Reading Week) begins – NO CLASSES SCHEDULED THIS WEEK
- Holiday

**Friday, February 22**

- Winter Break (Reading Week) ends

**Monday, February 25**

- Classes resume

**Friday, March 1**

- Last day for applications to graduate at Summer 2019 Convocation without application late fee

**Friday, March 8**

- 40th class day--Last day to drop Winter 2019 course(s) without academic penalty

**Friday, March 15**

- Last day to apply to graduate at Summer 2019 Convocation

**Friday, April 5**

- Classes conclude

**Monday, April 8**

- Final Examinations commence

**Saturday, April 13**

- Final Examinations scheduled

**Thursday, April 18**

- Final Examination conclude

## IV. Admission Information

### Admission Requirements to University Programs

#### Entry Points

Admission is available in the Fall semester, Summer for students with Advanced Standing applying to the Kinesiology program.

#### 1. Applicants from Ontario Secondary Schools

Students seeking admission to a degree program must present the Ontario Secondary School Diploma (OSSD), or equivalent, and a minimum of six Grade 12, 4U and/or 4M courses, including English 4U. All specific subject requirements must be Grade 12, 4U courses. Specific subject requirements for admission to the various degree programs are outlined in this section. Students are also advised to consult Section IX – Degree Programs to note those subjects which are recommended for specific programs.

#### Offers of Admission

Offers of Admission will begin to be released starting in December. Offers of admission in January, will be made primarily on the basis of Grade 11 grade data (and any available Grade 12 grade data). Additional offers of admission will be made in early April when grade data including Grade 12, 4U and/or 4M results from the first semester are submitted.

Applicants also have the opportunity to complete and submit the Student Profile Form [Student Profile Form](#) which is considered during the third round of high school offers in May. Leadership and citizenship qualities as well as extenuating circumstances of a medical or compassionate nature are considered for applicants whose admission average falls within a discretionary range below the determined program admission average. Students will not be required to respond to the offer until the common response date for all Ontario universities. Those wishing to respond earlier may do so. Applicants who have not received an offer of admission by the end of May may become eligible for admission consideration to all non-limited enrolment programs by submitting their final grades. Admission consideration will be given on the basis of final grades only when places are still available in the program and to which the student has applied at the time that the final grades are received. Applicants may be required to possess an admission average higher than those used prior to the end of May. It is the applicant's responsibility to submit final, summer school or correspondence course grades to the address noted below as soon as they become available.

Admission Services  
University of Guelph-Humber  
207 Humber College Blvd.  
Toronto, ON  
M9W 5L7

The following methods for submission of final grades will be acceptable:

- report card issued by the secondary school
- certified copy of the report card
- A transcript of marks issued by the secondary school and forwarded directly to the University is suggested that students follow method a) above in order to facilitate the processing of their application.

#### Conditions of Offers of Admission

All offers of admission which are based on interim grades will be conditional upon completion of the Ontario Secondary School Diploma (OSSD) with six Grade 12, 4U and/or 4M courses (or equivalent) and including specific subject requirements. The minimum final admission average which the applicant must achieve is 70% as stipulated in the conditions listed in the offer of admission. Grades in specific subject requirements are included in the calculation of the admission average. The University reserves the right to revoke the offer of admission should a student fail to meet any condition in the offer.

#### Responding to the Offer of Admission

Students will not be required to respond to the offer until the common response date for all Ontario universities through the Ontario Universities Application Centre. Those wishing to respond earlier may do so.

Applicants who have not received an offer of admission by mid-May may be eligible for admission consideration by submitting their final grades (official transcript) following the end of the secondary school year. Admission consideration will be given on the basis of final grades and space availability in programs. It is the applicant's responsibility to submit final, summer school or correspondence grades and official transcripts to Admission Services, University of Guelph-Humber, 207 Humber College Blvd., Toronto, ON M9W 5L7 as soon as they become available. The following methods for submission of final grades will be acceptable:

- official report card issued by the secondary school
- certified copy of the report card
- an official transcript of marks issued by the secondary school and forwarded directly to the University

It is suggested that students follow method a) above in order to facilitate the processing of their application. Any offers based on faxed information are conditional upon receipt of the official document.

#### Ontario Secondary School Graduate (not currently enrolled)

Applicants in this category are defined as: a graduate from an Ontario Secondary School who has not attended a post-secondary institution (college and/or university). Applicants in this category must arrange to submit their official secondary school transcript to Admissions Services, University of Guelph-Humber, 207 Humber College Blvd., Toronto, ON M9W 5L7.

#### International Baccalaureate

Students applying for admission on the basis of the IB Diploma should possess a minimum score of 24. Bonus points may be taken into consideration. Applicants are advised that most programs will require a higher score for admission consideration. Students currently in their final year of the IB program are encouraged to present predicted scores on the seven point scale, which will be taken into consideration to extend conditional offers of admission. The predicted scores can include grades from the Extended Essay and the Theory of Knowledge. Students must include, among their higher and standard levels, the specific subject requirements for the program to which they are applying. Unspecified transfer credits, to a maximum of 2.00 credits, will be granted for grades of 5 or better on higher level courses where the applicant has been awarded the IB Diploma or Certificate. Students may request specific credit on an individual basis within the first 30 days of the semester in which they commence their studies. Unspecified transfer credits, to a maximum of 2.00 credits, will be granted for grades of 5 or better on higher level courses where the applicant has been awarded the IB Diploma or Certificate.

Ontario high school student registered in an IB program will automatically have their IB courses converted into Ontario U and M level equivalents. IB scores will be converted into grades on a percentage scale out of 100 by the applicants high school. Admissions and scholarships will be determined using the conversions submitted to the Ontario

Universities Application Centre by the applicant's high school. Unspecified transfer credits, to a maximum of 2.0 credits, will be granted for grades of 5 or better on higher level courses where the applicant has been awarded the ID Diploma or Certificate. Students may request specific credit on an individual basis.

The English Proficiency Requirement will be waived for applicants who have completed the Diploma where the language of instruction is English. Specific transfer credits, where applicable, to a maximum of 2.00 credits, will be granted for grades of 5 or better on higher level courses where the applicant has been awarded the IB Diploma or Certificate. Students may request a change to unspecified credit on an individual basis within the first 30 days of the semester in which they commence their studies

#### Advanced Placement

Advanced Placement courses may be used to determine admissibility and also granting of credit or exemption. Applicants who have completed Advanced Placement courses with a minimum grade of 4 may be eligible to receive university credit to a maximum of 2.00 credits. The granting of credits and exemptions is at the discretion of the appropriate faculty, and will be based on official final results.

#### 2. Applicants from Outside Ontario

Applicants whose preparation to enter the University has been completed outside the Ontario secondary school system must have achieved, as a minimum requirement, academic standing equivalent to that required of Ontario students and must satisfy the subject requirements for the program desired. Students should refer to the information for Ontario applicants regarding specific subject deficiencies. Please refer to the information following this section regarding specific subject requirements and equivalents.

Conditional offers of admission may be released on the basis of interim and/or first term grades. Some decisions may be deferred until final grades are submitted. Applicants are encouraged to submit any academic information which might expedite an admission decision by or before April 15.

- Other Provinces and Territories of Canada** Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Nunavut, Prince Edward Island, Saskatchewan, Yukon: Grade 12. Quebec: Senior High School Leaving Certificate or High School Leaving Certificate plus 12 academic credits from an appropriate CEGEP program.
- United States of America** Students must have a minimum grade point average of 3.0 from an accredited high school. In addition, they must present a minimum combined SAT score of 1100 or ACT score of 24. Where class rankings are reported on the transcript, a ranking in the top quarter is preferred. Students should include, among their senior level courses, specific subjects that are required for admission to the degree program of their choice.
- British Patterned Education Systems** - Applicants must present either the GCSE (or IGCSE) and the GCE showing one of:
  - Minimum of two Advanced level passes and three GCSE or IGCSE (Ordinary level) passes.
  - Two Advanced Supplementary (AS) level courses may be substituted for one Advanced level course

3. Applicants who have completed GCE Advanced level examinations with a minimum grade of 'C' may be eligible to receive a maximum of 3.00 unspecified credits (1.00 credit per course). Specific transfer credits and exemptions, where applicable, will be assigned upon receipt of official final results. Students may request a change to unspecified credit on an individual basis within the first 30 days of the semester in which they commence their studies

d. **Other Countries** The secondary school graduation certificate which admits to an internationally recognized university in another country is normally acceptable, provided that it is the equivalent of admission requirements for the University of Guelph-Humber.

**NOTE:** Possession of these minimum requirements does not guarantee admission. Required levels of academic preparation may vary according to the jurisdiction or country in which course work was completed. Applicants are encouraged to contact Admission Services prior to formal application in order to obtain specific information on admission requirements. They are strongly advised to provide detailed information on their particular situation.

### 3. Applicants for Admission as Mature Students

#### Statement of the Regulation

Applicants who do not possess the published minimum requirements for admission consideration may be considered for admission to degree programs as space permits and if, prior to the beginning of the Fall semester, they

- will have been out of secondary school for at least two years.
- will have normally not attended another post-secondary institution.
- have completed their secondary school diploma, or equivalent.

In addition, applicants must meet specific subject requirements or equivalents, with acceptable academic standing, as outlined below for the degree programs to which they have applied. Admission as a Mature Student is available in the Fall semester only

#### B.A.A. - Program - Media Studies

Students who meet the requirements to be considered for admission as mature applicants must have acceptable standing as follows: ENG4U and two additional Grade 12, 4U and/or 4M courses, one of which must contain a writing component (or equivalent).

#### B.B.A. Program - Business

Students who meet the requirements to be considered for admission as mature applicants must have acceptable standing as follows: ENG4U and a one Grade 12, 4U Mathematics and one additional Grade 12, 4U or 4M courses (or equivalent).

#### B.A.Sc. Program - Early Childhood Studies, Family & Community Social Services, Justice Studies, Psychology

Students who meet the requirements to be considered for admission as mature applicants must have acceptable standing as follows: ENG4U and two additional 4U or 4M courses (or equivalent). A 4U Mathematics is recommended, but is not required.

#### B.A.Sc. Program – Kinesiology

Students who meet the requirements to be considered for admission as mature applicants must have acceptable standing as follows: ENG4U, one 4U level math, any two 4U level Science or Exercise Science (PSE 4U/PSK 4U).

#### General Notes and Recommendations

The minimum average required for admission consideration will normally be that required for regular admission from secondary school. Students applying under the Mature Student Regulation must submit official transcripts of any previous post-secondary work undertaken and are encouraged to write a letter explaining their activities since their last academic semester. This academic record will be considered by the Admissions Committee in reaching an admission decision.

Students applying under the Mature Student Regulation should complete the OUAC 105 application form. The 105 form is available on-line at <http://www.ouac.on.ca/105/>

## Advanced Standing Admission

### 1. Advanced Standing Applicants from a recognized University or College in Canada

Applicants for admission to the University of Guelph-Humber transferring from an accredited university or college are normally subject to the following admission policy

- Applicants must have completed the Ontario Secondary School Diploma including subject specific entry requirements at the Grade 12, 4U and/or 4M level, or equivalent, for admission to the University of Guelph-Humber, prior to the commencement of the academic session for which application is made.
- Applicants must be eligible for readmission and registration on a full-time basis at the last university or college attended in the academic session for which application is made. Applicants whose academic records at another university or college have rendered them ineligible to continue study at that university or college will be considered for admission only when the stipulated period of rustication has expired.

c. Students registered in a preliminary year, bridging year or first year at a recognized university or college to which students are admitted without having completed the Ontario Secondary School Diploma or the equivalent are eligible to apply for admission to first year at this University provided that their first or preliminary year program includes subjects equivalent to those Grade 12, 4U or 4M courses required for admission to each program. Credit towards graduation from the University of Guelph-Humber is not normally granted for work taken in the first year of the university program which does not require completion of the Ontario Secondary School Diploma or equivalent for admission.

d. Admission of students transferring from another university or college is not automatic. All such applicants will be assessed in competition with other new applicants, taking into consideration the academic requirements and enrolment limitations which pertain at the time the application is complete. In addition, an offer of admission will not imply in any way that space will be available in the course(s) in which the applicant wishes to register, though every effort will be made to facilitate the course selection and academic planning process for transfer students.

Subject to the degree and specialization to which the applicant is admitted, and to grade and program requirements, any course offered for credit by another Ontario university shall be accepted for credit when there is an essential equivalency in course content.

e. The University of Guelph-Humber subscribes to the following General Policy on the Transfer of Course Credits, as adopted by the Council of Ontario Universities: Acceptance of transfer credits among Ontario Universities shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Upon admission, and insofar as possible, acceptance of transfer credit should allow for the maximum recognition of previous learning experience in passed university-level courses.

Subject to the degree and specialization to which the applicant is admitted, and to grade and program requirements, any course offered for credit by another Ontario university shall be accepted for credit when there is an essential equivalency in course content.

f. In addition, the University of Guelph-Humber supports the intent of the Pan-Canadian Protocol on the Transferability of University Credits to develop consistent, fair and efficient systems to facilitate student mobility and program completion. In consideration of the principles of the Protocol, the University of Guelph-Humber undertakes to ensure that all course work completed by transfer students in the first two years of university study in Canada (including the final year leading to a diploma of college studies (DCS) in Quebec and the transfer courses offered by community colleges in British Columbia and Alberta) are recognized and, subject to degree, grade and program requirements are credited for the purpose of granting a degree provided that:

- the applicant is deemed admissible and has been offered admission
- a passing grade has been achieved in each course to be transferred and the grade is at the level that normally would be required of students at the University of Guelph-Humber and
- the credits earned are related to the program of study in which the transfer student will register, or the credits can be counted as electives in the program of study.

g. Candidates from non-Ontario recognized universities or students with completed colleges diploma applying for advanced standing must submit, with the application, detailed course descriptions, or a calendar of the institution at which they studied. The provision of such information will greatly facilitate the evaluation of previous work and the consideration of possible transfer of credits. The amount of transfer credit granted is at the discretion of the Campus Registrar and the Program Head of the program concerned.

**Note:** Where necessary, the grades from other recognized universities or colleges whose marking schemes differ from those of this University shall be translated into the equivalent grades of the University of Guelph-Humber and admissibility assessed in those terms. Applicants for transfer, for whom English is a second language, must submit with their application, evidence acceptable to this University of Proficiency in English (see English Proficiency in this section).

h. Applicants who have been required to withdraw from the University of Guelph-Humber or another post-secondary institution and who pass university credit courses during the period of rustication, may be eligible for up to 1.00 credit (one full-year course) provided the criteria for admission or re-admission and transfer of credit are met. If university credit courses are successfully completed after the rustication period, transfer credit may be granted for all courses provided the criteria for admission or re-admission and transfer of credit are met. Applicants who have been debarred for academic misconduct will not receive credit for courses taken during the period of debarment.

i. Applicants should contact Admission Services regarding specific transfer credit.

The application of these transfer credits will vary depending on the degree. The applicant must satisfy degree graduation requirements and residency requirements as outlined in Section VII – Undergraduate Degree Regulations and Procedures.

Specific graduation requirements will be determined in consultation with the Academic Advisor.

Applicants will be informed of the amount of advanced standing credit granted when they receive the offer of admission. Acceptance by the student of the offer of admission shall imply the student's agreement to the advanced standing credit granted.

## 2. Colleges of Applied Arts and Technology

Applicants from appropriate programs may be considered for admission with advanced standing in accordance with the following policy:

- Transfer credits are determined by the Admissions Committee of the program to which the student is admitted. Acceptance of an offer of admission implies acceptance of credit assessment completed by the Admissions Committee.
- Transfer credits will be based on courses completed at a CAAT normally with a grade of 'B' or better, where those courses are deemed appropriate to the program to which the student is admitted at this University. A minimum overall average of 'B' is normally required in CAAT diploma programs for consideration of any transfer credit.
- Up to 10.00 credits (equivalent of two full-time years of study) may be granted to students transferring from a 'recognized' three-year diploma program, and up to 5.00 credits may be granted to students transferring from a 'recognized' two-year diploma program. Recognized diploma programs, are defined as those with a close affinity in subject matter to the program applied for at the University of Guelph-Humber (i.e. Business diploma for applicants to our BBA program).
- Should a student transfer to a different program after admission to the University of Guelph-Humber, credits assigned upon admission will be re-assessed where deemed appropriate by the Admissions Committee of the program.

## 3. CEGEPS - Province of Quebec

- Applicants who present the Diplôme des Etudes Collegiales may be eligible for advanced standing, to a maximum of 5.00 credits.
- For more specific information candidates may contact, Admission Services - University of Guelph-Humber.

## Advanced Standing Entry Points

All undergraduate programs consider students applying from another post-secondary institutions as advanced standing applicants to the Fall entry point. Select programs have a summer entry point available.

Applicants are considered as 'Advanced Standing' if they have attended another post-secondary institution (college and/or university) and will receive 2.00 or more transfer credits upon admission.

Because enrolment in certain courses is limited by the availability of resources, the University cannot guarantee that all students wishing to take a particular specialization will be accommodated.

## Application Procedures

### Ontario Secondary School Applicants

See information on "Admission Requirements" for specific course requirements for the various programs. The OUAC 101 application should be used by all applicants who are currently enrolled in an Ontario Secondary School as a day school student. Normally applicants will receive an offer of admission to only one program at the University of Guelph-Humber. Applicants who apply to more than one program at the University of Guelph-Humber will have their highest choice program considered first. Only in the event that a student is ineligible for admission to the highest choice program will consideration be given to the lower choices.

Applicants to the University are requested, where possible, to indicate on the application form their subject of primary interest. In many cases, the program code to be inserted on the form will include the subject of primary interest. It should be noted that an offer of admission applies to the degree program specified in the offer. Because enrolment in certain courses is limited by the availability of resources, the University cannot guarantee that all students wishing to take a particular specialization will be accommodated.

### Amendments to the Application Form

A student who has applied via the Ontario Universities' Application Centre will receive a Verification/Amendment as soon as the Application Centre has processed the application. This verification may be used to make biographical and academic status changes to the original application. If any revisions to the application are made, the University of Guelph-Humber will be notified of the applicable changes approximately one week after the OUAC receives the amendment. Although all amendments are important to the processing of each application, changes to academic program choice, entry points, residence status, surname, mailing and home addresses are of significant importance and should be reported via an OUAC amendment as soon as the situation arises. Amendments must be received by the published application deadline dates.

Students who have applied on a University of Guelph-Humber application form (i.e. Visiting Student Application) as opposed to an OUAC application form must notify Admission Services at Guelph-Humber, in writing, of any biographical or academic status changes.

Applications are considered on a space-availability basis will continue to be processed beyond set deadlines. However, in order to ensure full consideration, applicants are strongly encouraged to be aware of and meet all deadlines.

## Applicants from Ontario Not Currently Enrolled in Secondary School

Applicants who are not currently enrolled in an Ontario secondary school as a day school student should use the OUAC 105 application form. This includes the following types of applicants: adult, night school, correspondence, those who previously obtained the Ontario Secondary School Diploma.

Applicants who apply to more than one program at the University of Guelph-Humber will have their highest choice program considered first. In the event that a student is ineligible for admission to the highest choice program, consideration be given to the lower choices during the final round of admission offers.

Applicants also have the opportunity to complete and submit the Student Profile Form as indicated in the previous section.

## All Other External Applicants

All other students should complete an OUAC 105 application form. These applicants would include those applying from:

- secondary school outside Ontario
- CEGEP
- recognized college or university
- College of Applied Arts and Technology and Institutes of Technology and Advanced Learning
- home schooled applicants
- mature students

## Applying From Outside Canada - International Applicant

If you do not have citizenship or landed immigrant status in Canada and the majority of your education has occurred in a country other than Canada. Applications to the University of Guelph-Humber must be made through the Ontario Universities Application Centre at <http://www.ouac.on.ca/ouac-105/> using the 105 F application.

It is the applicant's responsibility to ensure that all official school transcripts (secondary and post-secondary and other official documentations (e.g. TOEFL scores) are sent directly to the University of Guelph-Humber, Admissions Services - at the address below.

For full consideration, applicants from International Secondary Schools should send their secondary school grade results (official transcript or school progress report) including courses that may be in-progress by March 1st. This should include final grade data from the first semester of the senior year or predicted final grades. All grades will be considered in making an admission decision. Further admission information can be found at [guelphhumber.ca/futurestudents](http://guelphhumber.ca/futurestudents).

If you are currently enrolled in a college or university level program, you are required to send all grade results to date to facilitate a timely admission decision. Official final transcripts will be required if an offer of admission is extended and accepted.

In order to ensure that the admission process is efficiently completed, applicants from outside of Canada are encouraged to make applications for fall entry and arrange for all documents required for an admission decision by or before March 1st.

The Admission Committee, upon receipt of a completed application form and all pertinent documentation, will make specific admission assessments for individual applicants.

University of Guelph-Humber  
Admission Services  
207 Humber College Blvd.  
Toronto, ON  
M9W 5L7

## English Translation of Documents

If you are submitting transcripts or other official documents in a language other than English, you must also submit notarized literal translations of these documents in English.

## English Proficiency

Lectures, seminars and examinations in the University are, for the most part, conducted in English and it is essential that all students have an adequate knowledge of written and spoken English in order for them to be successful in their university studies. Applicants for admission will be required to present evidence of English proficiency if:

- their primary or first language (meaning the language first learned as a child) is not English; and
- they have had fewer than four years of full-time secondary or post-secondary study, demonstrating satisfactory academic progress, in an English-language school system.

Francophone Canadian citizens educated in Canada will not be required to meet the English Language Proficiency Requirement. Students who have completed the International Baccalaureate diploma where English was the language of instruction will be considered as having met the English Proficiency Requirement. Students who successfully complete the Advanced Level of the English Language Certificate program at the University of Guelph will be considered as having met the English Proficiency requirement for undergraduate studies; for more information, visit the website at: <http://www.eslguelph.ca/>. The University reserves the right to deny admission to applicants who do not demonstrate satisfactory facility in English, regardless of academic qualifications.

Applicants required to meet the English Proficiency Requirement must do so by submitting the required scores in one of the following tests or battery of tests as outlined in points 1-6. Test results must be submitted to Admission Services prior to admission by the published document deadline.

Applicants for admission will be required to present evidence of English proficiency if their primary or first language is not English and they have had less than four years of full-time secondary school study in an English-language school system. Applicants required to provide evidence of English proficiency must do so by submitting the required scores in 1 to 6 below:

1. The International English Language Testing System (IELTS) with a minimum overall score of 6.5 with no band less than 6.
2. The Test of English as a Foreign Language (TOEFL) with a score of 600 (paper-based) or 250 (computer-based) or Internet-based with a minimum total score of 89, with no individual scaled score less than 21, and Test of Written English (TWE) with a score of 5.
3. The Michigan English Language Assessment Battery (MELAB) - minimum overall score of 85, including composition score of 83 and oral score of 3.
4. Canadian Academic English Language Assessment (CAEL) is accepted for admission purposes. A minimum overall band score of 70.
5. Pearson Test of English (PTE) – minimum overall score of 60 with no score less than 60 in the individual components.
6. Advanced Level, English Language Certificate Program, University of Guelph

Successful completion of the Advanced Level of the English Language Certificate Program at the University of Guelph. For more information, visit the University of Guelph English Language Program website at: <http://www.eslguelph.ca/>.

### Program Transfer

You fall into this category if:

- You are currently attending the University of Guelph or the University of Guelph-Humber and wish to change programs.
- You have previously attended the University of Guelph or the University of Guelph-Humber and wish to change programs.

Applicants in this category may apply directly to the University of Guelph-Humber using the Application for Program Transfer form. Applicants must complete this form and return it directly to the University of Guelph-Humber - Admission Services. These forms are available at [https://www.guelphhumber.ca/sites/default/files/page\\_files/ProgramTransfer%202016-2017.pdf](https://www.guelphhumber.ca/sites/default/files/page_files/ProgramTransfer%202016-2017.pdf).

Applicants in this category do not need to send transcripts from the University of Guelph or the University of Guelph-Humber. Transcripts of academic work completed at any post-secondary institution other than the University of Guelph-Humber or the University of Guelph must be submitted along with the *Application for Program Transfer*.

All documents must be submitted to:

University of Guelph-Humber  
Admission Services  
207 Humber College Blvd.  
Toronto, ON  
M9W 5L7

Applicants to all programs must apply no later than May 1st.

### Communication of Admission Decisions

Admission Services will use the mailing address and/or email address supplied by the applicant to communicate decisions. Applicants using the [OUAC 105](#) application form or the applications found on the University of Guelph-Humber website will receive their admission decision via WebAdvisor (access to this online tool will be made available once the application has been received). The University will not be held responsible for decisions sent to these addresses but not received. Applicants who are not currently in any secondary or post-secondary program can normally expect to receive an admission decision within a three to four week period following receipt of the application and all official documents by Admission Services, provided they have not applied to a limited enrolment program. Typically applicants for limited enrolment programs will be considered at the same time in competition for the spaces which are available.

Students currently enrolled in a post-secondary program will normally be required to submit all official transcripts at the conclusion of their program before a final decision regarding their admission will be made. An applicant who submits an official post-secondary transcript at the conclusion of his/her fall semester of the current academic year may receive an early offer of admission. This offer of admission will be conditional upon successful completion of the student's current academic year and conditions specified by the Admission Committee for the degree program to which the student is admitted. Official final transcripts will be required by the University of Guelph-Humber, for Fall entry, by June 1 to confirm that the conditions of early offers of admission have been satisfied. Students will be advised via email that admission conditions have been cleared.

### Articulation Agreements

An articulation agreement is a contract between institutions of higher learning that allow students who have completed a specific program at one institution to be considered for admission and assigned advanced standing credits in a specific program at another institution post-admission to the second program. Information about all agreements between all institutions in Ontario can be accessed through the Ontario Council on Articulation and Transfer (ONCAT) website Bachelor of Applied Science

### Bachelor of Applied Science, Early Childhood Studies (ONCAT Pathway ID # 2658)

The articulation agreement between the University of Guelph-Humber and recognized Ontario Colleges that offer a two-year diploma in Early Childhood Education. Graduates from this diploma with a minimum cumulative average of 75% will be considered for admission into the Honours Bachelor of Applied Science in Early Childhood Studies with 10.0 advance standing credits.

### Deadline Dates - Advanced Standing

Applicants are strongly encouraged to submit their applications and required documents well in advance of the deadlines. The University cannot guarantee that applicants submitting applications or supporting documentation after the deadlines will receive admission consideration for the entry point which they had applied to.

#### Summer Entry

Program	Application Deadline	Document Deadline
Honours Bachelor of Applied Science in Kinesiology (Bridge)	February 1	March 1

#### Fall Entry

Program	Application Deadline	Document Deadline
Honours Bachelor of Business Administration	May 1	June 1
Honours Bachelor of Applied Science in Early Childhood Studies	May 1	June 1
Honours Bachelor of Applied Science in Family and Community Social Services	May 1	June 1
Honours Bachelor of Applied Science in Justice Studies	May 1	June 1
Bachelor of Arts in Justice and Public Safety	May 1	June 1
Honours Bachelor of Applied Science in Kinesiology	May 1	June 1
Honours Bachelor of Applied Arts in Media Studies	May 1	June 1
Honours Bachelor of Applied Science in Psychology	May 1	June 1

### Visiting Students & Letter of Permission

University graduates, permanent staff, or visiting students who wish to enrol in degree courses to upgrade their degree or to gain credit for admission to a graduate or other academic program should apply as a Visiting/Non-degree student at: <https://www.guelphhumber.ca/futurestudents/visiting-student-applicant>. Applicants are required to submit official post-secondary transcripts to ensure pre-requisites requirements are met.

**Acceptance as a visiting student does not imply that space will be available in the course(s) in which the applicant wishes to register. Students should contact Admissions Services about space availability in their desired courses.**

Students who register in the non-degree category and who subsequently want to change to a degree status will be required to meet admission requirements for that program, and credit granted for courses taken in the non-degree category will be subject to the regulations pertaining to that program. Students should see their Academic Advisor for details.



## Second Degrees

Students from the University of Guelph-Humber or from another university may be admitted to and graduate with a second undergraduate degree from the University of Guelph-Humber, under the following conditions:

- Students who have graduated with their first degree must apply to the University of Guelph-Humber for admission to the second degree program. A maximum of 10.00 credits may be transferred from the initial degree program.
- the course content of the second degree program must be substantially different from that of the first. A second degree is judged to be substantially different if:
- the specializations are in different subject areas as listed in Section XI--Course Descriptions; or
- The schedule of studies requirements are substantially different (no more than 25% overlap).

## Prior Learning Assessment (PLA)

At the University of Guelph-Humber, Prior Learning Assessment (PLA) is an acceptable process for assigning credit at the undergraduate level for learning stemming from experience acquired independently of courses taken at university. PLA provides a mechanism whereby credit may be given for equivalence in a university course to those students who have mastered the content of the course concerned without having taken a formal course in the subject area. Such mastery may have been acquired, for example, through work experience, independent study or from non-degree courses. In the absence of a certificate or other formal acknowledgement of competence by an appropriately accredited institution, the student can challenge the appropriate specific course(s) offered by the University to a maximum of 5.00 credits in a degree program. **Prior Learning Assessment is a post-admission process which is facilitated by the Program Head (or faculty member designated by the Program Head) for the program of study the student applied to.**

Each academic program is responsible for determining which of its courses may be subject to PLA challenge. The challenge process could include one or more assessment methods, including standardized tests, written and/or oral examinations, performance evaluations, interviews, and portfolio assessments. These assessments require that the individual demonstrate, to a qualified faculty member, that pre-determined knowledge and skills have been acquired. The Program Head (or designated faculty member) will inform Admissions Services of any successful PLA applications, so that appropriate credit can be assigned and charges can be raised on the students account.

## Readmission

Previously registered University of Guelph-Humber students must apply to Admissions Services - Admissions for readmission under any of the conditions outlined below:

- They were required to withdraw from their program for a period of two or more semesters.
- They were suspended from the University for academic misconduct.
- They have graduated from this University and wish to register in order to take additional courses.
- They registered in a program at another post-secondary institution and wish to return to the University of Guelph-Humber.
- They have not registered at the University of Guelph-Humber for six or more consecutive semesters.
- They are attending the University of Guelph-Humber on a letter of permission and wish to continue past the term of the letter of permission agreement.

Readmission to a program at the University of Guelph-Humber is not automatic. Students who are required to withdraw must apply for readmission to the University after completing the minimum two semesters of rustication. Students should consult sub-sections regarding appropriate admission requirements and deadline dates in this section. Applications for readmission should include a statement which outlines the basis for readmission. Criteria used for readmission may differ by academic program. Students considering readmission should consult with the appropriate Academic Advisor regarding procedures and criteria for readmission to that program.

On December 19, 1995, the University Senate approved the following policy for the granting of credit while on rustication:

- Students who have been required to withdraw, and who take university credit courses during their rustication period, will be eligible for up to 1.00 credit (one full-year course) provided they meet the criteria for readmission and the criteria for the transfer of credit.
- Students who take university courses after the two-semester rustication period may transfer all these credits provided the student meets the criteria for readmission and the criteria for the transfer of credit.
- Students who have been suspended for academic misconduct will not receive any credit for courses taken during the suspension period.

Note: This policy applies to any university credit course taken during the rustication period, be it distance or on-campus, taken in open learning programs from either our university or at another university.

## Right of Selection

It should be carefully noted that possession of the minimum requirements does not in itself guarantee admission to any of the programs or specializations offered at the University of Guelph-Humber. For all programs for which the number of qualified applicants exceeds the capacity, the University reserves the right to select the quota from among the qualified applicants.

For students applying to enter the University for the first time, the decision of the Admissions Committee is final and there shall be no appeal to that decision.

An applicant for readmission may, under specific circumstances, appeal the decision of the Admissions Committee to deny re-admission.

Applicants are reminded that the University is a dynamic institution and that information pertaining to admission may change. It is the responsibility of the applicant to ascertain admission requirements at the time of application.

## Specific Subject Requirements and Recommendations

Requirements stated below reference Ontario Secondary School courses. Applicants from other jurisdictions must present equivalent entry requirements (typically secondary school graduation with academic subjects at the senior secondary level specific to meet the required Grade 12, 4U course requirements. Please reference the course specific entry requirements listed in the Admission Requirements Chart.

Admission Requirements Chart

Programs	OUAC Code	Required Grade 12 /4U Courses	Recommended Grade 12/4U Courses
BUSINESS Bachelor of Business Administration Diploma in Business Administration	GDB	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Any 4U Math</li> <li>Four additional 4U or 4M courses</li> </ul>	Advanced Functions and Calculus and Vectors
EARLY CHILDHOOD STUDIES Bachelor of Applied Science in Early Childhood Studies Diploma in Early Childhood Education	GHE	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Five additional 4U or 4M courses</li> </ul>	4U Math and 4U Biology
FAMILY AND COMMUNITY SOCIAL Bachelor of Applied Science in Family and Community Social Services Social Service Worker Diploma	GHF	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Five additional 4U or 4M courses</li> </ul>	4U Mathematics
JUSTICE STUDIES Honours Bachelor of Applied Science in Justice Studies Diploma in Police Foundations OR Community & Justice Services	GMP	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Five additional 4U or 4M courses</li> </ul>	4U Mathematics
KINESIOLOGY Honours Bachelor of Applied Science in Kinesiology Diploma in Fitness and Health Promotion	GHK	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Any 4U Math</li> <li>Any two courses SB14U, SCH4U, SBH4U OR PSE4U/PSK4U</li> <li>Two additional 4U/M courses</li> </ul> <p><b>Note:</b> Only one of the PSE4U or PSK4U will be accepted.</p>	
MEDIA STUDIES Honours Bachelor of Applied Arts in Media Studies Diploma in Media Communications	GMT	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Five additional 4U or 4M courses</li> </ul>	
PSYCHOLOGY Honours Bachelor of Applied Science in Psychology General Arts and Science Diploma	GMA	<ul style="list-style-type: none"> <li>ENG4U</li> <li>Five additional 4U or 4M courses</li> </ul>	

## Submission of Documents

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Each of the following applicable documents must be sent in support of an application. Please note that official transcripts submitted will become the property of the University of Guelph-Humber. Normally, official transcripts must be sent directly to the University by the institution issuing the document. **The applicant is responsible for ensuring that all documents are received in Admission Services by the document deadline.** No decision will be made until all documents have been received. Applications with incomplete documentation after the document deadline date will not receive consideration.

1. Ontario Secondary School Diploma or equivalent Senior Matriculation Certificates, (Alberta Grade 12, G.C.E. etc.) Students currently enrolled in their final secondary school year in Ontario are not required to submit documentation as decisions for early admission are based on interim grades reported by the secondary school to the OUAC.
2. Official transcripts of all academic work taken at the post-secondary level (e.g. university, college, private school, etc.).
3. Transcript of marks from the last secondary school attended.
4. Any other documents demonstrating academic results or ability, or explaining the level of academic performance.
5. Any supplementary information required as part of the application.

## Letter of Permission (LOP) & Post Degree

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University graduates who wish to enrol in degree courses to upgrade their degree or to gain credit for admission to a graduate or other academic program should apply to a non-degree category (e.g. non-degree Visiting Students). Applicants must hold a degree which is recognized as equivalent to a Canadian university's undergraduate or graduate degree. A student from another university wishing to register at the University of Guelph-Humber to take courses for credit at the home university must present The Visiting Student application and a Letter of Permission from the Registrar, Dean or program supervisor of the home institution authorizing a program selection. The Post-Degree and Visiting Student (LOP) categories are not normally open to applicants who do not meet University of Guelph-Humber general regulations for continuation of study outlined under Continuation of Study, Undergraduate Degree Regulations, Section VII of the Undergraduate Calendar and transfer requirements. An offer of admission to post-degree or on the basis of Letter of Permission does not imply in any way that space will be available in the course(s) in which the applicant wishes to register. Students should contact Admission Services about space in their desired courses availability.

Students who register in the non-degree category and who subsequently want to change to a degree status will be required to meet admission requirements for that program, and credit granted for courses taken in the non-degree category will be subject to the regulations pertaining to that program. Students should visit Admission Services for details.

## Residence Requirements

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Canadian citizens or individuals who have Permanent Resident Status of at least one year's duration are eligible to apply as domestic students if they also satisfy the Ontario residency requirement. 'Resident' in this context is interpreted to mean someone who has resided in Ontario for twelve months, exclusive of time spent in post-secondary institutions.

## V. Tuition and Fees

The University of Guelph-Humber operates on a semester system and as such, students will be required to pay tuition and other fees on a per semester basis. This payment schedule should allow for easier budgeting of resources for our students. All fees for a semester are due and payable on or before the date established in the official schedule of dates. Details regarding registration (course selection and payment) will be sent to all students well in advance of published deadlines. All students who are registering for the first time at the University of Guelph-Humber will be sent a web-based New Student Guide which will assist them with the registration process. All other students (returning, re-admit) will be sent instructions regarding registration, including course selection dates and fee payment deadlines via their University of Guelph-Humber e-mail account. Deadline dates that are not included in the official Schedule of Dates will be posted to the University website and registered students will be emailed this information to their University email address.

Students receiving financial assistance through the Ontario Student Assistance Program (OSAP) should apply for OSAP at least two months in advance of the first class day of each semester (or earlier if possible), in order that the application can be processed in time to have funds available by the semester payment deadline. Cancellation of registration may be exercised at the discretion of the University for failure to complete the semester payment by the established deadline. There is a \$200.00 reinstatement fee levied for students wishing to re-register after the payment deadline. Reinstatement will not be allowed after October 15th for the Fall semester, February 15th for the Winter semester and June 15th for the Summer semester.

### Fall Semester Only - Minimum Registration Deposit

ALL students are required to make the **minimum, compulsory, non-refundable Registration Deposit** of \$200.00 prior to the beginning of the Fall semester (please refer to the Student Financial Services website [Tuition & Fees](#). Payment of this deposit by the deadline date will ensure that the courses selected for the Fall term will be retained. There are no exemptions from the payment of this deposit irrespective of current account balance or funding to come in the future. This condition may be waived on a case by case basis under extenuating circumstances, e.g. medical or compassionate grounds with documentation.

Academic sanction may be applied to students who have not made payment, or suitable arrangements for payment, of their University account. Academic sanction will prevent one or more of the following:

- i. release of semester examination results
- ii. release of transcripts
- iii. granting of a degree or diploma
- iv. registration for a subsequent semester

## University Fees

### Tuition Fees

The under mentioned tuition fees apply to Canadian students and those with permanent resident status. Students from outside of Canada, who do not have permanent resident status, should consult Visa Student Fees, in this section. **For information regarding Tuition fees, visit the Financial Information - Tuition and Fees on the University of Guelph-Humber website at: [Tuition and Fees](#).**

### International (Visa) Undergraduate Tuition and Fee Rates

**For information regarding Tuition fees for Visa students visit the Financial Information - Tuition and Fees on the University of Guelph Humber website at: [Tuition and Fees](#).**

International students attending the University of Guelph-Humber are required to pay the University Health Insurance premiums (UHIP) as well as the IGNITE student fees.

### Exchange Program

Guelph-Humber students attending other institutions are required to pay the University of Guelph-Humber the cost of full-time tuition and compulsory fees. These students are assessed a \$75.00 Administration Fee.

### Semester Abroad Program

Students are required to pay full-time tuition plus the compulsory medical insurance premium and dental plan premium.

### Senior Citizens (Canadian Citizens & Permanent Residents only)

Senior citizens, aged 65 years and over as of the first day of the month in which registration for a semester occurs, who are admitted for registration, will be exempt from the payment of domestic tuition, student organization and other fees, with the exception of material costs required for Distance Education courses.

### Summer Semester and Summer Session

For classification purposes, any combination of Summer Semester credits (13 week) and Summer Session credits (six week) that total 2.00 credits or more will constitute full-time enrolment and tuition and other university fees will be charged accordingly. Not all programs are eligible for OSAP, please consult website [Tuition and Fees](#) for further information..

## Changes in Fee Schedule

The University reserves the right to make changes in the published schedule of fees and payment dates and also to assess charges, which are not included in the schedule of fees, for course material and/or transportation provided at University expense.

### Residence in Meal Plan Fees

There are two different styles of rooms available, and three sizes of meal plans. All students living in residence are required to purchase a meal plan.

#### Residence

Dorm Style Room (September through April) = \$6,380.00

Suite Style Room (September through April) = \$8,009.00

#### Meal Plan

Regular = \$2,350.00

Medium = \$2,850.00

Large = \$3,400.00

**Note:** the base meal plan cost (\$2,350.00) is non-refundable.

Rates are subject to change. Please see <http://humber.ca/residence/> for current rates.

## Refunds

### Withdrawal

A student who withdraws from a semester may be eligible for a refund of tuition fees (see also Section VII –Undergraduate Degree Regulations, Withdrawal).

If the withdrawal or credit drop results in a credit balance your funds will be directly deposited into your bank account, after Student Financial Services has received your banking information. Contact Student Financial Services for details. The University has been directed by the Ministry of Advanced Education and Skills Development to return refunds to the National Student Loans Service Centre in instances where assistance was received through a Government Student Loan. In Cases in which students hold U.S. Federal Loans all refunds are directed to the U.S. Department of Education per their directive.

Winter and Summer Semesters - Refunds of tuition fees will be calculated according to the effective date and the following schedule:

Refunds of Tuition Fees

Class Days	Refund Rate
1 - 5 inclusive	100%
6 - 10 inclusive	75%
11 - 15 inclusive	65%
16 - 20 inclusive	50%
21 - 25 inclusive	35%
26 - 30 inclusive	20%
31 and beyond	nil

Refunds of Other University Fees (except Residence and Meal Plan Fees) and Student Organization Fees (except medical insurance premium and dental insurance premium, please see specific details on these fees) will be made in full up to and including the 15th class day of a semester. No refund of Other University Fees or Student Organization Fees will be made after the 15th class day. The effective date for the refund of tuition and fees will be the date on which the student notifies Registrarial Services regarding the withdrawal.

**Fall Semester - The compulsory non-refundable Registration Deposit of \$200 is forfeited as the first charge against a withdrawal/cancellation or no show for the semester. The above schedule will only come into effect once the first \$200 penalty has been used up.**

### Classification Changes

Refunds of tuition fees for students who are changing from full-time to part-time status (dropping to three or fewer courses in a given semester) will be calculated on the difference of tuition values at the same rates as shown for tuition for withdrawals. Refunds of Other University Fees will be made in full up to and including the 15th class day of a semester. No refunds of Other University Fees and Student Organization Fees will be made after the 15th class day. The effective date for classification change will be the date such change is reported to Registrarial Services. A registration payment not honored by your bank does not constitute an official withdrawal from the University.

### Residence Policy Re: Withdrawal and Refund

Refunds of the residence fees will only be possible under the following circumstances:

- a. **Withdrawals:** If a withdrawal is required because of academic or medical reasons, an official Residence Withdrawal Form found at the [Residence website](#) (under Documents and Forms) must be submitted. This is the only acceptable method Residents may use to cancel. The Resident must also provide one of the applicable pieces of documentation to the Residence Office:

- a copy of the letter from the school requesting withdrawal
- a medical certificate to the Student Housing Services office

Such application for withdrawal will be considered and determined by Student Housing Services in its absolute discretion. The Resident will be charged a \$500 Withdrawal fee and the refund, if approved, will be prorated to the date the room is vacated. A room is only considered vacated after the Resident hands in the Residence ID/access card and provides a copy of one of the above supporting pieces of documentation to the Residence Housing Offices.

- b. **Voluntary Withdrawals:** If a Resident chooses to withdraw from the residence for any other reason, a \$500 Withdrawal Fee is charged. In addition, the Resident will also be responsible for the Residence room fees unless Humber Residences is able to rent the room to a student who is not already residing at Humber Residence and who meets the admissions requirements. The Withdrawal will not be considered official until an official Residence Withdrawal Form is completed found at the [Residence website](#) (under Documents and Forms). The Withdrawal must be submitted thirty days in advance of the actual move out and the refund, if approved by the Residence Manager, will be prorated to the date that the room is re-occupied by a new Resident selected by the Residence office.
- c. **No refunds** are given during the last 30 days of any term.

## **Meal Plan Policy Re: Withdrawal and Refund**

### **Dining Plan Fees:**

The Dining Plan fees must be paid by the due dates in order to guarantee that the Resident's Dining Plan Card will be ready upon arrival. The full amount of the Dining Plan chosen is applied to the Resident's card; it is not split by semester. The Dining Plan consists of two accounts: the Main Meal Account, which is tax exempt; and the Confectionary Account for taxable purchases. Confectionary purchases would include such items as individual purchases of soft drinks, candy, and chips.

### **Dinning Plan Balance Duration:**

Residents should note that Dining Plan options are not guaranteed to last the entire Academic year or semester (if one semester option is selected). Dining Plans have been designed to accommodate students with varied appetites, who may not eat regular meals or leave the Residence frequently, while meeting the requirements of Canada Revenue Agency regulations in order to be tax exempt. Residents are responsible for budgeting and managing their accounts. Residents can go onto the website: <http://mymealplan.humber.ca> to find out their balance any time, or they can ask for their balance at the cash register. If a Resident runs short of funds on the Dining Plan card, additional values in \$100.00 increments may be purchased. Residents can make the payment at the Campus Dining Office (located at the North Campus Room KB101) or to the Food Services Manager, at the Lake Café. Payments can be made by MasterCard, Visa, Interact or Certified Cheque.

### **Residence Cancellations and Refunds:**

Requests for cancellations, refunds or carry forward balances are initiated when Residents complete an online Residence Withdrawal Form on the website: [residence.humber.ca](http://residence.humber.ca). During the Academic Year, should a Resident withdraw or should a Resident have their residency terminated by the Residences, or should the Resident be withdrawn from Humber or Guelph-Humber, any unused dining plan balances in the Main Meal Plan and Confectionary accounts will be refunded less a \$50 administration fee. At the end of the Academic year any unused balances in the Main Meal Plan and Confectionary accounts will be refunded. Residents who qualify for a Dining Plan refund can expect to receive a refund from the College, 3-6 weeks after receiving the withdrawal request form. If a Resident continues to live in Residence for the summer and wishes to continue using their Dining Plan accounts, they must notify the residence to ensure their accounts remain active after the first week in May.

## VI. Academic Advising

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

Academic advising at University of Guelph-Humber is delivered by a team which includes Academic Advisors, the Program Heads (academic leaders of each of the University's programs), the Vice-Provost and others. The Academic Advisors are the primary source of advising for students and should be the student's first contact to discuss any issue, question or concern about their academic program. Student Services (GH108) provides general walk-in assistance to students and, as appropriate, Academic Advisors may direct students to specialized advising resources available on the campus. Each student has direct access to their Academic Advisor who focuses on program-related issues and advice, and can assist with degree program requirements and expectations.

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

- helping students develop an educational plan and choose an appropriate course of study to meet their academic and life objectives;
- ensuring that students are aware of opportunities and resources that can assist students in achieving their educational goals
- assisting students in interpreting university policies and procedures, and applying general rules to their specific cases
- facilitating resolution of academic problems, conflicts and concerns, as appropriate
- referring students as necessary to other resource units
- collecting and disseminating information on student needs, wants, perceptions, and trends in order to enhance institutional effectiveness and adaptability

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

### Students

#### Responsibilities of the Student

Students admitted to the University are responsible for being aware of, and understanding and meeting certain obligations related to, Undergraduate Degree Regulations and Procedures, degree requirements, course requirements, Schedule of Dates, rules of conduct and accessing their University of Guelph-Humber e-mail account. These responsibilities are described in Section I - Statement of Students' Academic Responsibilities.

The responsibilities of students regarding academic advising are:

- to seek advice from their Academic Advisor regarding any aspect of their academic program, schedule of study, or University regulation or procedure for which they require clarification or interpretation;
- to communicate with their Academic Advisor if they are failing to meet academic obligations or feel that they require additional support or assistance.

### Academic Advisor

#### Role of the Academic Advisor

The Academic Advisor has particular expertise in the program requirements and regulations, as well as the various areas of emphasis and their fit within the program. The Academic Advisor is also familiar with the policies and procedures that govern university practice. The role of the Academic Advisor is:

- to provide information about the academic requirements of the program, including eligibility to declare an area of emphasis and graduation requirements;
- to refer to other campus services, as necessary
- to communicate information about the program to the Program Head, faculty members, curriculum committees, program committees (and their sub-committees); and to bring forward any concerns or issues as students progress through the Schedule of Studies for the program;
- to liaise with the student, in order to provide information about the degree program and the fit of various areas of emphasis within the degree program.

Students are advised to consult their Academic Advisor if they are experiencing personal problems or situations that require counselling. The Academic Advisors are well informed of the information on the types and locations of non-academic counselling offered by the University.

#### Responsibilities of the Academic Advisor

The responsibilities of the Academic Advisor are:

- to be familiar with the academic requirements of the program(s), including admission requirements, the Schedule of Studies and Continuation of Study requirements, and graduation requirements for the degree program;

- to assist the student to make academic decisions and understand the implications of those decisions;
- to assist with course selection and enrolment management issues as related to the degree program;
- to explain appeal procedures;
- to facilitate graduation checks;
- to sign program approvals, as appropriate;
- to change student type, as appropriate;
- to meet with students as requested, or required;
- to refer students and situations to the Program Head, as appropriate;
- to uphold the academic policies of the university;
- to help interpret the academic policies and procedures to students, staff, and faculty;
- to act as a source of referral to other campus services;
- to be generally aware of career and graduate study opportunities related to the field of study, or refer appropriately;
- to work closely with the faculty and Program Head on any changes to the Schedule of Studies;
- to consult, as necessary, with other campus services.

### Name & Location of Academic Advisors

Name and Location of Academic Advisors

PROGRAM(S)	NAME	LOCATION
Business (A-H)	Caroline Samrah-Sergnese	GH108
Business (L-Z)	Hilton Lieu	GH108
Early Childhood Studies	Alice Salamon	GH1
Family and Community Social Services	Lalita Manku	GH108
Justice Studies & BAA Justice and Public Safety	Cheryl Nicholas	GH108
Kinesiology	Lalita Manku	GH108
Media Studies	Nasreene Corpuz-Kasznia	GH108
Psychology	Alice Salamon	GH108

### Program Head

#### Role of the Program Head

The Program Head plays a leadership role for a particular program in facilitating, in collaboration with the supporting deans from each institution, the quality of the students' learning experience. The Program Head ensures the program is current and coherent in its design, planning, delivery and assessment, and that both the professional and academic components of a program are respected and promoted among all those teaching and learning in the program. He/she acts as the primary arbitrator for student disputes, instructor issues and parent concerns. In addition the Program Head represents the program in recruitment, promotional and community activities, contributing to the growth of Guelph-Humber as a learning community and the development and implementation of Guelph-Humber's mission, goals and objectives.

## VII. Undergraduate Degree Regulations and Procedures

### General Information

#### Academic Consideration, Appeals and Petitions

##### General Information for Academic Consideration and Appeals

The University of Guelph-Humber is committed to supporting students in their learning experiences and responding to their individual needs. To this end a broad network of advising, and support services is provided to assist students in meeting their personal and academic goals. The University is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events. Procedures for academic appeals are designed to ensure that every effort is made at these times to provide appropriate accommodation and consideration, thus enabling students to complete course and program requirements as quickly as possible.

Chart outlining the categories for academic consideration, grounds, timelines and appeals

Category	Grounds for Consideration	Consideration Granted By	Period of Consideration	Subsequent Appeal To
<b>Incomplete Course Work (see below for deferred privilege requests)</b>	Medical Psychological Compassionate	Faculty	Same semester	Academic Review Sub-Committee Submitted as soon as possible, not later than the end of the following semester
<b>Request for deferred Privilege (Examination or Condition)</b>	Medical Psychological Compassionate	Academic Review Sub-Committee (consult with the Academic Advisor)	Documentation must be submitted to the Academic Advisor within five working days of the missed examination/course work deadline	Formal Appeal 10 working days deadline for appeals of academic review decisions
<b>Supplemental Privilege</b>	Please see the criteria listed under the Supplemental Privileges section of the Undergraduate Calendar	Academic Review Sub-Committee (consult with the Academic Advisor)	Documentation must be submitted within the first five class days of the subsequent semester	Formal Appeal 10 working days deadline for appeals of academic review decisions
<b>Late Drops, Credit Standing, and Withdrawal with Failure (WF)</b>	Medical Psychological Compassionate	Academic Review Sub-Committee (consult with the Academic Advisor)	Documentation must be submitted within the first 20 class days of the subsequent semester	Formal Appeal 10 working days deadline for appeals of academic review decisions
<b>Request for Probationary Status</b>	Medical Psychological Compassionate	Academic Review Sub-Committee (consult with the Academic Advisor)	Contact your Academic Advisor for request submission deadlines	Formal Appeal 10 working days deadline for appeals of academic review decisions
<b>Request for Grade Reassessment</b>	Calculation Error or omission	Faculty	10 class days of the following semester	No appeal
<b>Request for Grade Reassessment</b>	Methods and Criteria	Program Head	10 class days of the following semester	Formal Appeal 10 working days after decision of the Program Head
<b>Request for Grade Reassessment</b>	Misapplication of an Academic Regulation	Faculty	Should be initiated as soon as possible	First Level: Program Head Second Level: Vice-Provost Third Level: Provost

##### Academic Consideration

The University will consider granting consideration for courses if there are sufficient extenuating medical, psychological or compassionate circumstances. Academic consideration may take the form of an extended deadline, a deferred privilege, a late drop of a course(s) with or without failure, withdrawal from a semester with or without academic failure, or permission to continue on probationary status. A deferred privilege could take the form of approval to write a missed final examination or the completion of a course requirement after the end of the semester. Academic consideration is granted when acceptable medical, psychological, or compassionate circumstances affect any portion of the semester work. Generally, work commitments will not constitute grounds for academic consideration. Depending upon the circumstances and whether the semester work is complete, consideration may be granted by the faculty member, the Academic Advisor, or the Admissions and Academic Review Sub-Committee.

The academic regulations outlined in Chapter VII—Undergraduate Regulations and Procedures are the basic regulations for undergraduate degree and diploma programs of the University as approved by the Senate at the University of Guelph and the Academic Council at Humber. Terminology used to describe academic regulations is defined in the Glossary. In these regulations where the consent of the Program Head is required, the term Program Head is interpreted to mean the person responsible for the academic program.

Knowledge of the procedures, early action on the student's part, timely consultation with the faculty(s) and/or Academic Advisor, and immediate provision of any required documentation will facilitate a prompt, coordinated institutional response.

##### Process for Academic Consideration and Appeals

This chart outlines the categories for academic consideration, grounds, timelines and appeals. For detailed information on the policies and processes, see the following pages. Students are reminded to consult the program head as soon as extenuating circumstances affect academic performance in order to initiate action and provide any required documentation.

Students will need to assess the extent of the difficulty they face and the possible implications on their course work. For instance, an illness which lasts one or two days and results in a missed deadline can usually be resolved between the faculty member and the student, often without documentation. Circumstances which affect the student's ability to attend classes, write term tests or meet assignment deadlines for an extended period of time may require more formal documentation and consideration. Students are encouraged to seek documentation if the situation extends for a significant length of time. The Academic Advisor should be contacted regarding appropriate procedures and documentation.

The Academic Advisor is the student's advisor in all matters pertaining to academic consideration and can assist in defining an appropriate course of action (advisor names and locations can be found in Chapter VI - Academic Advising. **It is the student's responsibility to consult the Academic Advisor as soon as extenuating circumstances affect academic performance, in order to initiate action, and provide any required documentation.**

All available evidence, including the student's performance during the semester, will be given careful consideration when making a decision. Procedures to follow in each case are outlined below. Questions about procedures and deadlines should be directed to the Academic Advisor.

## Grounds for Academic Consideration

Where possible, requests for academic consideration are to be accompanied by supporting documentation. Students unsure of documentation requirements are encouraged to contact their Academic Advisor.

### 1. Medical Grounds

For academic consideration based on medical grounds a student may be asked to provide documentation for the period of the illness. The necessity for documentation will depend in part upon the length of the illness and the amount of work missed during this time. Such documentation will always be required in the event of a request for consideration beyond the grade submission deadline for the course and must be submitted to the Academic Advisor within five working days of the missed examination/course work deadline. If the medical situation results in missed semester work, the student should contact the faculty, presenting medical documentation where warranted. If the absence due to illness is of a duration that will affect a number of courses or completion of the semester's work, the student must contact the Academic Advisor for advice and consideration.

When the absence affects final examinations or final assignments the student should go to Student Wellness and Accessibility Centre or a personal physician for documentation. The student must submit their documentation to their Academic Advisor within five working days of the missed examination/course work deadline.

### 2. Psychological Grounds

For academic consideration based on psychological grounds the student may be asked to provide documentation for the period affected. The necessity for documentation will depend in part upon the length of the problem and the amount of work missed during this time. Such documentation will always be required in the event of a request for consideration beyond the grade submission deadline for the course and must be submitted to the Academic Advisor within five working days of the missed examination/course work deadline. The student should submit this documentation to the Academic Advisor who will then advise the faculty of the need for consideration. If the difficulty is of a duration that will affect a number of courses or completion of the semester's work, the student must contact the Academic Advisor for advice and consideration.

### 3. Compassionate Grounds

Unforeseen circumstances beyond the student's control in either his/her personal or family life may affect academic performance. The procedure to follow to request academic consideration based on compassionate grounds depends upon the severity of the circumstance and the amount of work missed. Students may wish to contact the faculty for consideration for missed work resulting from a compassionate circumstance. If the circumstance is more significant, or if the consideration sought will go beyond the grade submission deadline for the course, the student must consult with the Academic Advisor within five working days of the missed examination/course work deadline. Generally, work commitments will not constitute grounds for academic consideration.

## Incomplete Course Work

Faculty are responsible for granting academic consideration, if applicable, for course work up to the grade submission deadline for the course. Types of consideration that may be granted by faculty include the setting of a make-up test, re-weighting the value of course assignments, extending a deadline or allowing the resubmission of an assignment (up to the grade submission deadline for the course). Students should consult with their Academic Advisor for advice on an appropriate course of action if:

- the student feels that appropriate consideration has not been granted by the faculty, or
- if the medical, psychological or compassionate circumstance is such that it could affect overall semester performance or the ability to meet the course grade submission deadline.

## Student's Responsibilities

If due to medical, psychological or compassionate circumstances a student is unable to complete any portion of the semester's work the student should:

- Inform the faculty-in-charge of the course in writing.
- If the faculty member requests it, the student must supply documentation. If documentation is unavailable, the student should consult their Academic Advisor.
- Complete and submit missed work by the new deadline established by the faculty member.
- Consult with the Academic Advisor if circumstances warrant (see a) and b) above).

If the medical, psychological or compassionate circumstance is such that it could affect overall semester performance or the ability to meet the course grade submission deadline, the Academic Advisor should be consulted regarding an appropriate course of action.

## Faculty's Responsibilities

*Faculty members should exercise discretion when requiring documentation, particularly when the assessment in question constitutes a small proportion of the course grade, or when alternative means for carrying out the assessment are available.*

The Board of Undergraduate Studies recommends that faculty make every effort to accommodate students representing the University in extracurricular activities when there is a conflict between those activities and the requirements of the course.

If the student does not submit all of the required work by the course grade submission deadline, the faculty shall refer the situation to the Academic Review Sub-Committee. **The faculty cannot grant extensions beyond the final date for submission of grades for the course.**

## Academic Advisor Responsibilities

If the student and the faculty cannot arrive at a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline, the Academic Advisor may act as a mediator. The Academic Advisor may discuss the issue with the department chair if appropriate.

In the event that medical, psychological or compassionate circumstances are affecting the student's overall performance, the Academic Advisor will ensure that the student's faculties are advised that academic consideration based on medical, psychological or compassionate grounds is warranted. In such cases the program head may be of assistance in co-ordinating faculties' responses to the request for consideration.

## Academic Review

If final examinations, term assignments, projects, work term reports or other course requirements are not completed by the course grade submission deadline, academic consideration is **not** the responsibility of the faculty member but rather, the responsibility of the Academic Review Sub-Committee of the program in which the student is registered.

A request for academic consideration should be made to the Academic Review Sub-Committee during, or immediately after, the semester to which it refers. A request for a deferred privilege for a missed final examination or other course requirements not completed must be submitted, along with supporting documentation, to the Academic Advisor within five working days of the missed examination/course work deadline.

A request to change an earlier decision of the Academic Review Sub-Committee may be made only on the basis of relevant information not previously submitted. Students wishing to resubmit a "Request for Academic Consideration" form with additional supporting documentation should consult their Academic Advisor. Students who believe that the decision of the Academic Review Sub-Committee is inappropriate may appeal the decision to the Senate Committee on Student Petitions within 10 working days of the academic review decision (see Petitions). The Senate Committee will not normally consider any appeals submitted past this deadline.

## Student's Responsibilities

If due to medical, psychological or compassionate circumstances the student is unable to complete a final requirement of the course by the course grade submission deadline and wishes academic consideration, the student should:

- Consult with the Academic Advisor for advice on the appropriate consideration that should be requested.
- Submit a request for consideration to their Academic Advisor. A request for a deferred privilege for a missed final examination or other course requirements not completed must be submitted, along with supporting documentation, to the Academic Advisor within five working days of the missed examination/course work deadline. Deadlines for other type of consideration can be found in a chart under "Process for Academic Consideration and Appeals". Students should consult with their Academic Advisor for meeting dates.

## Faculty's Responsibilities

In a case where a student has not completed course requirements by the course grade submission deadline, the faculty shall complete the "Incomplete Coursework Form".

If the medical or psychological evidence or compassionate reasons have been verified and accepted the Academic Review Sub-Committees use this form to determine whether a student is eligible to be considered for a deferred privilege for a missed final exam, final assignment or final piece of the graded components of the course. The faculty should include with the Incomplete Coursework Form any documentation provided to the faculty by the student in support of the academic consideration request.

A student who receives credit standing will receive credit in the course without a numerical grade. This course will not be included in the student's overall average or specialization average.

A deferred privilege could be approval to write an examination and/or to submit an assignment(s). Deferred privileges must be completed within the semester immediately following the semester in which the exam/course work was originally missed, refer to Chapter III -- Schedule of Dates. Scheduling, from the Office of Registrarial Services, will inform the student of the deadline for the deferred privilege (see Deferred Privilege).

If on the basis of acceptable medical, psychological or compassionate documentation a numerical passing grade or credit standing is granted rather than a deferred privilege, the student may request the deferred privilege. The request must be submitted in writing to Enrolment Services, Office of Registrarial Services, by the end of the add period for the following semester.

## Student Petitions

The Senate Standing Committee on Student Petitions is comprised of students and faculty members and is supported by a representative from the Office of Registrarial Services and the Governance & Judicial Officer.

The Committee has the jurisdiction to:

Act as an appeal body for the following decisions:

- i. a decision of an Academic Review Sub-committee (undergraduate students) denying a request for academic consideration;
- ii. a decision of the Admissions & Progress Sub-committee (graduate students) denying a request for academic consideration;
- iii. a decision denying a specific request for academic accommodation pursuant to the Senate policy on "Academic Accommodation for Students with Disabilities";
- iv. a decision of academic misconduct, made by the appropriate dean(s)/ designate(s); either the finding of academic misconduct or the penalty may be appealed;
- v. a final grade on a course based on the methods and criteria used by the faculty;
- vi. review and make decisions regarding a student request to expunge a record of academic misconduct no sooner than five years after the date of last registration;
- vii. review and make recommendations to the President in regard to a student request to expunge a record of expulsion.
- viii. review a decision of an Admissions Sub-committee, or the Admissions & Progress Sub-committee on readmission to a program, only if the basis of the appeal is procedural unfairness or bias on the part of the Admissions Sub-committee or Admissions & Progress Sub-committee.

Students must file a petition/ appeal within 10 working days of the receipt of the original decision.

For more information on the student petitions/ appeal process, students may contact student judicial services at the University Secretariat [judicial@uoguelph.ca](mailto:judicial@uoguelph.ca).

## Academic Accommodation of Religious Obligations

The University acknowledges the pluralistic nature of the community. Accommodation will be made to students who experience a conflict between a religious obligation and scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories. The type of accommodation granted will vary depending on the nature, weight and timing of the work for which accommodation is sought. Accordingly, the request for alternative arrangements normally must be submitted to the faculty in charge of the course within two weeks of the distribution of the course outline. A student requiring accommodation may submit the request to the faculty directly or through his/her Academic Advisor. The faculty has a responsibility to provide reasonable alternative arrangements that do not put the student at an academic disadvantage. In the case of a conflict with a final examination, the student should consult with their Academic Advisor to arrange to reschedule the examination to another time during the examination period taking care that the new date and time does not put the student at an academic disadvantage.

In the event that a student is not satisfied with the accommodation offered by the faculty and/or Academic Advisor he/she may appeal to their Academic Advisor who may grant alternative accommodation. A student who remains dissatisfied with the outcome of his/her request may seek the assistance from The Office of [Diversity and Human Rights \(DHR\)](#) to facilitate a resolution.

For a current list of major holy days, please check the following website <http://www.uoguelph.ca/hre/hr/hrholydays.shtml> or contact the [Office of Diversity and Human Rights \(DHR\)](#).

## Academic Accommodation for Students with Disabilities, Guidelines and Procedures

### 1. Purpose, Scope and Definitions

The policy, Academic Accommodation of Students with Disabilities ("Policy") is composed of two documents: the Policy Document and this Procedures Document. This Procedures Document is intended to support the Policy Document and provides specific information on the decision making process and appeals process related to Academic Accommodations. Definitions for capitalized terms are found in the Policy Document. In the event of a discrepancy between the Policy Document and the Procedures Document, the Policy Document will apply.

1. In accordance with the University's policies and procedures and applicable legislation including the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act, the University of Guelph shall provide reasonable accommodation, short of undue hardship
2. The University promotes the full participation of students in their academic program. It is recognized that the provision of academic accommodation is a shared accountability and responsibility between the University and the student.
3. The purpose of this Policy Document is to identify the principles and responsibilities in the provision of academic accommodation for students with disabilities. This Policy does not address accommodation related to lifestyle or quality of life.
4. In the event of a discrepancy between this Policy Document and the Procedures Document, the Policy Document will apply.
5. Students studying at the University of Guelph-Humber will be subject to the policies and procedures of Humber College with regards to Academic Accommodations.

6. The following definitions shall apply in this Policy:

"Academic Accommodation" means modification to academic policies, procedures or the educational environment that would result in equal opportunity to attain the same level of performance, or to enjoy the same level of benefits and privileges enjoyed by others, and meets the student's Disability-related needs. Examples of Academic Accommodations available may include, but are not limited to:

- Advanced provision of reading lists and other course materials to allow for alternate format transcription;
- Alternate scheduling for the completion of course, project, thesis work, or examinations, including competency examinations;
- Extensions to program completion time limits;
- Use of assistive technology in the classroom/laboratory/field (e.g. FM systems worn by Course faculties);
- Use of oral and visual language interpreters and/or note takers in the classroom;
- Use of audio and/or visual recording or webcast of lectures;
- Use of adaptive technology and alternate format text for written materials;
- Support for examinations including extra time, a private or semi-private room, use of a computer, adaptive software or word processor, or access to a reader or scribe as needed;
- Special seating; wheelchair accessible tables;
- Adjustment to academic loads.

"Chair" means head of an academic unit and includes a Department Chair or School Directo

"Course Faculty(s)" is defined as the individual(s) teaching the course or coordinating the program; or in the case of graduate students, can include a faculty advisor or advisory committee.

"Dean" means the dean of the college that has the responsibility for the course or program.

"Disability or Disabilities" has the same meaning as under the Ontario Human Rights Code in force and as amended from time to time. Disabilities may include those which are permanent or those which fall under the definition of Temporary Disabilities. Disabilities may include but are not limited to:

- Learning Disabilities
- Attention deficit/hyperactivity disorder ("ADHD")
- Hearing and/or vision impairments
- Autism Spectrum Disorder
- Medical disabilities
- Dexterity or mobility impairments
- Acquired brain injuries
- Psychological/emotional disabilities

"Diagnostic Information" means the description of a diagnostic procedure, treatment, or underlying cause of a health condition, including a Diagnosis.

"Diagnosis" means the identification of a specific disease or disorder as the cause of a set of symptoms.

"Essential Requirement" means a task or activity that is core to the specific learning outcomes of a course or program.

"Examinations" include but are not limited to midterms, tests, quizzes, lab examinations or final examinations, competency examinations and defences.

"In-course Academic Accommodations" means Academic Accommodations for courses in which the student is currently registered.

"Interim Academic Accommodations" means appropriate Academic Accommodations offered for up to a maximum of two semesters while a student is in the process of obtaining appropriate supporting documentation. The student may be required to produce evidence that the documentation process is underway.

"Learning Disabilities" has the same meaning as found in either: (a) the Diagnostic and Statistical Manual of Mental Disorders, as published by the American Psychological Association; or (b) the Learning Disabilities Association of Ontario; at the discretion of the diagnosing clinician.

"Notification" means formal written notification from SAS of the appropriate types of Academic Accommodations.

"Regulated Health Professional" has the same meaning found in the Regulated Health Professions Act, in force and as amended from time to time.

"Temporary Disability" means a disability that may not be permanent but does not include short-term common ailments or illnesses such as a cold or the flu.

"SAS" means Student Accessibility Services at the University of Guelph.

"Supplementary Academic Accommodation" has the meaning found in section 5.3 of the Procedures Document.

For more information can be found at: <https://wellness.uoguelph.ca/accessibility/about-us/policy-guidelines/policy-academic-accommodation-students-disabilities>



## 2. Essential Requirements and Academic Accommodation

Decisions concerning specific forms of Academic Accommodation are made with consideration to the Essential Requirements of a specific course or program in order to ensure its integrity. Registration in a course or program does not guarantee the granting of any specific form of Academic Accommodation. Students are expected to contact SAS as early as possible to discuss their accommodation needs if their choices concerning a course or program may be affected by the specific forms of Academic Accommodation granted by the University.

## 3. Student Accessibility Services (SAS)

### Role of SAS

**3.1** SAS facilitates a variety of programs and services to assist students with participating fully in University life and maximizing campus accessibility. These may include:

- confirming whether a student has met the criteria for establishing that a Disability exists and helping to identify appropriate options for Academic Accommodations;
- providing to a Course faculty, Notifications as to the appropriate types of Academic Accommodation;
- granting common forms of In-Course Academic Accommodations as described in section 5.1 below;
- supporting and facilitating the provision of Academic Accommodations by academic departments;
- acting as a resource for members of the University community about disability related matters that have an impact on equitable participation in academic life; and
- assisting the student in developing strategies for managing daily activities relating to academic life in the context of their disability.

### Registration

**3.2** All students who require Academic Accommodation must register with SAS in accordance with this Policy including applicants who submitted information regarding a Disability as part of the Admission process. Submission of information as part of the Admission process does not satisfy registration requirements for SAS.

**3.3** In order to provide Academic Accommodations in a timely fashion, students are expected to observe the following dates:

- First year students must submit a New Student Intake Form (NSIF) by **June 15** prior to commencing their program. It is also recommended that first year students participate in SAS orientation programs offered at the start of each academic year.
- Transfer students who are admitted after **June 15** or who are starting their program in either the winter or summer semester, must submit the NSIF as soon as possible after accepting an offer of admission.
- Students who are already attending the University and are registering with SAS for the first time must submit the NSIF as soon as they are aware that a need for accommodation exists.
- All new students and any returning students who need to meet with an advisor must normally contact SAS by the end of the first week of classes to book an appointment. If there is an immediate need for an accommodation, students are expected to make this known when booking the appointment.
- Students who have registered with SAS in a previous semester must reactivate their status within the first 2 weeks of classes for each semester they are enrolled by following instructions on the SAS website or sent to their University email account.

**3.4** Efforts will be taken to support students who delay registration with SAS. However, some options may not be available on short notice and may be deferred to a subsequent semester.

### SAS Exam Centre

**3.5** Students who have been approved to write Examinations in the SAS Exam Centre must normally book the appropriate date and time with SAS:

- At least 7 days prior to a scheduled midterm examination date;
- No later than the 40th class day for final examinations.

**3.6** Where Examinations are written in the SAS Exam Centre, SAS is responsible for working with the academic unit to:

- identify students who will be writing in the SAS Exam Centre at least three working days prior to the scheduled date of the Examination;
- arrange for copies of the Examination to be available in the SAS Exam Centre on the day before it is to be administered to the student, and returned to the department/school on the first working day following the Examination;
- arrange for Examinations written in the SAS Exam Centre to be administered at the same time as the rest of the class, except when alternate timing has been approved by the Course faculty. Examples of when this may be necessary include but are not limited to when:
  - granting additional time causes the scheduling of two Examinations to come into conflict;
  - a Disability precludes the student from being able to write more than one Examination per day;

- medication required by the student affects the student's ability to function at particular times of day; or
- Examinations are scheduled outside of regularly scheduled class times and/or the SAS Exam Centre is closed.

## 4. Documentation Requirements

**4.1** Students requesting Academic Accommodation must provide appropriate documentation to SAS in accordance with this section. The documentation must be from an appropriate Regulated Health Professional who has the authority to diagnose the particular Disability. In the absence of current documentation identified in section 4.2 below, students can request Interim Academic Accommodations

**4.2** Documentation must be current according to the following standards:

- Learning Disabilities and ADHD must have been assessed at age 18 or older, or within the last three years;
- all other Disabilities must be assessed within the timeframe that the student experiences a functional limitation for which an Academic Accommodation is needed; and
- documentation may need to be renewed as appropriate to reflect the student's on-going need for Academic Accommodation.

**4.3** Documentation must be comprehensive and provide information regarding the student's functional limitations in a university setting. A Functional Assessment form is used for all forms of Disabilities except for Learning Disabilities (see section 4.4 below). Functional Assessment forms are available on the SAS website. All documentation must include the following minimal information:

- a statement of the nature of the Disability (a specific diagnosis is optional but not required);
- information on the severity, duration and intensity of the Disability;
- a description of functional limitations; and
- whether the Disability is permanent or whether it falls under the definition of a Temporary Disability.

**4.4** Students with Learning Disabilities must provide documentation in the form of a psychoeducational assessment report ("Assessment") that conforms to established standards. The Assessment must contain but is not limited to the following information:

- The credentials and signature of the assessor, who must be a registered psychologist or psychological associate;
- A description of the procedures used for the Assessment, including relevant contextual information;
- Evidence that appropriate psychometric testing has been employed, including instruments that have been validated against adult norms;
- Information about the severity of the Functional Limitations experienced by the student;
- Ruling out of other possible explanations for the observed assessment results (differential diagnosis);
- An indication that the results are believed to be a reasonable representation of the student's normal abilities; and
- Confirmation that a specific learning disability exists.

**4.5** Documentation may also include recommendations as to the types of Academic Accommodations that might address a student's specific functional limitations. However, the University retains ultimate decision-making authority as to which forms of Academic Accommodations may be granted.

## 5. Requests for In-Course Academic Accommodation

**5.1** Subject to appropriate documentation, requests for certain common forms of In-Course Academic Accommodation can be granted directly by SAS. These include but are not limited to requests for:

- note taking;
- arrangements for appropriate seating in a classroom; or
- supports for Examinations that are administered by the SAS Exam Centre such as extra time, use of a private or semi-private room, use of a computer, adaptive software or word processor, or access to a reader or scribe.

**5.2** Students requesting In-Course Academic Accommodation are responsible for submitting their requests in accordance with deadlines as provided on the SAS website.

**5.3** Requests for In-Course Academic Accommodations not in subsection 5.1 are considered "Supplementary Academic Accommodations" and are made directly to Course faculties or the appropriate University units with the support of SAS. Examples may include but are not limited to:

- audio recording of lectures;
- use of memory aids or calculators for Examinations;
- additional time for assignments, or alternate scheduling of Examinations;
- advanced access to information about readings and assignments; or
- alternative methods of assessing Essential Requirements.

**5.4** SAS provides support to students in learning to negotiate on their own behalf. To that end, SAS encourages students to negotiate directly for Supplementary Academic Accommodations, when appropriate. At the student's request, SAS may provide assistance in requesting Supplementary Academic Accommodations.

**5.5** Course faculties are encouraged to contact SAS to discuss any requested Supplementary Academic Accommodation that is not consistent with the Notification, or if there are questions related to the impact of the Supplementary Academic Accommodation on the Essential Requirements of a course or program.

**5.6** If SAS supports the need to have textbooks produced in alternate format (e.g. audio books, Braille or e-text), students must make the necessary arrangements directly with Library Accessibility Services. Students are encouraged to make these arrangements early since it can take 4 to 6 weeks to acquire alternate format text.

## **6. Supplementary Academic Accommodation Decision Process**

**6.1** If consensus on Supplementary Academic Accommodation cannot be reached between the student, the Course faculty and SAS, then the Course faculty shall consult as follows:

- a. for undergraduate students, with the Chair or designate; or
- b. for graduate students, with the Graduate Program Coordinator.

**6.2** If, after the consultation described above, consensus still cannot be reached on the Supplementary Academic Accommodation to be provided, a report will be issued within 5 working days ("Report") as follows:

- a. for undergraduate students, the Chair shall provide a Report to the Dean (or designate).
- b. for graduate students, the Graduate Program Coordinator shall provide a Report to both the Assistant Vice-President (Graduate Studies) and the College Dean (or designate) who has oversight responsibility for the graduate program.

**6.3** The Report will include the Notification from SAS, the type(s) of Supplementary Academic Accommodation being requested, and the rationale for not granting the request including any concerns regarding its impact on the Essential Requirements of the course or program, if applicable. The Report will also include information about any alternative forms of Supplementary Academic Accommodations that have been considered.

**6.4** Within 5 working days of the receipt of the Report, the Dean (or designate) and when applicable, the A.V.P. Graduate Students shall make a decision on the type(s) of Supplementary Academic Accommodation to be granted and advise the parties in writing.

## **7. Appeal Process**

**7.1** Decisions by SAS Advisors regarding the In-Course Academic Accommodations under section 5.1 may be appealed to the Manager, SAS.

**7.2** Decisions by SAS regarding Supplementary Academic Accommodations it will support under Section 5.3 may be appealed to the Director, Student Wellness.

**7.3** Decisions by the Dean (or designate) and when applicable, the A.V.P. Graduate Students under 6.4 may be appealed by the student to the Senate Committee on Student Petitions ("Petitions") in accordance with Petitions' Bylaws.

## **Academic Load**

### **Full-time**

Courses taken via Letter of Permission are not used by the University to calculate academic load.

The normal full-time semester load for academic programs is 2.50 credits except where otherwise prescribed by the schedule of studies.

Under the credit system, credit weight reflects student workload rather than contact hours. Students should note that 10 to 12 hours of academic time and effort per week (including classes) are expected for a 0.50 credit course. Exceeding the normal credit load for the program can place the student at academic risk and should be carefully considered in consultation with the Academic Advisor.

### **Part-time**

Courses taken via Letter of Permission are not used by the University to calculate academic load.

A student who is registered in fewer than 2.00 credits in a semester is considered to be part-time.

## **Academic Misconduct**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavors. In addition to this policy, the University has adopted a number of policies that govern such offences, including the Responsible Conduct of Research <https://uoguelph.civicweb.net/Documents/DocumentList.aspx?ID=101475> and the Policy on Non-academic Misconduct <https://www.uoguelph.ca/secretariat/office-services-student-judicial-services-non-academic-appeals/policy-non-academic-misconduct>. These policies will be strictly enforced. See Chapter I Statement of Students' Academic Responsibilities for additional information.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, faculties, Academic Advisor and follow the available procedures for academic consideration outlined in this calendar.

## **Education and Remediation**

Education and remediation are key to promoting an environment in which academic integrity will flourish. It should not be possible for a student to claim that he/she was not warned about the University's academic misconduct regulations, what constitutes academic misconduct and the potential consequences of transgressing. The need to educate students about academic integrity places a particular responsibility on faculty, especially with respect to discipline-specific issues.

The University's Strategic Directions place high value on collaboration and co-operation in the learning process, across disciplines and between institutions. Further, the strategic plan recognizes the importance of students learning to work with others in group projects and situations as key to developing skills as self-reliant learners. This is reflected in the large number of courses at this University which involve group work and encourage co-operation in completing assignments. However, there may be need to limit the amount of collaboration or cooperation. Students need to be aware of, and faculties need to be clear about assignments for which discussing or completing the work with others is not appropriate and where the expectation is that students will work separately. faculties should be very explicit about expectations with respect to academic integrity, and information with respect to academic misconduct should be presented to students as part of the course outline, academic program orientation materials and other materials posted and distributed to students. Students need to remain aware that faculties have access to and the right to use electronic and other means of detection.

In addition, in the case of examinations, students should be sure that they read and understand the regulations with respect to conduct in examinations printed on the cover of each examination booklet, and should pay particular attention to the instructions provided on the examination attendance sheet and any additional instructions from the examination invigilators.

In support of remediation, students convicted of an academic offence may be required to successfully complete an academic integrity remediation process.

## **Offences**

Academic misconduct is broadly understood to mean offences against the academic integrity of the learning environment.

Below are descriptions of academic offences. It is important to note that, while the University has attempted to present as comprehensive a list as possible, this list of potential academic offences should not be considered exhaustive. Students are responsible for knowing what constitutes an academic offence and faculty members have a responsibility to provide students, early in their course or program, with information about academic integrity that might be particular to their discipline. An offence may be deemed to have been committed whether the student knew a particular action was an offence or ought reasonably to have known. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or Program Head.

It is the responsibility of students working in a group to take all reasonable steps to ensure that work submitted to the group by individual members has not been completed in a way that violates this policy.

Further, as some academic offences may also be viewed as violations of policies on the Responsible Conduct of Research, the Policy on Non-Academic Misconduct, the criminal code and/or civil statutes, students may also be subject to procedures and penalties outlined in those policies at the University's discretion, and to criminal prosecution or civil action.

A graduate of the University may be charged with an academic offence committed while he/she was a registered student when, in the opinion of the Vice-Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

## 1. Misappropriation of Other's Work

### 1. Plagiarism

Plagiarism is misrepresenting the ideas, expression of ideas or work of others as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. In addition to books, articles, papers and other written works, material may include (but is not limited to): literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet. Some examples of plagiarism include:

- submission of a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- buying or selling term papers or assignments;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;

Students have the responsibility to learn and use the conventions of documentation suitable to the discipline, and are encouraged to consult with the faculty of the course, or the Program Head for clarification if needed.

Faculty should include in the materials they provide to students about academic integrity, information about any unique, discipline-specific understandings with respect to what must be acknowledged or cited<sup>1</sup>.

### 2. Copying

Copying is similar to plagiarism in that it involves the appropriation of others' work as one's own. It includes copying in whole or in part another's test or examination answer(s), laboratory report, essay, or other assignment.

Copying also includes submitting the same work, research or assignment for credit on more than one occasion in two or more courses, or in the same course, without the prior written permission of the faculty(s) in all courses involved (including courses taken at other post-secondary institutions).

### 3. Unauthorized Co-operation or Collaboration

It is an offence to cooperate or collaborate in the completion of an academic assignment, in whole or in part, when the faculty has indicated that the assignment is to be completed on an individual basis.

<sup>1</sup> In addition to being concerned about appropriate citation, students who wish to use the work of others, from any source, should be aware of copyright laws and other conventions governing intellectual property. See the Office of Research website, <http://www.uoguelph.ca/research/>, for links to the University's intellectual property policies.

## 2. Misrepresentation and Fraud

This category of offences covers a range of unacceptable activities, including the following:

### 1. Impersonation

Impersonation involves having someone impersonate oneself, either in person or electronically, in class, in an examination or in connection with any type of academic requirement, course assignment or material, or of availing oneself of the results of such impersonation. Both the impersonator and the individual impersonated (if aware of the impersonation) are subject to disciplinary proceedings under this policy.

### 2. Falsification

It is an offence to submit or present false or fraudulent assignments, research, credentials, or other documents for any academic purpose. This includes, but is not limited to:

- falsified research or lab results and data;
- concocting facts or reference;
- false medical or compassionate certificates;
- false letters of support or other letters of reference;
- falsified academic records, transcripts or other registrarial records;
- fraudulent submission practices (e.g., altering date stamps);
- altering graded work for re-submission.

It is also falsification to misrepresent the amount of work an individual has contributed to a group assignment or activity. Both the individual to whom work is falsely attributed and those who acquiesce in its attribution commit an academic offence.

### 3. Withholding

It is an offence to withhold records, transcripts or other academic documents with the intent to mislead or gain unfair academic advantage.

### 4. Unauthorized Aids and Assistance

It is an offence to use or possess an unauthorized aid, to use or obtain unauthorized assistance, or to use or obtain prohibited material in any academic examination or term test or in connection with any other form of academic work. Such aids or material may include, but are not limited to, specific documents, electronic equipment or devices, and commercial services (such as writing, editorial, software, or research survey services). Students should assume that any such aid is prohibited unless they are specifically advised otherwise by the faculty or invigilator. Note that unauthorized assistance does not include student support services offered by the University, such as the Learning Commons.

## 3. Improper Access and Obstruction

### 1. Preventing Access to Materials

It is an offence to alter, destroy, hide, remove without authorization, or in any other way improperly restrict access to library, electronic or other materials intended for general academic use.

### 2. Obstruction and Interference

It is an offence to obstruct or otherwise interfere with the scholarly activities of another, or to alter or falsify the work of others, in order to gain unfair academic advantage. This includes, but is not limited to, deleting data or files, interfering or tampering with experimental data, with a human or animal subject, with a written or other creation (for example, a report, a photographic assignment, a film), with a chemical used for research, or with any other object of study or research device.

### 3. Improper Access

It is an offence to improperly obtain through theft, bribery, collusion, or otherwise access to confidential information, examinations or test questions or to gain undue academic advantage as a result of such behaviour.

### 4. Improper Dissemination

It is an offence to publish, disseminate or otherwise make public to a third party without prior written consent, confidential information. Confidential information includes but is not limited to academic information, data or documents which are not otherwise publicly available and which have been gathered or held with a reasonable expectation of confidentiality.

## 4. Aiding and Abetting

Knowingly aiding or abetting anyone in committing any form of academic misconduct is itself academic misconduct and subject to this policy.

## Penalties

### A. Range of Penalties That May be Assessed

If a student is found guilty of academic misconduct, an Official Warning will be given that an offence is now noted in the student's record and that a subsequent offence will attract a more severe penalty. In addition, one or more of the following penalties may be assessed:

1. A requirement for submission of a new or alternative piece of work.
2. The rescinding of University-funded scholarships or bursaries.
3. Partial or total loss of marks on the examination or assignment in which the offence occurred.
4. Partial or total loss of marks for the course in which the offence occurred.
5. Suspension from the University for a period of between one and six consecutive semesters. For the period of suspension, a student will not be permitted to register and will retain none of the privileges accorded to students with respect to right of access to University faculty, staff, facilities or services.
6. A recommendation for expulsion from the University.
7. A recommendation for revocation/rescinding of a degree. A person who is found guilty of academic misconduct after having been approved for graduation, or after having a degree conferred, may have the degree rescinded or revoked when, in the opinion of the Vice-Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

### B. Notes with Respect to Penalties

The following should be noted with respect to penalties:

1. Senate has approved a set of Guidelines for the Assessment of Penalties for Academic Misconduct. These guidelines are used by Program Heads and the Vice-Provost to assist them in determining appropriate penalties for individual cases.

2. Students who have been found guilty of a course-based offence and who have been assessed a penalty in addition to an Official Warning will not be permitted to drop the course or to withdraw with failure. A student who has dropped the course prior to the offence(s) being detected will have his/her enrolment in the course reinstated if found guilty and if the penalty assessed is other than an Official Warning.
3. Students who have been suspended for academic misconduct will not receive credit for any courses taken while under suspension. This policy applies to any credit course taken during the suspension period, be it distance, or on-campus, taken in open learning programs at the University of Guelph or at another post-secondary institution. In addition, in the case of graduate students, any research or writing completed during the suspension period may not be submitted in fulfillment of program requirements once the period of suspension is concluded.
4. A student who wishes to be considered for readmission after a suspension must make an application that will be judged on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirement will normally be required to serve the associated penalties consecutively.
5. A student who has been expelled from the University of Guelph-Humber is not eligible for readmission to the University for at least five years. A student who wishes to be considered for readmission must petition the Vice-Provost to have the expulsion status removed. The Vice-Provost will form a hearing committee to review the case for lifting the admission restriction. If the committee decides to remove the expulsion status, the student who wishes to be considered for readmission must then make an application that will be judged on the basis of eligibility to continue. If the committee decides to leave the expulsion status in place, the student must wait at least another two years before submitting a new petition.
6. Penalties may be applied retroactively if an offence is discovered subsequent to completion of a course or after graduation.

## Procedures

### A. Notes Re: Procedures and Authority to Act

1. The Vice-Provost may delegate his/her authority under this policy to an appropriate designate(s). Such delegation may be full (for example, all cases are delegated to a Program Head), or partial (for example, authority with respect to offences related to course work may be delegated to a Program Head). The Vice-Provost must provide the University's Judicial Officer with the name(s) of individual(s) to whom authority has been delegated under this policy.
2. For offences related to course work (including examinations):  
The relevant Program Head in which the course is offered, and the Program Head in which the student is enrolled (if different) should receive a copy of the decision.
3. For offences not related to courses, or for course offences involving students not enrolled in the course, the Vice-Provost is responsible for administering the policy.
4. In the event that the Vice-Provost has a conflict of interest in dealing with a case, the Vice-Provost will appoint another faculty member to deal with the case. In the event that the Vice-Provost's designate has a conflict of interest in dealing with a case, the Vice-Provost may appoint an alternate designate.
5. Wherever in this policy it states that a student is to be contacted, the normal expectation is that such contact will be made using the student's University of Guelph-Humber e-mail account.

### B. Detection and Documentation

#### 1. Examinations

The responsibility for preventing and detecting academic misconduct in an examination lies with the faculty member responsible for the course and the examination invigilators, although they may make use of reports from others to assist them in detection. In cases of suspected impersonation, the faculty member shall require the student concerned to remain after the examination until the student is satisfactorily identified. In other cases of suspected academic misconduct, the faculty member shall allow the student to complete the examination, but:

- may require that the student complete the examination in another location or setting when it is deemed that such action will cause the least disruption of those taking the examination; and
- shall confiscate any suspect material (including those portions of the examination completed to that point), along with the student's other examination booklet(s) (collected at the end of the exam).

The chief invigilator shall give a full report, together with any confiscated material, to the faculty-in-charge of the course if the faculty is not the chief invigilator.

#### 2. Term assignments, including research and thesis work

The initial responsibility for detecting academic misconduct on term assignments, etc., necessarily lies with the person(s) responsible for evaluation and discussion of the student's work, although that person may make use of reports from others to assist in detection, and may make use of electronic means of detection appropriate to the discipline. Where academic misconduct is suspected, the evaluator/marker shall retain possession of any suspect material and give a full report in writing together with any confiscated material to the faculty-in-charge of the course, or to the student's Program Head, if the faculty/advisor is not the evaluator/marker. At this stage, the student will be informed by the faculty/advisor that a suspicion of academic misconduct is being investigated.

#### 3. Cases outside the domain of examinations or assignments

The responsibility for detecting academic misconduct in the context of an academic environment that is not part of the formal examination or assignment process rests with the entire University community. Where academic misconduct is suspected, but where it is unclear whether it is directly related to a specific course, or where the specific course is unknown, those with knowledge of an offence should contact the Program Head, for the program in which the student is enrolled. If the suspected offence appears to be related to a specific course, then the faculty of the course should be contacted.

## C. Investigation and Judgment

### 1. Offences Related to Course Work, Research, Thesis Work or Examinations

- a. When an faculty suspects that an academic offence has been committed, he/she is responsible for gathering evidence to support or allay the suspicion and may invite the student to meet with him/her to discuss the concerns. The faculty should pursue the gathering of evidence in a timely way. The normal expectation for assignments due within the semester is that faculties will complete their evidence gathering within ten working days of the due date for the assignment. For assignments submitted at the end of the semester or during the examination period, the faculty has until the tenth day of the subsequent semester to collect the evidence and determine whether to pursue a case. In a case where an faculty requires substantial additional time to collect and review the evidence, he/she may seek an extension of time from the Program Head.
- b. If after reviewing the available evidence the faculty believes an offence may have been committed, he/she shall refer the case to the Program Head responsible for the course. The referral document will include all evidentiary material collected by the faculty along with the transmittal form on which the faculty may include a recommendation with respect to penalty should the allegation be upheld. A copy of the first page of the transmittal form shall be sent to the Office of the Vice-Provost by the Program Head.
- c. If the Program Head believes that there is sufficient evidence to support a charge of academic misconduct, he/she will forward the transmittal form and all evidentiary material to the Vice-Provost, normally within ten working days of receipt of the allegation from the faculty.
- d. Normally within ten working days of receipt of the case from the Program Head, the Vice-Provost will invite the student to meet with him/her to discuss the allegation(s). If the student does not respond within ten working days to the request for an interview, or if the student refuses to attend an interview, the Vice-Provost may proceed with a decision in the case. The student may be accompanied at the meeting by a support person. Prior to meeting with the student, the Vice-Provost may consult with any individuals he/she believes pertinent to the case. At the meeting, the student will be presented with the evidence collected by the faculty and Program Head to that point. Based on the student's response to the evidence, the Vice-Provost may engage in further consultation with any individuals he/she deems pertinent to the case. The student will be informed of any other evidence gathered as a result of those consultations and be given an opportunity to respond prior to the Vice-Provost reaching a decision on the case.
- e. If after weighing the available evidence the Vice-Provost finds an offence has been committed, the Vice-Provost will contact Registrarial Services as appropriate to determine whether this is a first offence.
- f. In determining the appropriate penalty, the Vice-Provost will consult the Guidelines for Penalties for Academic Misconduct, will take into consideration the recommendation from the faculty and/or Program Head and consider such factors as the relative weight of the assignment, the semester level of the student, any record of previous offences, the seriousness of the offence (e.g. the amount of work plagiarized), and any mitigating circumstances presented by the student.
- g. Normally within ten working days of the meeting with the student, or ten days from the date of the final communication with the student with respect to any additional evidence, the Vice-Provost will inform the student in writing of the disposition of the case. In a case where the Vice-Provost requires substantial additional time to review the evidence and come to a judgment, she/he may announce an extension of time for reaching the decision.

Should the Vice-Provost determine that an academic offence has not been committed he/she shall so inform the student, the faculty and the Program Head, in writing. A copy of the letter will be forwarded to Academic Advisor and the Campus Registrar. Thereafter, the complaint shall have no official status as an accusation of academic misconduct and no record of the complaint shall be maintained on the student's record<sup>2</sup>

Should the Vice-Provost determine that an academic offence has been committed, he/she shall inform the student in writing. The written notification should include the offence for which the student has been found guilty and information with respect to penalty. Copies of the written notification should be sent to the faculty, the Program Head, the Academic Advisor and to the Campus Registrar.

- h. In a case where the Vice-Provost believes suspension or a recommendation for expulsion/revocation is warranted, he/she should consult with the Vice-President's Academic (U of G and Humber) before making a final determination with respect to penalty.

<sup>2</sup> A statistical record will be kept by the Office of the Vice-Provost for annual reporting purposes.

## 2. Other Offences

- a. Cases involving offences that are not course-related are dealt with by the Vice-Provost. Examples of such offences include, but are not limited to falsification of credentials for admission purposes, damaging of library materials, abetting the cheating of another in a course in which the abettor is not enrolled, and obstructing or interfering with the academic activities of others.
- b. When a case is brought to the attention of the Vice-Provost, the Vice-Provost shall inform the student that an allegation has been made and invite the student to meet to discuss the allegation. The Vice-Provost will also inform the Campus Registrar (as appropriate). If the student does not respond within ten working days to the request for an interview or refuses to attend an interview, the Vice-Provost may proceed with a decision in the case. The student may be accompanied at the meeting by a support person. Prior to meeting with the student, the Vice-Provost may meet with any individuals or collect evidence as he/she deems pertinent to the case. At the meeting, the student will be presented with the evidence collected by the Vice-Provost to that point. Based on the student's response to the evidence, if necessary the Vice-Provost may consult with any other individuals he/she deems pertinent to the case. The student will be informed of any other evidence gathered as a result of those consultations and be given an opportunity to respond prior to the Vice-Provost reaching a decision on the case.
- c. If after weighing the available evidence the Vice-Provost finds that an offence has been committed, the Vice-Provost will contact Registrar Services as appropriate to determine whether this is a first offence. The Vice-Provost may impose penalties in accordance with Penalties A. and B., above. In the event that the Vice-Provost believes suspension, expulsion or revocation to be warranted, he/she shall proceed as in Procedure C.1. (h).
- d. Normally within ten days of meeting with the student, or of the final communication with the student with respect to evidence, the Vice Provost shall inform the student in writing of his/her decision in the case, and copy the letter to the relevant university officials, including Undergraduate Program Services/Graduate Program Services (as appropriate). In a case where the Vice Provost requires substantial additional time to gather evidence and make a judgment, he/she may seek an extension from the Provost and Vice-President Academic.

## The Informal Academic Appeal Process

A student who has concerns regarding an academic decision should first discuss the matter directly with the responsible faculty member or other decision-maker who shall provide the student with the reason(s) for the decision.

If resolution cannot be reached at the faculty/decision-maker level, the student should see the responsible Program Head to mediate the concern. If the Program Head mediation is unsuccessful, the student may resort to a Formal Appeal.

Throughout the informal appeal process, the student shall provide any and all documentation (e.g. medical reports) that may be relevant to the resolution of the concern. The Academic Advisor and the Campus Registrar, shall be advised, in writing (e.g. official grade re-assessment), of any changes relating to the student's record that may occur as the result of an informal appeal process.

An informal appeal must be launched no later than ten (10) working days after the end of the term within which the course was offered, or, in the case of an academic misconduct decision, after the date at which the student is informed of the decision.

The informal appeal process is to be completed within ten (10) working days of its initiation by the student, and it is incumbent upon both parties to make every effort to meet that deadline. The results (and reasons why) of any and all levels of an academic appeal must be documented to the student and kept on file by the Campus Registrar.

If the student considers that the informal appeal process has not satisfactorily resolved the academic concern, the student may move to the formal appeal panel process.

**Note:** A student can request their Academic Advisor to work with him/her during the informal academic appeal process. The Academic Advisor can provide guidance and advice to the student, in an effort to mediate with the appropriate faculty member unit, and/or academic.

## The Formal Appeal

If an academic concern is not satisfactorily resolved during the informal appeal process, the Student may file a formal appeal with the Campus Registrar. All formal appeals must be filed within ten (10) working days of the conclusion of an informal appeal process. Normally, appeals submitted beyond the 10 working-day deadline will not be accepted.

1. Formal appeals must be in writing, stating all grounds for the appeal and the resolution being sought, and must be submitted on the University of Guelph-Humber Application for an Academic Appeal Hearing Form, to the Campus Registrar. At the time the appeal is filed, the student shall submit all supporting documentation to the Campus Registrar, for distribution to the Appeal Panel and the appropriate academic unit(s) along with the name(s) of individual(s) accompanying him/her.

Upon receipt of all of the above documents, the academic unit (led by the appropriate Program Head) shall have five (5) working days to submit all documentation they will be presenting at the Formal Appeal Hearing. The Office of the Registrar, Humber College shall distribute these documents to the Student and the Appeal Panel. The Student shall have five (5) working days to review the submissions of the academic unit prior to the Hearing. Extensions to these time frames may be granted by the assigned Chair of the Appeal Panel if extenuating circumstances can be shown. No new documentation from either the Student or the academic unit may be submitted on the day of the Appeal, unless otherwise directed by the assigned Chair of the Appeal Panel.

2. Timing and Notice of a Formal Appeal

Once a formal appeal is filed, the Office of the Registrar, Humber College shall schedule the hearing accordingly. In the event of an emergency, a formal hearing may be scheduled at a time not previously published.

The student may withdraw a formal appeal prior to the scheduled hearing.

A formal appeal may be dismissed without a hearing of its substance on any of the following grounds:

- The student has previously submitted the same, or substantially the same complaint to the formal appeal process.
- The student has not followed the appropriate appeal-filing procedure.
- The student has commenced civil or other litigation against the University of Guelph and/or Humber College regarding the issue in question.

In order to allow the student an opportunity for rebuttal, the decision to dismiss an appeal on any of the above-noted grounds can only be made by the Appeal Panel at the scheduled hearing.

3. Formal Appeal Panel:

Each Appeal Panel shall be drawn from a group of University of Guelph-Humber faculty and student volunteers.

An Appeal Panel consists of three individuals (one of whom acts as Chair) selected from programs other than the program in which the student is registered, and the academic unit in which the academic decision being appealed originated. The membership of each panel shall include two full-time faculty members (one from the University of Guelph and one from Humber College) and one full-time University of Guelph-Humber student.

To ensure consistency of process, each Appeal Panel will be chaired by one of those selected individuals who has received additional training in the role and responsibilities of a Chair.

4. Academic Appeal Hearing Protocol:

Prior to the Hearing, the appointed Chair of the Appeal Panel shall confirm the Hearing participants with the Office of the Registrar, Humber College. The Student may bring to the Appeal Hearing witnesses who can provide further information directly related to the Appeal. The Student may have an individual accompany him/her to the Hearing in a support role. This individual cannot actively participate in the Hearing. Notice of the intent to be so accompanied and the names of any witnesses to be present on the student's behalf should be provided at the time a formal appeal is filed.

Individuals representing the academic unit may include the appropriate Program Head, but will always include any faculty member directly involved in the academic decision being appealed.

If two or more formal appeals are submitted which involve the same or similar questions, the Chair may:

- a. combine the appeals or any part of them, with the consent of the parties;
- b. hear the appeals at the same time, with the consent of the parties;
- c. hear the appeals one immediately after the other; or
- d. stay one or more of the appeals until after the determination of one of them.

An Appeal Panel member having any prior knowledge of the student or of the nature and circumstances of the Appeal which, in the view of the Chair, would lead to an apprehension of bias must withdraw from the Panel. In the event that it is the Chair's knowledge which causes a possible apprehension of bias, the decision as to whether the Chair should withdraw shall be made by unanimous vote of the other two members of the Panel.

Academic Appeal hearings shall be conducted in closed session. Recording devices are not permitted to be used in connection with the Academic Appeal Process, including the hearing. Legal representation is not permitted on behalf of any party during the Academic Appeal Process, including the hearing. All information/matters, not otherwise publicly available, presented and/or discussed at an appeal hearing are deemed confidential.

Once the hearing is in session, all participants, other than witnesses, must remain until all information has been presented and the meeting has been formally adjourned and/or concluded. Witnesses called by either the student or the academic unit will be dismissed by the Chair of the Appeal Panel once they have presented their information and have been questioned by the other party to the Appeal, and by the Appeal Panel.

The decision of the Appeal Panel shall be by majority vote and is final and binding on all parties. The Student and/or academic unit(s) are precluded from seeking subsequent review of the appeal decision under any office or in accordance with any policy or procedure within the University of Guelph-Humber, Humber College, or University of Guelph.

One copy of all materials presented at the Academic Appeal Hearing shall be kept on file for a period of 7 years from the date of the hearing.

### Record of Academic Misconduct

Registrarial Services shall place in the student's file a record of all academic misconduct for which the student is penalized.

The record of academic misconduct shall be expunged from the student's file upon graduation. Students who do not graduate from the University of Guelph-Humber (or another university) may submit an application to the Senate Committee on Student Petitions to have the record expunged no sooner than five years after the date of last registration. Students who have graduated at another accredited university may submit verification of graduation to Registrarial Services and request to have their record expunged. The record for expulsion is permanent, unless removed by petition to the President's.

Access to the record of academic misconduct will be limited to those involved in processing appeals and those involved in processing additional complaints against the student.

### Guidelines for Penalties for Academic Misconduct

With the finding of academic misconduct, there is a mandatory penalty of Official Warning which will stay on the student's record until graduation. In addition, one or more other penalties may be assessed. Following are guidelines used by the Vice-Provost in determining the appropriate additional penalties. Users need to be aware that these are guidelines and that not all cases will fit neatly into the categories.

The guidelines below provide a range of penalties (minima and maxima) for the various offences identified in the Policy on Academic Misconduct as well as indicate what penalty is deemed to be the norm for the offence in the case of a first or second year student. It should be noted that subsequent offence means any subsequent offence, not only a subsequent offence in the same category.

For a course-based offence, the Vice-Provost may assign penalties up to and including loss of grades if the offence is a first offence. If there is a previous offence on the student's record, or if the Program Head believes a stronger penalty is merited, the case is forwarded to the Vice-Provost for penalty assessment.

In cases where the Vice-Provost is of the opinion that there is cause for a penalty different from those indicated in the guidelines (either higher or lower), she/he will review the penalty with the Vice-President Academic. The Vice-Provost will also consult in cases where the contemplated penalty is suspension or expulsion.

In a case where the Vice-Provost is of the opinion that the finding of guilt is not supported by the evidence, the Vice-Provost will review the case with the Program Head. If the Program Head and Vice-Provost are unable to reach an agreement on the case, the Vice-Provost will consult with the Vice President's Academic before making final determinations as to the finding of guilt and any penalty to be applied in the event that Vice-Provost upholds the finding of guilt.

In determining the appropriate penalty the Vice-Provost will take into consideration these guidelines, the recommendation from the faculty, the recommendation from the Program Head, and any other relevant factors such as the relative weight of the assignment, the semester level of the student, the seriousness or extent of the offence (e.g. the amount of work plagiarized), any record of previous offences, and any mitigating circumstances presented by the student.

### Guidelines for Penalties for Academic Misconduct in Addition to Official Warning

#### A. Misappropriation of Other's Work

In the tables below (N) indicates the normal expectation for penalty for a first or second year undergraduate, or first year graduate student.

#### 1. Plagiarism

##### Misappropriation of Other's Work - Plagiarism

Offences	First Offence	Subsequent Offences
Minor	Resubmission of new work <b>(N) Loss of grades</b> Zero on the assignment	Loss of grades <b>(N) Zero on the assignment</b> Zero in the course Loss of scholarship/bursary Suspension
Major	<b>(N) Zero in the course</b> Loss of scholarship/bursary Suspension	Zero in the course Loss of scholarship/bursary <b>(N) Suspension</b> Expulsion/Revocation

#### 2. Copying

##### Misappropriation of Other's Work - Copying

Offences	First Offence	Subsequent Offences
Minor	Resubmission of new work <b>(N) Loss of grades</b> Zero on the assignment	Loss of grades <b>(N) Zero on the assignment</b> Zero in the course Loss of scholarship/bursary Suspension
Major	<b>(N) Zero in the course</b> Loss of scholarship/bursary Suspension	Zero in the course Loss of scholarship/bursary <b>(N) Suspension</b> Expulsion/Revocation

#### 3. Unauthorized Collaboration

##### Misappropriation of Other's Work - Unauthorized Collaboration

Offences	First Offence	Subsequent Offences
Minor	Resubmission of work <b>(N) Loss of grades</b> Zero on the assignment	Loss of grades <b>(N) Zero on the assignment</b> Zero in the course Loss of scholarship/bursary Suspension
Major	<b>(N) Zero in the course</b> Loss of scholarship/bursary Suspension	Zero in the course Loss of scholarship/bursary <b>(N) Suspension</b> Expulsion/Revocation

### B. Misrepresentation and Fraud

#### 1. Impersonation

##### Misrepresentation and Fraud - Impersonation

Offences	First Offence	Subsequent Offences
Minor	<b>(N) Zero on the assignment</b> Zero in the course Loss of scholarship/bursary Suspension	<b>(N) Zero in the course</b> Loss of scholarship/bursary Suspension
Major	Zero in the course Loss of scholarship/bursary <b>(N) Suspension</b>	Zero in the course Loss of scholarship/bursary Suspension <b>(N) Expulsion/Revocation</b>

#### 2. Falsification

In addition to any penalty that may be applied, if a document is discovered to have been falsified, the document is null and void and the action permitted by the document is reversed.

If the falsified document is course-related (e.g. medical note) a zero in the course is the normal expectation for penalty for a first offence.

##### Misrepresentation and Fraud - Falsification

Offences	First Offence	Subsequent Offences
Minor and Major	Resubmission of work Loss of grades Zero on the assignment <b>(N) Zero in the course</b> Loss of scholarship/bursary Suspension/revocation of admission offer	Zero in the course Loss of scholarship/bursary <b>(N) Suspension/revocation of admission offer</b> Expulsion/Revocation

#### 3. Withholding of documents

If the withheld information would have affected admission to a course then a zero in the course is the normal expectation for penalty for a minor subsequent offence.

## Misrepresentation and Fraud - Withholding of documents

Offences	First Offence	Subsequent Offences
Minor	(N) <b>Official warning</b> Loss of grades Resubmission of work Zero on the assignment	(N) <b>Zero in the course</b> Loss of scholarship/bursary (N) <b>Suspension</b> Expulsion/Revocation of degree or admission offer
Major	Zero in the course Loss of scholarship/bursary Suspension (N) <b>Expulsion/Revocation of degree or admission offer</b>	Zero in the course Loss of scholarship/bursary Suspension (N) <b>Expulsion/Revocation of degree or admission offer</b>

**4. Unauthorized Aids**

## Misrepresentation and Fraud - Unauthorized Aids

Offences	First Offence	Subsequent Offences
Minor and Major	Resubmission of work Loss of grades (N) <b>Zero on the assignment/exam</b>	Zero in the course Loss of scholarship/bursary (N) <b>Suspension</b> Expulsion/Revocation

**C. Improper Access and Obstruction**

These offences may also be subject to penalty under the Policy on Non-Academic Misconduct.

**1. Preventing Access**

## Improper Access and Obstruction - Preventing Access

Offences	First Offence	Subsequent Offences
Minor	(N) <b>Official warning</b> Resubmission of work Loss of grades Zero on the assignment	(N) <b>Zero in the course</b> Loss of scholarship/bursary Suspension
Major	(N) <b>Zero in the course</b> Loss of scholarship/bursary Suspension	Zero in the course Loss of scholarship/bursary (N) <b>Suspension</b> Expulsion/Revocation

**2. Obstruction and Interference**

## Improper Access and Obstruction - Obstruction and Interference

Offences	First Offence	Subsequent Offences
Minor and Major	Loss of grades Zero on the assignment Zero in the course Loss of scholarship/bursary (N) <b>Suspension</b>	Zero in the course Loss of scholarship/bursary Suspension (N) <b>Expulsion/Revocation</b>

**3. Improper Access**

## Improper Access and Obstruction - Improper Access

Offences	First Offence	Subsequent Offences
Minor and Major	Zero in the course Loss of scholarship/bursary (N) <b>Suspension</b> Expulsion/Revocation	Zero in the course Loss of scholarship/bursary Suspension (N) <b>Expulsion/Revocation</b>

**4. Improper Dissemination**

## Improper Access and Obstruction - Improper Dissemination

Offences	First Offence	Subsequent Offences
Minor and Major	Zero in the course (if applicable) (N) <b>Suspension</b>	Zero in the course Loss of scholarship/bursary (N) <b>Suspension</b> Expulsion/Revocation

**Academic Review Sub-Committee Procedures**

A request for academic consideration should be made by the student to the Academic Review Sub-Committee during, or immediately after, the semester to which it refers. A request for a deferred privilege for a missed final examination or other course requirements not completed must be submitted, along with supporting documentation, to the program counsellor within five working days of the missed examination/course work deadline. If a student is appealing a required to withdraw decision, the student should consult with their program counsellor about the deadline before submitting the "Request for Academic Consideration" form.

The Academic Review Sub-Committee will consider requests for academic consideration with regard to:

- Course results (e.g. late drop of a course(s) with or without failure, deferred or supplemental privileges, credit status).
- Meeting the continuation of studies requirements (e.g. probationary status).
- Meeting the graduation requirements.

All requests are to be made in writing, on the Request for Academic Consideration form available from Registrarial Services office, or from the student's Academic Advisor. Request forms must be accompanied by relevant supporting documentation. Requests that are inadequately documented or that lack clarity will not be dealt with but will be returned to the student. The student should meet with their Academic Advisor for advice on the preparation and submission of requests for academic consideration. A request for a deferred privilege for a missed final examination or other course requirements not completed must be submitted, along with supporting documentation, to the program head within five working days of the missed examination/course work deadline.

When the form is complete, the student should retain a copy along with copies of all documentation submitted. The form, with the original documentation attached, should be submitted to the student's Academic Advisor.

The Campus Registrar or designate, shall prepare the agenda for each meeting of the Academic Review Sub-Committee, maintain a record of the sub-committee's decisions and the Academic Advisor's should immediately inform each student in writing as to the disposition of the request.

**An appeal of an Academic Review Sub-Committee's decision may be submitted to the Vice-Provost within 10 working days of the decision. Students who are appealing the decision of an Academic Review Sub-Committee for denial of probationary status will not be allowed to attend classes pending the outcome of the petition.**

**Academic Standing**

A term academic standing is assigned to each completed semester according to the requirements of the Continuation of Study policy. A student whose term academic standing is "Required to Withdraw" according to the requirements of the Continuation of Study policy may have their term academic standing changed to "Probation" as a result of a request for Academic Consideration.

**Eligible to Continue**

A student who does satisfy the program requirements for continuation of study will be eligible to continue.

**Probationary**

A student who does not satisfy the program requirements for continuation of study will be allowed to continue in his/her program if granted **probationary** status (see Continuation of Study in this section).

**Required to Withdraw**

A student who does not satisfy the program requirements for continuation of study will be required to withdraw from the University for a minimum of two semesters (see Continuation of Study in this section).

Students who do not satisfy the program requirements may appeal to the Academic Review Sub-Committee for probationary status to be granted based on medical, psychological or compassionate grounds using the Request for Academic Consideration form.

*Readmission to a program at the University of Guelph-Humber is not automatic. Students who are required to withdraw must apply for readmission to the University after completing the minimum two semesters of rustication. Students should consult Section IV – Admission Information regarding appropriate admission requirements and deadline dates.*

A student who has been required to withdraw and who has made an appeal for probationary status to the Academic Review Sub-Committee will not be allowed to attend classes until such time that the appeal is granted.

**Adding Courses**

A student may not add a course in which pass standing (or higher) has been achieved on a previous course attempt unless so directed by the appropriate Academic Review Sub-committee.

All course additions to a student's program for a particular semester are to be completed by the end of the add period. On the last day of the add period, students will be able to add courses up to a maximum of 3.25 credits on a first-come, first-served basis. Additionally, with a signature from the program head, under exceptional circumstances a student will be able to enrol in more than 2.75 credits earlier in the process. The addition of a course after the end of the add period will be considered only in exceptional circumstances and will require the approval of both the faculty for the course and the program head of the program in which the student is enrolled. The program head's signature should be sought first but does not presume the judgment of the faculty as to the appropriateness of the late addition for his or her particular course. In practice, the following have been deemed to be exceptional circumstances: illness or compassionate grounds for missing all or part of the first three class days; interchanging courses with common lectures, one with and one without labs; late resolution of appeals; failure of a deferred course condition or examination; university errors in registration procedures.

**Caution:** Students granted permission to add a course after the end of the add period may encounter difficulty in mastering course content and may be unable to meet all course requirements. The University has no obligation to assist students to pick up material that has been missed because of late enrolment.

### Course Requisite(s)

A student wishing to enrol in a course for which he/she does not have credit for the stated course requisite(s) may seek permission from the Program Head to have the requisite(s) waived. The student seeking the waiver must obtain a Course Requisite/Restriction Waiver and have it completed by the Program Head. The student must then present the completed form along with a completed Course Request form to the Academic Advisor for processing. The course (or section) will be added to the student's record if space exists in the class (or section) in question. The Program Head's signature on the Course Requisite/Restriction Waiver, in no way guarantees space exists in the class (or section). Forms are available from the Registrarial Services office.

### Regular Courses

Regular courses may be added without permission of the Academic Advisor as long as the student is eligible to continue. Regular courses are those courses for which the student has all necessary course and credit prerequisites.

## 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 e-mail address is considered an official address and will be used for correspondence from the University. Students are responsible for monitoring their University-issued e-mail account regularly. See Chapter 1 - Statement of Student's Academic Responsibilities for more information.

### Home Address

Students are responsible for maintaining a current mailing address with the University. Address changes can be made, in writing, through Registrarial Services, GH108. The change of address form is available [Current Students – Registration Forms](#)

### Admissions

University of Guelph-Humber students may, at some point, be required to complete and submit an application form related to admission. The two most common reasons for submitting this internal application form are: to apply to transfer from one program to another or to apply for readmission to a program.

Application forms must be submitted by the deadline date established for each semester. Application deadline dates are published in Chapter IV - Admission Information.

## Associated Program Requirements

Program Committees have the option of identifying, as requirements for graduation, program components that are not academic courses and do not carry an academic credit weight. Associated Program Requirements allow programs to give formal recognition (but not academic credit) to the successful completion of program components that are primarily non-academic but are judged by the program committee as essential to fulfil the objectives of a degree or diploma program. Associated Program Requirements, when valid, are identified in Chapter IX– Degree Programs in the schedule of studies for each appropriate area of study.

## Attendance at Class

Faculties will inform students of the attendance requirements for individual courses in accordance with the policy and requirements of the specific program.

**Caution:** A student, who for any reason does not attend classes regularly, runs the risk of being unable to complete the work of the semester and is advised to report to their Academic Advisor for academic counselling upon return to classes.

## Class Level Calculation

All programs determine class level on the basis of successfully completed courses plus the number of courses in progress. As courses are dropped and added, or grades are received, the class level must be adjusted accordingly. Class Level is determined as follows:

### Class Level Calculation

Successfully Completed Credits and Credits In-progress	Class Level
0.00 - 2.50	1
2.75 - 5.00	2
5.25 - 7.50	3
7.75 - 10.00	4
10.25 - 12.50	5

Successfully Completed Credits and Credits In-progress	Class Level
12.75 - 15.00	6
15.25 - 17.50	7
17.75 - 20.00	8
20.25 - 22.50	9
22.75 (or more)	10

## Auditing Courses

Permission to audit a course must be obtained from the Faculty for the course, the Program Head responsible for the course in question and the Academic Advisor.

The faculty shall provide to persons intending to audit a course a written statement prescribing the extent to which they may participate in the work of the course. No official transcript record of audited courses will be provided. The procedures for registration and course changes are the same as for regular course attempts, except that after the end of the add period, a student who is registered under audit status for a particular course is committed to that status and may not convert to credit status for the same course. A student may change from credit to audit status up to the drop deadline applicable to that course, with approval. A fee is assigned for each audit course except in the case of a student holding full-time classification. Full-time students who have received approval for audit courses are not assessed additional fees.

The student who receives approval to audit should discuss with the faculty the conditions under which that approval is given including, for example, attendance, submission of term work, taking of examinations.

An approved audit course does not constitute a course attempt. No official grade will be reported, and audit courses will not be used in the determination of the eligibility for continuation of study. Also, no official documentation will be provided to verify the auditing of a course.

Audit courses are not considered in calculating full-time or part-time status.

## Class Level Calculation

All programs determine class level on the basis of successfully completed courses plus the number of courses in progress. As courses are dropped and added, or grades are received, the class level must be adjusted accordingly. Class Level is determined as follows:

### Class Level Calculation

Successfully Completed Credits and Credits In-progress	Class Level
0.00 - 2.50	1
2.75 - 5.00	2
5.25 - 7.50	3
7.75 - 10.00	4
10.25 - 12.50	5
12.75 - 15.00	6
15.25 - 17.50	7
17.75 - 20.00	8
20.25 - 22.50	9
22.75 (or more)	10

## Credit Standing

In rare circumstances, where a student has:

- not completed a course's requirements and would normally be eligible for a deferred privilege but is unable to complete one because they are impacted by extreme medical, psychological or compassionate circumstances beyond their control, or
- where extreme circumstances have impacted the student's level of achievement as reflected in the final course grade,

they may submit a request to the Academic Review Sub-committee for credit standing in the course.

Under a) above, in circumstances where students are able to provide appropriate documentation that there is little reasonable expectation that the outstanding components of evaluation can be completed by the end of the subsequent semester, they may make a request for credit standing.

Under b) above, in circumstances where students are able to provide appropriate documentation that their level of achievement as reflected in the final course grade was impacted by extreme circumstances, they may make a request for credit standing.

"Extreme circumstances" are generally defined as catastrophic circumstances beyond the student's control that renders the student incapable of accessing the academic consideration process.



A student awarded “credit standing” by the Academic Review Sub-committee will receive credit for the course(s) with the notation of CRD instead of a numerical grade. The effect of this on the student’s program is that the course(s) are not included in the calculation of the student’s overall cumulative or semester average, or specialization average.

The request for credit standing must be made in writing to the Academic Review Subcommittee of the student’s degree program, and it must be accompanied by supporting documentation. For students to be considered for credit standing, they must have:

- i. Completed at least 75% of the graded components of the course(s) for which credit standing is being requested; and
- ii. Received a cumulative passing grade for the components of the course which were evaluated.

Students must submit written requests for credit standing, along with their supporting documentation, to the Academic Review Sub-committee via their Academic Advisor within the first 20 class days of the subsequent semester. Students’ written requests for credit standing must include an explanation of why they are unable to undertake or complete a deferred privilege in order to complete the course’s evaluative components and/or an explanation of the extreme circumstances which affected their final course grade.

Requests for Credit Standing are not normally granted more than once in a student’s program and consideration is limited to a maximum of one semester of courses in the student’s program (a single request may include one, some, or all courses in the semester specified in the request).

## Continuation of Study

For continuation of study within a University of Guelph-Humber program, a student must satisfy the conditions as set down under Schedule 1 or Schedule 2. The appropriate schedule will be determined by the criteria outlined below.

### Schedule 1

Students will follow Schedule 1 if:

1. they have registered for the first time at the University of Guelph-Humber with no previous registration in another college or university; or
2. they have been registered in a program at this University, are eligible to continue study in that program and subsequently transfer to another University of Guelph-Humber program; or
3. they have transferred from another university or college and have been admitted to semester 1 at this University; or
4. they have been required for any reason other than academic performance to withdraw from the program, and subsequently are accepted for readmission to that program; or
5. they have registered at the University of Guelph-Humber as an exchange student.

### Schedule 1 Regulations

All degree programs have established conditions which must be met for continuation of study. Continuation of study within a program is permitted provided the standards of academic performance listed below are met. In some instances, students not meeting the requirements may be allowed to proceed on probation (see Chapter VII - Academic Standing-Probation). If these conditions are not met, the student will be required to withdraw from the program for a minimum of two semesters and may apply for readmission after that period of time.

The continuation of study regulations at the University of Guelph-Humber are based on the principle that students must maintain a minimum average of 60%. To allow for transition issues, some leniency has been built into the minimum average requirement during the first 5.00 credit attempts. The student’s cumulative average will be reviewed first. If the student’s cumulative average does not meet the minimum required, the student will either be required to withdraw or placed on probation. When a student is placed on probation he/she will be required to obtain a minimum semester average. In subsequent semesters the student will either be required to withdraw, allowed to continue on probation, or be placed back on regular status. Students will be taken off probation once their cumulative average is greater than, or equal to 60%.

Conditions for continuation of study are applied using the following tables:

#### Number of Credit Attempts: between 0.25 and 2.50

Students who have attempted between 0.25 and 2.50 credits will be allowed to continue regardless of the cumulative average. Students will be placed on probation if their cumulative average falls below 50%.

#### Number of Credit Attempts: between 2.75 and 5.00

##### If Eligible to Continue

Continuation of Study Assessment for Students in Semester 2 following Schedule 1

Cumulative Average (C)	Status of Student
C < 50%	Required to Withdraw
C ≥ 50% and C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

##### If on Probation

Continuation of Study Assessment for Students in Semester 2 on Probation following Schedule 1

Cumulative Average (C) Semester Average (S)	Status of Student
S < 50% or C < 50%	Required to Withdraw
S ≥ 50% but C < 50%	Required to Withdraw
S ≥ 50% but C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

#### Number of Credit Attempts: more than 5.00

##### If Eligible to Continue

Continuation of Study Assessment for Students in Semester 3 and Higher following Schedule 1

Cumulative Average (C)	Status of Student
C < 50%	Required to Withdraw
C ≥ 50% and C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

##### If on Probation

Continuation of Study Assessment for Students in Semester 3 and Higher on Probation following Schedule 1

Cumulative Average (C) Semester Average (S)	Status of Student
S < 60%	Required to Withdraw
S ≥ 60% but C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

### Schedule 2

Normally students who transfer from another university or college will be required to follow Schedule 2. Students who are readmitted to this University but whose prior record renders them ineligible to proceed under Schedule 1 will be required to follow Schedule 2.

### Schedule 2 Regulations

Continuation of study is permitted provided the student meets the conditions outlined below. In some instances, students not meeting the requirements may be allowed to proceed on probation. If these conditions are not met, the student will be required to withdraw from the program for a minimum of two semesters and may apply for readmission after that time.

The continuation of study regulations are based on the principle that students must be maintaining a 60% average. The details of the continuation of study model follow. The student’s cumulative average will first be reviewed. If it does not meet the required level, the student will either be required to withdraw or placed on probation. Students who are placed on probation will be required to obtain a given semester average in subsequent semesters. As a result of this review, the student will either be required to withdraw, remain on probation, or placed back on regular status. Students will be taken off probation once their cumulative average is greater than, or equal to 60%.

Continuation of Study is assessed each semester. Students whose cumulative average falls below 60% will be placed on probation for one semester, and then assessed based on their semester average.

##### If Eligible to Continue

Continuation of Study Assessment for Students following Schedule 2

Cumulative Average (C)	Status of Student
C < 50%	Required to Withdraw
C ≥ 50% and C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

##### If on Probation

Continuation of Study Assessment for Students on Probation following Schedule 2

Cumulative Average (C) Semester Average (S)	Status of Student
S < 60%	Required to Withdraw
S ≥ 60% but C < 60%	Probationary Status
C ≥ 60%	Eligible to Continue

**Note:** *Alternative course evaluations will not be included in the Continuation of Study calculations [Pass (P), Outstanding Pass (OP), Fail (F), Credit Standing (CRD) or Withdrawal with Failure (WF)]. Courses taken on a Letter of Permission will also not be included in the calculations. Students negatively affected by the omission of these courses in the Continuation of Study calculations may appeal a continuation decision to the Academic Review Committee.*

Students enrolled in six-week courses will not be evaluated for continuation of study until the end of the 12-week semester.

## Credit Standing

In rare circumstances, where a student has:

- not completed a course's requirements and would normally be eligible for a deferred privilege but is unable to complete one because they are impacted by extreme medical, psychological or compassionate circumstances beyond their control, or
- where extreme circumstances have impacted the student's level of achievement as reflected in the final course grade,

they may submit a request to the Academic Review Sub-committee for credit standing in the course.

Under a) above, in circumstances where students are able to provide appropriate documentation that there is little reasonable expectation that the outstanding components of evaluation can be completed by the end of the subsequent semester, they may make a request for credit standing.

Under b) above, in circumstances where students are able to provide appropriate documentation that their level of achievement as reflected in the final course grade was impacted by extreme circumstances, they may make a request for credit standing.

"Extreme circumstances" are generally defined as catastrophic circumstances beyond the student's control that renders the student incapable of accessing the academic consideration process.

A student awarded "credit standing" by the Academic Review Sub-committee will receive credit for the course(s) with the notation of CRD instead of a numerical grade. The effect of this on the student's program is that the course(s) are not included in the calculation of the student's overall cumulative or semester average, or specialization average.

The request for credit standing must be made in writing to the Academic Review Subcommittee of the student's degree program, and it must be accompanied by supporting documentation. For students to be considered for credit standing, they must have:

- Completed at least 75% of the graded components of the course(s) for which credit standing is being requested; and
- Received a cumulative passing grade for the components of the course which were evaluated.

Students must submit written requests for credit standing, along with their supporting documentation, to the Academic Review Sub-committee via their Academic Advisor within the first 20 class days of the subsequent semester. Students' written requests for credit standing must include an explanation of why they are unable to undertake or complete a deferred privilege in order to complete the course's evaluative components and/or an explanation of the extreme circumstances which affected their final course grade.

Requests for Credit Standing are not normally granted more than once in a student's program and consideration is limited to a maximum of one semester of courses in the student's program (a single request may include one, some, or all courses in the semester specified in the request).

## Course Sections

Course section information indicates the meeting times and room for each course.

Students must attend the course section on their course schedule. In the event that a section change is necessary the student must drop the old section and add the new one following the add/drop process.

## Registrarial Services Responsibilities

To confirm with the students on their individual course schedules through WebAdvisor the course section in which they are enrolled. Scheduling changes may be required that could alter meet times and rooms for courses. In the event of a scheduling change, all effected students will be contacted by e-mail to inform them of the revised scheduling.

## Student's Responsibilities

Students must stay in assigned course sections. In the event that a section change is desired the faculty offering the course must be consulted and the approval for such a change must be granted by the Academic Advisor for the program in which the student is enrolled.

## Course Selection

This is the procedure by which students indicate their course requests and, if appropriate, the desired course section for upcoming semesters. Program approval may be required. Students are cautioned that courses may be subject to listed enrolment restrictions. In such cases, students that have selected courses prior to the start of the semester will be given priority.

## New Students

All students accepting an offer of admission from the University of Guelph-Humber will be sent information to access an online user guide regarding course selection and registration in June each year (New Student Guide). The New Student Guide will detail course selection procedures, fee payment options and student identification card procedures. A schedule of deadline dates will be included to assist students in meeting their registration responsibilities.

## In-Course Students

Course selection material for upcoming semesters will be available during the semester to all registered students. Students who are not currently registered should check WebAdvisor for course selection dates or refer to Chapter III - Schedule of Dates.

## Honours List

The Honours List will include:

- Students taking full-time studies who have obtained a minimum semester average of 80.0%.
- Students who in part-time semesters (which do not need to be consecutive) attain a minimum cumulative average of 80.0% in a sequence of at least 2.00 credits. All credits will be counted and the designation will appear under the last of the semesters making up the average, and in the graduating semester of students who have maintained a cumulative average of 80.0% since their last Honours List Designation.
- A student with a deferred condition, or a mark not received, will not be evaluated for placement on the Honours List until the academic record for the given semester is completed.

Students who have consistently maintained a high average, but for whom a change in program, to part-time status in the graduating semester, or other anomalies have prevented placement on the Honours List, should consult the Campus Registrar about eligibility for the Honours List. Courses taken via Letter of Permission do not contribute the calculation of full-time or part-time status.

## Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report by the deadline, they may be eligible for a deferred privilege. A deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester. The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of medical, psychological or compassionate consideration. **Deferred privileges are normally completed early in the semester immediately following the semester in which the course was taken.**

If the Admissions and Academic Review Sub-Committee assigns a passing grade or credit standing (CRD) on the basis of medical, psychological, or compassionate grounds, a student may request a deferred privilege instead. **The student must make the request for a deferred privilege using the Request for Academic Consideration form within 10 days of the start of the next semester.** The grade resulting from the deferred privilege will become part of the student's official academic record.

Faculty members do not grant deferred privileges. They can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond the deadline for submission of final grades. The faculty member should note on the Faculty Recommendation form any special circumstances relating either to the student or to the way the course was conducted.

The Campus Registrar (and relevant Academic Advisor) records the results of deferred privileges, and re-evaluates the student's academic record for continuation of study. If Continuation of Study requirements have not been met, the Admissions and Academic Review Sub-Committee will revise the student's academic standing. The University reserves the right to disallow registration until all deferred privileges are complete and the student's final standing is calculated.

## Deferred Condition

The faculty member will determine the requirements and conduct of the deferred condition. The deferred condition may be a written test, an oral test, an assignment, a laboratory practical, or any other method of evaluation. The requirements for the completion of the deferred condition are documented in writing by the faculty member and copy of the documentation is retained by both the faculty member and the student. The faculty member must notify the Campus Registrar and relevant Academic Advisor of the results of a deferred condition, normally within four days of its completion. Students must normally complete a deferred condition within 15 class days of the start of the semester immediately following the completion of the course. The Academic Advisor (copying the Campus Registrar and the faculty member) advises students in writing of the deadline for the completion of a condition. It is the student's responsibility to contact the faculty member and make arrangements for the details of the condition.

The Academic Advisor will advise faculty in writing of the students who have been granted deferred conditions. The memorandum specifies the deadline for completion of the deferred condition, and the deadline for the submission of final grades.

If the condition is not completed by the required date, a grade is assigned based on the term work completed as indicated on the original Faculty Recommendation form. Students may be considered for an extension, or the assignment of a grade based on incomplete work, if medical or compassionate circumstances interfere at the time of the scheduled condition.

### **Deferred Examination**

The Campus Registrar (in consultation with the Academic Advisors) schedules and supervises deferred examinations that are two hours in length. The Academic Advisors notify faculty members of the deferred examination schedule and advise the students of the date, time and location of their deferred examinations. The Admissions and Academic Review Sub-Committee expects students to write deferred examinations during the deferred examination period that follows the end of the semester.

Students may request an extension, or the assignment of a grade based on incomplete work, if medical or compassionate reasons prevail at the time of the scheduled examination. When a deferred examination is scheduled, the faculty member must send one paper for each student granted a deferred examination in the course.

### **Dropping Courses**

All course drops from a student's program for a particular semester are to be completed by the dates specified in Chapter III - Schedule of Dates. Courses that are one semester long must be dropped by the end of the fortieth class day. The dropping of a course after the deadline is allowed only in exceptional circumstances and requires a formal Request for Academic Consideration and the approval of the Academic Review Sub-Committee.

The Academic Review Sub-Committee may grant a request to drop a course or courses after the deadline only if there are sufficient extenuating medical, psychological, or compassionate considerations (see Academic Consideration and Appeals). Students must submit written requests for a late drop, along with their supporting documentation, to their Academic Advisor no later than the 20th day of classes of the following semester.

Student who are granted a late course drop will have reference to the course completely removed from their transcript.

### **Faculty Notification**

In some cases the faculty must be notified when a student is dropping a courses, for example, a practicum or field placement course where agencies will need to be informed or where supplies or books on loan must be returned. If faculty notification is required to drop the course, this will be specified on the course outline and announced in the first class meeting. In such cases, the student must inform the faculty member of his/her intent in advance of dropping the course.

### **Refunds**

Refer to Chapter V - Schedule of Fees for refund schedule. Normally, changes to the effective date of dropped courses are only allowed for documented medical, psychological or compassionate reasons and require the approval of the Academic Advisor.

### **Examinations**

During the final examination period, Saturday is considered a regular day. Examinations may be scheduled on public holidays. Students are advised to become familiar with the Schedule of Dates and are expected to be available to write a final examination at any point during the scheduled final examination period. Students who encounter a conflict between a scheduled mid-term or final examination and a religious obligation (see Chapter VII - Academic Accommodation of Religious Obligations) must contact the faculty-in-charge and their Academic Advisor to request that alternate arrangements be made. Any request for Academic Consideration for a deferred condition or deferred examination on the basis of pleasure travel/vacation will be denied. Academic Consideration is not given to students who misread published timetables.

### **Mid-Term Examinations**

Term tests must not be scheduled during the last five class days prior to the final examination period. Exceptions may be granted by the Program Head for practical evaluations such as laboratory or studio tests, so long as the scheduling of such tests is indicated in the course outline. Short quizzes which have been a regularly scheduled part of the course and which are intended to review small amounts of material are not considered term tests and may be held during the last five class days.

Faculty must schedule term tests and examinations in regularly scheduled class time. If academic misconduct is a concern because of classroom set-up, faculty are urged to present term tests which will allow students to best exhibit their own understanding of the course material (i.e. avoid multiple choice tests). Invigilation support cannot be provided by Registrarial Services for mid-term examinations.

When conflicts arise between deferred final examinations and midterm examinations, the deferred final examination must take precedence. The faculty for the class in which the midterm is being written shall make appropriate accommodation, mutually agreeable to the student and faculty, for the student to make up for the missed mid-term exam. If the student and the faculty are not able to come to a mutual agreement, the matter will be referred to the appropriate Program Head.

### **Program Head's Responsibilities**

Program Heads shall:

- be responsible for the conduct of all term examinations conducted by their faculty.
- provide assistance and advice when requested by an faculty regarding term examinations.

### **Faculty's Responsibilities**

faculty:

- are urged to exercise discretion when requiring certification of illness and, in particular, are encouraged not to require certification of illness affecting semester work when the assessment in question constitutes a small proportion of the course grade, or when alternative means for carrying out the assessment are available.
- shall take an attendance record at each term examination. The attendance record is for the academic program's use and is not submitted to Registrarial Services.

### **Final Examinations / Assignments and Final Week of Classes**

Final term assignments or papers may be due in the last five class days prior to the final examination period. Due dates for these evaluations must be stated in the course outline. Final assignments along with all necessary resource material should be available to students no later than the end of the 9th week of classes. Take-home examinations may not be due in the last week of classes.

Where regular final examinations are to be given they must be given during the examination period. All regular final examinations shall be two hours in duration. The following guidelines have been approved for conducting final examinations:

Faculty should indicate to the Campus Registrar whether a final examination time slot is required for a course. In the absence of specific direction, the course outline for a course will be referenced in the development of the final examination schedule. Faculty must indicate whether:

1. the examination will be a regular, sit-down examination for which a room is required; or
2. the examination will be a take-home examination; or
3. the examination will be in some other format (orals; computer exams; juried performance exams, etc.).

Unless approved by the Program Head, examinations for 1000 level courses will be in regular, sit-down format only.

### **Final Examination Regulations:**

1. The final examination period should be scheduled so as to provide a two day break between the last day of classes and the first day of examinations.
2. The final examination period consists of nine or ten days, except in the Summer semester, where it may be shortened to eight days.
3. Final Examinations are two hours in duration.
4. Final examinations (regular format) must be scheduled during the final examination period.
5. Final Examinations (take-home format) must be due during the final examination period.
6. The last day of the examination period is the final due date that may be assigned for take home examinations or exams given in other than regular, sit-down format. When using a take-home or other format final examination, the Faculty must allow students at least 72 hours between the date of issue of the exam and the due date. The date of issue of the examination and the due date must be included in the course outline distributed at the first class meeting. If a student's time to complete a take-home examination is significantly lessened because of the number and timing of regularly-scheduled sit-down examinations, the faculty may grant an extension, provided the new due date is not beyond the grade submission deadline for the course. Such a request must be initiated by the student no later than the end of the second week of classes. The length of the extension will be at the faculty's discretion and faculty are advised to give the student the new due date in writing. The date of issue of the examination and its due date must be included in the course outline distributed at the first class meeting.
7. If the examination (take-home format) is to be handed out after the end of classes, the faculty will be responsible for arranging distribution and for ensuring that students have the appropriate opportunity to ask questions for clarification.
8. The Campus Registrar of the University is the final arbiter of the manner of conducting examinations and receives general directives on policy from the Vice-Provost.
9. The Academic Advisor, in cooperation with the appropriate examiners, establish special examination procedures as and when needed, for students who have temporary or permanent physical disabilities. Medical opinion shall be sought whenever there is doubt about the extent or nature of the disability.

### **Student's Responsibilities Regarding Final Examinations**

Students must consult the Final Examination Schedule, which is posted on the University homepage at the start of each semester, for examination times and locations.

## Examination Regulations

1. Students must be seated on entering the examination hall. Until at least one hour after commencement of the examination, no candidates shall be permitted to leave except under supervision. If a candidate is not present within the first hour of the commencement of the examination, the candidate shall not be permitted to write the examination.
2. No person shall be allowed in the examination hall during the course of the examination except the candidates concerned and those supervising the examination.
3. No book, paper, or other aids shall be used during the examination except by permission of the faculty-in-charge. Students shall dispose of their bags and knapsacks by placing them on the floor at the front of the examination room, and any books not classified as permissible aids shall be placed at the front of the examination room.
4. If provided, students must complete the examination attendance card at the beginning of the examination and place it beside their University of Guelph-Humber identification card at the front of the table. The attendance card will be signed at the time of collection.
5. Students who have completed the examination will be allowed to leave their seats after the first hour has elapsed and after their examination books have been collected. To minimize the disturbance to students who have not yet completed their examinations, no student shall leave the examination hall during the last 15 minutes of the examination. At the conclusion of the examination period, students must remain seated until all papers have been collected and they are dismissed by the faculty-in-charge or the invigilator of the examination.
6. When more than one examination booklet is handed in, students shall number each booklet and indicate on the cover of the first booklet the total number of booklets used.
7. No writing within the answer book is permitted after the instruction to stop writing has been given. The faculty-in-charge may refuse to accept the paper of any candidate who fails to observe this time limit.
8. No electronic devices are allowed in the examination room unless explicitly approved by the faculty in charge. This includes, but is not limited to cellular phones, hand held/palm communication devices and pagers.
9. No caps or hats are allowed in the examination room. Any student wearing a cap or hat will be asked to remove it before the examination begins.
10. Candidates shall not communicate with one another by writing, by signs, by words, or in any manner whatsoever while examinations are proceeding.
11. Breach of any of the above rules will be considered as Academic Misconduct and will be investigated accordingly.

Students in Distance Education courses who live more than 200 km from campus may write their final examinations at an off-campus examination site close to where they live. For further information, please contact your Academic Advisor

## Faculty Support Officer Responsibilities

1. Responsible for the security of the examinations printed in the academic program for the faculty.
2. Printing the required number of copies for each examination.
3. Responsible for distributing the copies of the examination to the faculty on the date set for the examination.
4. Distributing a copy of the "final class list" to each faculty concerned.

## Program Head's Responsibilities

The Program Head is responsible for the conduct of all examinations held in their program by their faculty. The faculty-in-charge of the examination shall be the faculty member responsible for the course and the setting of the examination (or a designate) and to distribute the examination attendance cards provided.

## Faculty's Responsibilities

1. The faculty member responsible for the course and the setting of the examination, or a designate, shall be the faculty-in-charge for that course.
2. To be present at the examination room thirty minutes prior to commencement of the examination and to be responsible for distribution of examination papers, attendance cards, if used, and other authorized materials.
3. To be responsible for the taking of attendance during the first hour of the examination period (attendance cards are used in the large examination settings and class lists in other locations – typically classroom examinations.)
4. To be responsible for arranging the pick-up of examination books and papers and comparing the number of examinations collected to the number of attendance cards or student signatures collected. These records should be retained by the faculty.
5. To ensure all examination books are securely packaged.
6. The faculty-in-charge and his/her invigilators shall not allow any student to enter the examination room after the first 60 minutes nor allow any student to leave during the first 60 or last 15 minutes of the examination period.

7. Include all instructions regarding the examination on the examination paper, i.e., writing on every other line, writing on the right hand pages of the book. **Verbal instructions made at the examination hall must be very limited.**
8. Where a student does not write the final examination, the faculty shall follow the procedures outlined under Academic Consideration in this section of the calendar.
9. Faculty who wish to hold examinations in other than sit-down, regular formats should discuss procedures with their Program Head.

## Campus Registrar, Responsibilities

1. The Final Examination Timetable is computer-prepared and is based on student course selections made during the course selection period.
2. Under normal circumstances, changes to the published examination timetable are not allowed.
3. To provide each faculty-in-charge with an examination attendance record in the form of a print-out of all students registered in the course or attendance cards for those examinations being written in the large settings (GYM etc).
4. All examinations shall be under the direction of the faculty member in charge of the course. The faculty or assigned examination invigilators will start and end the examination.
5. Examination invigilators shall assist the faculty-in-charge to ensure that no student enters the examination room after the first 60 minutes or leaves during the first 60 minutes or the last 15 minutes of the examination period.
6. The Campus Registrar shall prepare a set of guidelines for the faculty-in-charge and invigilators, which will assist them in carrying out their duties in the examination rooms.

## Policy on Student Access to Final Examination Materials

Final examination papers and final assignments are to be retained by faculty members for a period of one semester.

Printed or written materials directly related to examinations conducted in the final examination time period published in the Undergraduate Calendar, or related to final assignments shall be made available to a student, upon submission of a written request to the faculty member and/or Program Head. The request shall be submitted by the fifth class day of the next semester.

Printed or written materials to be made available include the examination question paper, the marking scheme keyed to desired responses to questions, where appropriate; the student's response to the examination questions; and records taken by examiners during oral or any other examination. Faculty members are encouraged to discuss openly with the student any questions raised. If the faculty member is not readily available, the Program Head will make the necessary arrangements for student access to the material. When a large number of requests are received in connection with a specific course or when a faculty member is on leave it may be necessary for the Program Head to delay access and make special arrangements, (i.e., the posting of the marking scheme on a bulletin board, the scheduling of a special meeting at which the faculty member will review the examination, etc.)

## Failed Courses/Supplemental Privilege

In general, a student who is eligible for continuation of study in the program but has failed to gain standing in one or more of the courses attempted will be required to repeat the course(s) or take an alternative credit. Note: that a failed course attempt remains on the student record even if the course has been repeated successfully. However, the University recognizes that there may be cases where it is unreasonable for the student to repeat the course to make up for the lost credit.

Therefore, the Academic Review Sub-Committee may, if appropriate and feasible, and only under special circumstances, allow a student the opportunity to gain credit for a failed course by granting a supplemental privilege. It is unlikely that any student with a final grade of less than 40% would meet the requirements of the granting of a supplemental privilege. The decision to grant the privilege will normally be made in consultation with the faculty and a review of the student's course performance during the semester. The student must submit a Request for Academic Consideration form to request a supplemental privilege.

The Academic Review Sub-Committees will consider granting a supplemental privilege in the following special circumstances:

1. the course is failed in the graduating semester (if a supplemental privilege is granted and successfully completed, convocation will most likely be deferred until the following semester);
2. the failed course is not available to the student within the following three semesters, or within a time period that includes the graduating semester;
3. the course is of such a nature that there is no permissible substitute or alternative available to the student within the following three semesters, or within a time period that includes the graduating semester; or
4. the course is a required two-semester course that cannot be taken and completed within the following three semesters, or within a time period that includes the graduating semester.

The original failing grade will remain on the student's academic record. A notation of "P" or "F" will be shown beside the original failing grade to show that a supplemental privilege was granted and whether the outcome resulted in credit (P) or not (F).

## Grades

### Grading System

The grading system at the University of Guelph-Humber is as follows:

#### Grading System

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

In addition, selected University of Guelph-Humber courses will use this alternate grading system.

### Alternate Grading System

#### Alternate Grading System

Grade	Definition
OP	Outstanding (Pass)
P	Pass
F	Fail

### Other Grade Notations

#### Other Grade Notations

Grade	Definition
AUD	Audit
CRD	Credit
DEF	Deferred Privilege
INC	Incomplete
INP	In Progress
MNR	Mark Not Received
WF	Withdrawn with Failure
XXF	Supplemental Privilege Failed (XX denotes the original failing grade)
XXP	Supplemental Privilege Passed (XX denotes the original failing grade)

### Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, faculty members must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### Resolution 1

That the assignment of grades at the University of Guelph-Humber will be based on clearly defined standards, which are to be published in the Undergraduate Calendar for the benefit of faculty and students and that the definitions for each of the numerical grade range (letter grades) be as follows:

**80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

**70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

**60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

**50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

**0 - 49 (F) Fail.** An inadequate performance.

### Resolution 2

That faculty members must use evaluation criteria which measure quality of performance and not merely activity. Unannounced evaluations or surprise assessments may not be used for course assessment purposes or to determine course grades.

### Resolution 3

That faculty members are not to use predetermined, arbitrary distributions in the assignment of grades in individual courses.

### Resolution 4

#### Part A

That, by the start of the course selection period for the semester in which the course will be offered, faculty members will provide a course description for posting to the university web site. This course description shall include a brief summary of the course topics and requirements, the general format of the course, and the methods of evaluation.

#### Part B

That, by the first class meeting of the course (by the end of the first week of classes for distance education courses), the faculty must provide students with a written course outline that is a detailed description of course requirements, the methods of evaluation, and the timing of the evaluations.

### Resolution 5

That the methods and/or timing of evaluation as indicated on the course outline should not be changed after the first class meeting except under strictly adhered to conditions. Notice of proposed change and of the class at which consent is to be sought, must be given at a previously scheduled class. Where the change is supported by the faculty and is consistent with University policies and procedures such change may be enacted with the unanimous consent of students. If unanimous consent of the students has not been obtained, the change may be enacted only with the approval of the Program Head and only if alternative and equitable accommodation is available to students opposed to the change.

### Resolution 6

That all term tests, assignments, laboratory reports, etc., should be returned to, or discussed with students, without undue delay and in any case before the last day of the examination period. If the material is necessary for the preparation of the final examination, it must be returned or discussed as soon as possible and in any case no later than three days before the examination.

### Resolution 7

That Program Heads must coordinate multiple section courses in terms of course content, evaluation procedures and final grades.

### Resolution 8

That program must keep under continual review its grading procedures and matters that relate to academic standards to make sure the University's policies are being applied.

### Resolution 9

That normally all courses at the 1000 and 2000 levels shall have final examinations and that exceptions require the approval of the Program Head.

The Board of Undergraduate Studies has by formal resolution undertaken to do as follows:

- to specify clearly the administrative responsibility of Program Heads with respect to the methods of evaluation, the setting of examinations and the determining of grades in courses in their program.
- to review the effects of the pass by course system on the academic standards of the University.
- to request each program to review its overall academic standards and, in particular, its requirements for graduation.
- to examine whether the prerequisites at the secondary school level required for admission to the University of Guelph-Humber are adequate.
- from time to time, to review and monitor the academic standards across the University to ensure that there is consistency and that the regulations of the University are being adhered to.

### Resolution 10

In determining grades for written assignments the faculty should take into consideration the student's ability to use correctly and effectively the language appropriate to the assignment.

### Resolution 11

The Program Head should review, prior to the commencement of classes, the manner in which a faculty member intends to conduct a course and to determine final grades. If the Program Head disagrees with the faculty member's intention or subsequently with the implementation of the stated intentions, the Program Head will discuss his/her concerns with the faculty member. If agreement cannot be reached, the matter will be referred to the Vice-Provost, who will advise the Program Head of his/her decision. The advice may include a recommendation on examination procedures.

### Submission of Final Grades

#### General Information

Registrarial Services, distributes the "Grades Due Report" forms to faculty's one week prior to the examinations period for the semester. The "Grades Due Report" specifies the deadline date for submission of grades to Registrarial Services.

#### Faculty's Responsibilities

The faculty is to retain all final examination papers and term assessments not returned to students for a period of one semester. The "Grades Due Report" form distributed by Registrarial Services, will carry the due date for grades for each course section. The due dates are established in accordance with the regulations of University of Guelph-Humber Senate.

Grades must be submitted to Registrarial Services by the deadline stated on the "Grades Due Report". The early submission of grades will assist in their processing. Grades that are not received prior to the release of student grades are reported as "MNR" (mark not received).

Class lists are updated regularly on the Class List Web-site for download through the Faculty Support Officer. Lists downloaded from the Class List Web-site list all officially registered students in a class. The program must explain any changes to the list, e.g., in the case of:

1. A student whose name is not on the list, but who has been attending class.
2. A student whose name appears on the list, but for whom the faculty has no record.

**Faculty's must not grant an extension of time to any student beyond the final date for submission of grades for that course. Faculty's must report students who do not satisfy course requirements by assigning a grade of "INC" and noting incomplete work on an "Faculty's Recommendation" form.**

#### Faculty's Recommendation Form

Faculty's should only submit grades for students who have completed their final work for a course. **If a student does not complete a final examination or final assignment, the faculty must enter "INC" (incomplete) on the "Grade Report" form and complete an "Faculty's Recommendation" form for the student.** The "Faculty's Recommendation" form is available from the Academic Advisor. Faculty's must submit the "Faculty's Recommendation" form(s) along with the "Grade Report" form to the Office of Registrarial Services. The Academic Review Sub-Committee will contact the faculty and/or program heads at the time of meetings if this procedure is not followed. The faculty's recommendations assist the members of the Academic Review Sub-Committee in making their decision. The faculty must complete all sections of the form for each student reported.

#### Student's Responsibilities

Students must have all final assignments completed and submitted to faculty's by the deadline dates indicated in the course outline. Faculty's cannot grant extensions beyond the deadline for submission of grades. Students who are unable to satisfy the submission deadlines established by the faculty and who wish special consideration for medical, psychological or compassionate reasons should request academic consideration (refer to Academic Consideration, Appeals and Petitions).

### Program Head's Responsibilities

The Program Head receives final grade submissions from faculty teaching within their designated program. The Program Head signs student grades in the approval area on the "Grade Report" form. The Program Head's signature indicates that he/she believes that the grades submitted for that course adhere to the Senate's established academic regulations.

If the Program Head has reason to believe that the academic regulations have not been adhered to, he/she will consult with the faculty member in question to seek clarification and resolution to any error or omission. Should a satisfactory resolution not be obtained in discussion with the faculty member responsible for the course in question, the Program Head will refer the matter to the Vice Provost. The Vice Provost will act to ensure that the academic regulations of Senate are adhered to. The Program Head should be available for consultation with the Vice Provost on such matters.

Program Heads, at their discretion, are strongly encouraged to conduct periodic reviews of the methods of assessment, class averages, distribution of grades and failure rates in courses offered by that program to ensure that grade abuse does not occur.

### Academic Advisor's Responsibilities

The Academic advisor reviews the list of "INC" (incomplete) courses, matching medical documentation, requests for academic consideration, and counselling files (refer to Deferred Privileges). The Academic Advisor in conjunction with the Academic Review Sub-Committee assigns deferred privileges where appropriate and forwards decisions to Registrarial Services.

### Campus Registrar's Responsibilities

Registrarial Services ensures examination results are recorded; notifies the student of their grades via WebAdvisor; and records deferred privilege decisions (refer to Deferred Privileges).

### Release of Final Grades

Grades are official on the day that they are issued to students. It is the responsibility of Registrarial Services to release the grades to the student and to record the grades on the student's official University of Guelph-Humber transcript.

All grades are available through WebAdvisor. Students who require an official copy of their grade report can request an official transcript upon payment of the transcript fee.

Grades for students who have been advised by Student Financial Services, that they are on academic sanction will not be released until notification/authorization is received indicating that the account has been cleared to the satisfaction of Student Financial Services. To receive grades, students must clear their sanction by the last day of classes.

Students who are required to withdraw will be notified at their mailing address.

Summer Session grades are released approximately two weeks after the conclusion of examinations. The grades and the continuation of study status are considered to be unofficial until the end of the Summer Semester.

### Grade Reassessment

Grade re-assessment is the process of reviewing the calculation of grades, or the methods and criteria used to establish final grade(s) for a student in a course or misapplication of an academic regulation. The outcome of a grade re-assessment may be a grade increase, a grade decrease, or no change to the grade. The detection of errors or omissions in the calculation of final grades will result in the assignment of a revised grade. Students normally initiate grade re-assessments, but faculty's may initiate this process. However, faculty's must **NOT** use the grade re-assessment process to:

- grant extensions for submission of work beyond course grade submission deadline
- change the student's continuation of study status
- improve the student's program or specialization average
- submit late grades (see Final Grades)

### Calculation Errors or Omissions

Students who believe there have been errors or omissions in the calculation of their final grade for a course may request a grade reassessment. They must submit a request in writing to the Program Head responsible for their program of study no later than the 10th class day of the subsequent semester. The request must pertain to work completed during the semester. Students must also submit relevant assignments or tests that have been returned to them.

The Program Head shall forward the student's request to the faculty and the faculty shall respond to the Program Head within five class days. The faculty has the responsibility of ensuring that the calculation and calculation of marks is accurate. The faculty must reply to the Program Head, in writing, giving assurance that the review is complete

Where there is a change in the grade, the Program Head signs the "Grade Change" form and forwards it to the Campus Registrar. The Campus Registrar (or the appropriate Academic Advisor) will advise the student in writing (e-mail) of the change of grade. If there is no change to the grade, it is the Program Head's responsibility to inform the student in writing (e-mail).

## Methods or Criteria Used in Establishing Final Grades

A student may request a grade reassessment on the basis of the Methods or Criteria used in establishing the final grades in a course. Methods or Criteria is defined as the application of the assessment expectations, the assessment mechanisms and the grading standards as provided in the course outline, assignment sheets, and any associated grading rubrics used in the course. The assessment of work must always be based on the criteria that are established in those documents. If the student believes that the methods and criteria provided by the faculty do not comply with the grading procedures established by Senate, the grade reassessment request may fall more appropriately under the procedures for Misapplication of an Academic Regulation.

Students unsure of which grade reassessment process to follow, should seek advice from their Academic Advisor.

Students who have evidence the Methods or Criteria, as established by the course outline, assignment sheets, or any associated rubrics for the course, have been applied by the faculty in an unreasonable, biased, or inconsistent fashion, may request the Program Head initiate a grade reassessment. The Program Head shall review the grading of any assignment under question. Options in the course of the review include: a) leaving the grade unchanged, b) increase the grade, or c) lower the grade.

### Procedures for conduct of the grade reassessment:

1. Students who have evidence the methods or criteria have been applied by the faculty in an unreasonable, biased or inconsistent fashion should discuss their concern with the faculty in writing (via email) as soon as possible and no later than the 10th class day of the subsequent semester.
2. If the concern is not addressed and/or under review within five working days, the student may submit the request in writing to the Program Head. The request should be submitted as soon as possible. The request must state the reasons for the request, demonstrate clear bias, unreasonableness, or inconsistency and include supplemental documentation (copy of the assignment(s) in question, email correspondence if relevant, etc.)
3. The Program Head reviews the course outline, assignment sheets and associated rubrics and requests the faculty to document the methods and criteria employed in grading the assignment in question and respond to the student's concerns in writing to the Program Head.
4. The Program Head reviews the matter with the faculty and the student independently and determines whether there is sufficient evidence to reasonably support a finding that the methods or criteria have been applied by the faculty in an unreasonable, biased or inconsistent fashion and, if so, whether a mutually agreeable solution can be achieved. If the request from the student does not meet this standard, the Program Head informs the student that the request is denied. The student has the right to appeal the decision of the Program Head to the Vice-Provost.
5. If resolved in Step 4, the Program Head informs the student and faculty member of the grade change in writing via email and submits an Undergraduate Grade Change form to Registrarial Services.
6. If a resolution cannot be obtained through Step 4 and the Program Head agrees the student request meets the standard set out in section 4 above, the Program Head initiates an independent assessment of the assignment by choosing a neutral assessor from their program or another program with sufficient expertise to assess the assignment under review.
7. The Program Head provides the neutral assessor with a clean/ungraded copy of the assignment, the course outline, assignment sheets and associated grading rubrics.
8. Based on the material provided by the student, the faculty member, and any independent assessor, the Program Head shall determine whether or not the methods and criteria employed were appropriate and will also determine whether or not the student's grade will change.
9. The Program Head communicates the decision to both the student and the Faculty member in writing via email and if there is a change to the final grade, the Program Head submits an Undergraduate Grade Change form to the Office of Registrarial Services.
10. The student has a right to appeal the decision of the Program Head to the Formal Appeal.

## Misapplication of an Academic Regulation or Procedure

A student may make a request for a grade reassessment of their final grade in a course if they believe that there has been a misapplication of an academic regulation or procedure in the course. "Misapplication" refers to situations where a faculty has not followed the established by Senate. Academic regulations and procedures pertaining to grades can be found in the subsection of the "Grades" section entitled "Grading Procedures".

### Procedures

1. Students who believe that the misapplication of an academic regulation or procedure has affected or will affect the final grade in the course should discuss their concern with the faculty in writing (via email) as soon as possible and no later than the 10th class day of the subsequent semester.

2. If the concern is not resolved within 5 working days, the student may submit a complaint in writing to the appropriate Program Head. The complaint should state the reasons for the request and include available supplemental documentation (copy of the assignment(s) in question, copy of information posted to the course website, email correspondence if relevant, etc.)
3. If the Program Head has reason to believe that the faculty has not adhered to the grading procedures established by Senate or other academic regulations of Senate, the Program Head should consult with the faculty member.
4. The Program Head determines the remedy. This type of grade reassessment may require additional consultation with the Vice-Provost.
5. The Program Head notifies the student bringing the request, and any other affected students, in writing (via email). If the remedy affects the entire class, the information is also posted to the course website and a communication plan may be required.
6. Ultimately, the Vice-Provost in consultation with the Provost and Vice President (Academic), University of Guelph, may have to take the necessary action to ensure compliance with the academic regulations of Senate.
7. The remedy established by the Program Head and in consultation with the Vice-Provost and Vice President (Academic), University of Guelph, is not subject to appeal.

## Graduation

### Program and Calendar Requirements

The conditions for graduation are regulated by the programs, and program-specific conditions for graduation are outlined in the Schedule of Study for each program listed in this calendar. Students must satisfy the schedule of studies requirements for the calendar in effect at the time of their admission to the program or at the time of any subsequent change in program or area of emphasis. Where students select an "area of emphasis", the calendar used to determine the schedule of studies is the same as the calendar used for the area of emphasis. Changes in areas of emphasis do not necessarily affect the calendar used to determine the schedule of studies. Students may declare a schedule of studies from an alternate calendar if program approval is obtained. Any such request must be made in writing to the relevant Academic Advisor.

Students who are on suspension for academic misconduct will not be permitted to graduate during the period of the suspension.

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit an appeal for Academic Consideration. A request for Academic Consideration should be made by the student to the Academic Review Sub-Committee.

### Academic Residence Requirements

- i. At least 5.00 of the credits required for graduation by the student's program must be taken at the University of Guelph-Humber.
- ii. At least 60% of the 3000 and 4000 level courses required for graduation must be taken at the University of Guelph-Humber.

### Second Degrees

Students from the University of Guelph-Humber (or from another university) may graduate with a second undergraduate degree from the University of Guelph-Humber. If they have graduated with their first degree, they must apply for admission to the program for their second degree. However, only 10.00 credits may be transferred from the initial degree program. The course content of the second degree program must be substantially different (defined below) from that of the first. If University of Guelph-Humber students apply to graduate with two different degrees at the same convocation, only 10.00 credits may be transferred from the registered program to the undeclared program.

Note: A second degree is judged to be substantially different if the schedule of studies requirements have no more than 25% course overlap.

### Graduation Procedures

#### Student's Responsibilities

A student must submit a formal application in order to be considered as a candidate for a degree and/or diploma at a specific convocation. There are two convocation periods each year, one in November and another in late June. A formal convocation ceremony(s) is held in June but not in November. An application for graduation must be submitted by the student no later than the deadline specified in correspondence to students. Late applications will be accepted with the submission of a late fee (refer to Chapter V – Schedule of Fees).

Following submission of the application to graduate, the student will receive confirmation of the application, along with information on subsequent procedures. An additional late fee will be assessed in those cases where the student requests changes after the deadline, as this will affect the printing of the degree/diploma parchment.

Although the Office of Registrarial Services will attempt to send an e-mail to every potential graduate inviting them to apply to graduate via WebAdvisor, it is the student's responsibility to ensure that they submit their application for graduation by the deadlines circulated by Registrarial Services in the Fall and Winter Semesters. Specific application details are as follow:

### Application for Graduation

An e-mail inviting students to apply to graduate via Web-Advisor for Students (My Application for Graduation) will be sent to each student registered in an honours degree program when their completed plus in-progress credits equal 20.00 credits or more. All other students with an active academic program who wish to apply to graduate may access 'My Application for Graduation' on WebAdvisor for Students.

Students who are not currently active students must submit a hard-copy Application for Graduation form. This application form and instructions for the completion of the application are available in GH108 – Registrarial Services, University of Guelph-Humber. It is the responsibility of the student to submit the completed form prior to the published deadline date.

### Responsibilities of Academic Advisors, Program Heads and the Campus Registrar regarding Graduation

The Academic Advisor receives both the Academic Evaluations for all students who have applied to graduate and a listing of those students for each program. The Academic Advisor must review these records to determine if each student has satisfied:

1. general University requirements,
2. overall program requirements and
3. area of emphasis requirements (if applicable).

Each check is to be reported on the form supplied, and the form is to be forwarded to the Program Head by the date specified on the accompanying memorandum. If an applicant satisfies the requirements for the degree and/or diploma sought, the Campus Registrar will report the name of the student to the Vice-Provost. If an applicant fails to satisfy any requirement(s), the Campus Registrar will inform the student of that decision.

### Standing on Graduation

Standing on graduation is noted for graduates from the honours programs as follows:

- Degree with Distinction - Cumulative average of 80% or higher.
- Degree with Honours - Cumulative average of 70-79%.
- Degree with Standing - Cumulative average of less than 70%.

Standing is only based on the internal University of Guelph-Humber academic record. Graduation standing is noted on the student's official transcript after graduation has taken place. The standing is not printed on the student's parchment.

### Notation on Transcript

Official transcripts from the University of Guelph-Humber will not show that a degree or diploma has been conferred until after the date of the convocation ceremony.

### Letters of Confirmation of Enrolment

A student who requires a letter confirming attendance at the University in a given semester should make this request to Registrarial Services.

### Letters of Confirmation of Graduation

A student who requires a letter confirming graduation from the University should make this request to Registrarial Services – GH108.

### Letters of Permission

A student at the University of Guelph-Humber who wishes to enrol in a course for credit at another institution and have that course considered as a credit toward a University of Guelph-Humber degree must complete a "Request for Letter of Permission" form and obtain the appropriate approvals as indicated on the request form, prior to applying for admission to the other institution. The form is available from your Academic Advisor (GH108) or online at <https://www.guelphhumber.ca/advising/lop>.

Credit for successful completion of such courses will be granted at the University of Guelph-Humber if an appropriately-completed and signed Request for Letter of Permission form has been presented to the Registrar's Office prior to the student's enrolment at the other institution. A student taking a course on a Letter of Permission is responsible for ensuring that the other institution forwards the official transcripts directly to Student Services, Registrar's Office (GH108). If the transcript for the course taken on a Letter of Permission is not received by the 20th class day of the semester following completion of the course, a grade of "F" will be entered on the student's internal academic record.

Students are required to complete the courses specified on the Request for Letter of Permission form during the semester(s) specified on the form. If the student registers in additional semesters or courses that are not approved by the University of Guelph-Humber, the student may need to apply for readmission. The student should speak with their Academic Advisor should they find themselves in this situation.

Withdrawals or non-registration in courses taken on a Letter of Permission must be verified by official documentation from the other institution. Any changes in the courses taken must have the appropriate Academic Advisor approval from the University of Guelph-Humber.

All courses for which Letters of Permission have been granted will be included in all the student's internal academic records. The specific courses will not be listed on the official transcript of the University of Guelph-Humber but the name of the host institution and the total number of credits taken will be listed. Note that courses taken on Letter of Permission for which a grade of "F" has been either assigned or achieved will be listed as 0.00 credit. Courses taken on a Letter of Permission will not count in the student's semester average or the student's cumulative average.

**Students do not normally qualify for a Letter of Permission in the final semester of their degree/diploma program.**

*Caution: when selecting courses to take on Letter of Permission you should be aware that you may not be able to get into the courses selected. For instance, courses may be full, may have been removed from the schedule, or may conflict with other courses. For this reason, you are encouraged to select more courses than needed but indicate clearly on the Request for Letter of Permission form the number of courses that will be taken. If you need to take a course not listed on the form, you should make every effort to contact your Academic Advisor in advance of registering in another course in order to obtain approval for the equivalent credit. Programs (Program Heads) reserve the right to deny credit equivalency to a course taken without prior approval.*

**Special note regarding University of Guelph-Humber students requesting to take courses at the University of Guelph:**

University of Guelph-Humber students wishing to take a course (or courses) at the University of Guelph, should consult with their Academic Advisor to determine the appropriateness of the course(s) in question. The course (or courses) completed at the University of Guelph will be recorded with course code, name and grade on the student's official transcript. The course grade(s) will be used in the calculation of the semester average and the overall cumulative average and will be used in the continuation of study evaluation.

University of Guelph-Humber students wishing to take a course (or courses) at the University of Guelph during the regular school year (September – April), may only do so under exceptional circumstances and must seek the approval of the Academic Advisor, Program Head and the Campus Registrar. In no case, will a student be able/allowed to register in courses on both the University of Guelph and the University of Guelph-Humber campuses during the same semester unless a student registers through the Office of Open Learning on a Letter of Permission

### Priority Access Courses

In cases where enrolment demand habitually exceeds course capacity and there is demonstrated need to restrict access to a particular cohort of students on a priority basis, programs may request the implementation of course restriction rules to ensure priority access to the appropriate student group(s) during the course selection process. The system will provide a message at the time of course selection for students who do not meet the enrolment criteria. In special cases the Academic Advisor may override the restriction by authorizing entry to the course with a signature on a Course Waiver Request form using the Course Restriction Waiver box.

Program requests for course restriction rules must be directed to the Campus Registrar who will determine if the request is acceptable and will then work with the program to develop the appropriate enrolment criteria and confirm that the restriction can be monitored. In general, course restrictions should be clearly defined in the calendar course listings so that students are advised in advance of the intended audience for the course.

New restrictions or changes to existing restrictions must be approved prior to the course selection period in which they are to be implemented.

### Readmission

Previously registered students must apply to Registrarial Services - Admission, for readmission under any of the following conditions:

1. If they were required to withdraw from their program for a period of two or more semesters.
2. If they were suspended from the University for academic misconduct.
3. If they have graduated from this University and wish to register in order to take additional courses.
4. If they registered in a program at another post-secondary institution and wish to return to the University of Guelph-Humber.
5. If they have not registered at the University of Guelph-Humber for six or more consecutive semesters.
6. If they are attending the University of Guelph-Humber on a Letter of Permission and wish to continue past the term of the Letter of Permission agreement.



*Readmission to a program at the University of Guelph-Humber is not automatic. Students who are required to withdraw must apply for readmission to the University after completing the minimum two semesters of rustication. Students should consult Chapter IV - Admission Information regarding appropriate admission requirements and deadline dates. Applications for readmission should include a statement which outlines the basis for readmission. Criteria used for readmission may differ by academic program. Students considering readmission should consult with the appropriate Academic Advisor regarding procedures and criteria for readmission to that program.*

Students requiring readmission must apply using the Application for Program Transfer and/or Re-Admission (available in GH108 or on-line at [https://www.guelphhumber.ca/sites/default/files/page\\_files/Readmissionfinal2016.pdf](https://www.guelphhumber.ca/sites/default/files/page_files/Readmissionfinal2016.pdf)) by the deadline date established for each semester (see Chapter III - Schedule of Dates).

Students who have been required to withdraw, and who take university credit courses during their rustication period, will be eligible for up to 1.00 credit (one full-year course) provided they meet the criteria for readmission and the criteria for the transfer of credit.

Students who take university courses after the two-semester rustication period may transfer all these credits provided the student meets the criteria for readmission and the criteria for the transfer of credit.

Students who have been suspended for academic misconduct will not receive any credit for courses taken during the suspension period.

**Note:** This policy applies to any university credit course taken during the rustication period, be it distance or on-campus, taken in open learning programs from either our university or at another university.

## Registration

A student is considered registered for a particular semester only when courses to be attempted for that semester have been reported to the Campus Registrar, no later than the fifth class day and when fees have been paid or financial arrangements satisfactory to the Registration and Financial Services Coordinator have been made for the associated tuition and other fees.

University of Guelph-Humber students cannot be registered in courses offered by the University of Guelph during the same semester that they are registered in courses offered by the University of Guelph-Humber, unless they are taking courses offered through the Office of Open Learning via Letter of Permission.

## New and In-Course Students

All new and in-course students must complete the registration process by the deadline date set for each semester. Registration includes the selection of courses and the payment of fees. It is the student's responsibility to ensure that fees are paid or satisfactory arrangements are made with Student Financial Services for the payment of fees prior to the registration deadline. Students will have access to their account balance (Registration Billing) through the on-line (WebAdvisor) registration system on the University homepage using a secure (password protected) system. Payment methods including telephone and internet banking as well as credit card will be available to all students. Students registering after the deadline date will be assessed an additional late registration fee.

Students who are readmitted will be advised of registration procedures. Questions should be directed to the student's Academic Advisor.

**Note:** In-course students who complete the registration procedures are advised that such registration is conditional on their eligibility for continuation of study in the upcoming semester. A student who is required to withdraw may not attend classes. The student's registration will be cancelled and the appropriate adjustment will be automatically applied to the student's account.

The University reserves the right to disallow registration until all deferred privileges are complete and the student's final standing is calculated.

## General System In-course Students (Fees)

The registration procedure is conducted through WebAdvisor. The registration procedure will allow all in course students to complete their financial arrangements with Student Financial Services before the upcoming semester. The billing form will reflect the course selection data, also your accommodation and meal plan status if available, and is to be returned with suitable arrangement to Student Financial Services. The deadline for payment is indicated in [Tuition and Fees](#), of this calendar. Failure to meet the deadlines will result in an additional fee adjustment. Mailings by the University will be made to the University e-mail account, and/or the mailing/home address per the University's student address policy.

## Research Projects

The University of Guelph is committed to providing undergraduate/ associate diploma students with opportunities to engage in original research projects, including the opportunity to engage in independent study options, conducted under the supervision of a faculty member and involving the student pursuing original research. These projects might take a range of forms, as appropriate to the student's course of study. A student wishing to pursue an independent research project should consult with the academic advisor for the program or the coordinator of the course in which the project will be undertaken. The advisor/coordinator can provide guidance about undertaking these projects including regulations concerning independent research projects specific to the program and/or department/ college.

Members of faculty who undertake the supervision of independent research projects assume the responsibility of ensuring that the project complies with regulations, policies and procedures. The successful completion of an independent research project often depends on significant preparation in advance, involving collaboration and agreement between the student and their supervisor. This includes establishing a description of the project, and a scheme of grading, as well as deadlines for the submission of work. A student should plan their project a least a semester before the formal undertaking of the project.

Further, the faculty and student should ensure that if the project involves the human participants, or the use of live animals, the project has appropriate approval from the **R e s e a r c h E t h i c s B o a r d** (<http://www.uoguelph.ca/research/services-divisions/animal-care-services>), or the Animal Care Committee (<http://www.uoguelph.ca/research/acs/>), as appropriate. The preparation of the documentation required for approval by the Research Ethics Board or the Animal Care Committee takes several weeks. In accordance with the Canadian Council on Animal Care, anyone who is handling animals for purposes of teaching or research must have appropriate training which is provided by the University of Guelph.

When a project involves risk—including handling dangerous materials—the supervisor (and student, as appropriate) should consult with Occupational Health and Safety to ensure compliance with standards of health and safety.

A student whose independent research project involves international travel must consult with the staff in the Centre for International Programs (<http://www.uoguelph.ca/CIP>) to ensure that they have completed the University's mandatory pre-departure orientation in order to be prepared appropriately to travel outside Canada.

## Schedule of Studies

The University monitors the student's progress toward graduation using both program requirements and the schedule of studies requirements. Students must satisfy the requirements in effect at the time of admission. When program requirements or schedules of studies are altered by the University, a student may elect to satisfy the requirements in effect when the student entered the program.

## Scheduling

### Undergraduate Course Timetable

The scheduling of all undergraduate courses is the responsibility of the Campus Registrar. The final timetable for each semester is published on WebAdvisor (and on the [Guelph-Humber website](#)) at least two weeks prior to the commencement of the initial Course Selection period for that semester.

### Program Head's Responsibility

The Program Head is responsible for the following:

- Submitting to the Campus Registrar, no later than the established deadline, complete requests for courses to be scheduled in the subsequent academic year.
- Acting as liaison between faculty and the Campus Registrar on all aspects of scheduling, including collecting information relevant to course scheduling from faculty, submitting it appropriately.
- Approving the program's course schedule before publication. This involves checking that no conflicts exist in faculty or student schedules.

### Campus Registrar Responsibilities

Ensuring that:

- No course conflicts exist in core courses as published in the schedule of studies in the Undergraduate Calendar.
- The number of elective courses available to students is optimized.
- Classroom space is allocated to courses on the basis of projected enrolments.
- No faculty conflicts exist according to program information (provided by the Program Head).
- Program requirements, requested by the Program Head, are met where possible.

## Changes to the Published Undergraduate Course Timetable

### Additional Hours/Chapters

If it becomes necessary to schedule additional sections by adding lectures/labs/seminars based on course selection numbers, the request is to be initiated by the Program Head and made to the Campus Registrar.

### Cancellations and Time Changes

If course cancellation or class meeting time changes are required once the course timetable has been published on WebAdvisor (and on the University website), the Program Head is responsible for obtaining the approval of the Vice-Provost for making any such change. If the Vice-Provost agrees that a change is required, the Vice-Provost will instruct the Campus Registrar of the required change. After the commencement of Course Selection, the Program Head is responsible for ensuring that students are not disadvantaged by any changes. This involves choosing alternate times that are conflict free for all registered students, and communicating via email to all students, the details of any change affecting their schedules.

- **Time changes after the publication of the timetable, prior to the commencement of classes.** Changes in scheduled meeting times are approved only in emergency circumstances following the procedure above.
- **Time changes after the commencement of classes.** Changes in scheduled meeting times are normally not made until after the end of the Course Selection/Add period unless the change is to accommodate students who would otherwise be unable to register in the course. Time changes made after the commencement of classes must not create conflicts for any registered students and must have the unanimous written approval of all registered students, as determined by a secret ballot. New times must comply with University scheduling regulations. The program should keep a record of student approval on file, and a request for the time change and new room assignment should be submitted by the Program Head to the Campus Registrar. The faculty is responsible for ensuring that all registered students can attend during the new meeting time(s) and for informing the students of the new time(s) and room assignment(s).

### Classroom Assignment Changes/Bookings

- **Classroom changes prior to the commencement of classes.** The Campus Registrar may reassign classroom space based on course enrolments. The Campus Registrar will make notification of changes affecting classroom assignments to the Program Head and the faculty involved.
- **Classroom Changes and Bookings after the commencement of classes.** Faculty requiring classroom changes after the commencement of classes should forward their request to the Campus Registrar and their Program Head via email. If classroom space assigned to a course is no longer required, faculty should also notify. If rooms are required only occasionally for classes, they should not be held for full semesters, rather one-time or temporary bookings should be made through the Scheduling and Records Coordinator in Student Services (GH108).

## Student Type

Each full-time or part-time student is registered as one of the following:

### Regular

A student with student type "Regular" is registered in the regular course requirement for a program.

### Special

A student with student type "Special" is admitted to a program and is required to complete course or program deficiencies necessary to proceed under the "Regular" student category. Note: It is the Academic Advisor's responsibility to change a student from "Special" to "Regular" student type.

## Supplemental Privilege Procedures (also see Failed Courses)

A student must apply to the Academic Review Sub-Committee for a supplemental privilege no later than the fifth day of classes of the semester following the failure (see Failed Courses in this section). In considering the request, the Academic Review Sub-Committee will consult with the course faculty to obtain information on the student's performance during the course, the faculty's recommendation concerning the appropriateness and feasibility of a supplemental privilege, and the nature of the supplemental privilege. If the Academic Review Sub-Committee approves the request, the faculty (or Program Head in the absence of the faculty) responsible for the course will determine the nature of the privilege, which could be a written exam, an oral exam, an assignment, a laboratory practical, or any other method or combination of methods of evaluation.

## Student's Responsibilities

The student must request a supplemental privilege by submitting the request for academic consideration to the Academic Review Sub-Committee no later than the fifth class day of the subsequent semester. Students are encouraged to submit their request before classes begin to allow for receipt of a decision within the add period. The granting of the request is normally limited to the described special circumstances having due regard for the student's performance in the course. Course requirements and the student's previous performance may play a significant role in determining whether a privilege is appropriate and/or feasible.

In the case of an examination supervised by the Office of Registrarial Services, it is the student's responsibility to appear on the correct date and time as designated by the Office of Registrarial Services.

If the requirement is beyond an examination supervised by the Office of Registrarial Services, the student must contact the faculty within five days of notification in order to clarify the details of the condition. Students are advised to have the faculty complete a form indicating the exact nature and due dates of the supplemental requirements, which may also include the satisfactory completion of an examination supervised by the Office of Registrarial Services (refer to Chapter III - Schedule of Dates). If the student is unable to make contact with the faculty, the Program Head responsible for offering the course must be contacted. If the required contact is not made the University will assume that the student does not intend to complete the requirements, and the supplemental privilege will be cancelled.

### Academic Review Sub-Committee's Responsibilities

The Academic Review Sub-Committee, upon receiving a request from the student, and after consulting with the faculty and reviewing the student's course performance, will determine whether a supplemental privilege should be granted. When a supplemental privilege has been requested, but not granted, the Campus Registrar, will inform both the student and the faculty. Similarly, when a supplemental privilege has been requested and granted, the Campus Registrar will advise the student and the faculty of the decision.

### Faculty's Responsibilities

Faculty should not proceed with any supplemental privilege for a student until official notification of the granting of the privilege has been received from the Academic Review Sub-Committee or the Campus Registrar. Upon request from the Academic Review Sub-Committee, the faculty will provide the performance record of the student for the course, make a recommendation as to the appropriateness and feasibility of a supplemental privilege, and indicate clearly the conditions that would be necessary to ensure that the requirements for the course are fulfilled.

If the Academic Review Sub-Committee grants consideration, and upon request from the student, the faculty will complete a form advising the student of the exact nature and due dates of the requirements for the supplemental privilege. If the requirement includes, or takes the form of, the satisfactory completion of a two-hour examination, the faculty will have indicated this on the recommendation to the Academic Review Sub-Committee.

If the exam is significantly different from another two hour exam already completed by the student, the faculty must make this clear on the form provided to the student. For example, if the student had originally been assessed on a final exam covering only the last four weeks of the semester, and is now to be assessed on a comprehensive two hour exam, the nature of the new examination needs to be communicated directly to the student at the time the supplemental privilege is granted.

Within seven days of completion of the supplemental privilege requirements, the faculty will forward to the Campus Registrar an indication as to whether the student has passed or failed the supplemental privilege. The supplemental privilege should be completed by at least the thirtieth class day of the semester following the failure.

### Program Head's Responsibilities

In the case where the Academic Review Sub-Committee or student is unable to make contact with the faculty to determine the details of the supplemental privilege, the Program Head should take the necessary steps to assist in determining the requirements for completing the supplemental privilege.

The Program Head will initial all decisions submitted by faculty upon the completion of a supplemental privilege by individual students (i.e. pass or fail). These decisions will be forwarded to the Campus Registrar, by the thirty-sixth class day of the semester following the failure.

### Campus Registrar Responsibilities

To prepare an examination timetable for those students granted a privilege that includes, or takes the form of, a two-hour sit-down examination and to inform the student and faculty of the date, time, and location of any examination to be supervised by them. Examinations scheduled as part of the supplemental privilege process are normally scheduled during the deferred examination period (refer to Chapter III - Schedule of Dates). The Campus Registrar is also responsible for invigilating these examinations (or arranging for appropriate invigilation) and forwarding the examinations to the faculty for evaluation.

Results of the completion of the supplemental privilege will be posted on WebAdvisor and updated on the student's record where appropriate.

## Transcripts

An official transcript may be ordered by submitting the Request for Transcript form to Student Services (GH108). Forms are available on-line (Current Students – Registration forms). The form can be submitted by mail or in person.

Transcripts are normally prepared within three to five working days, however, during busy periods (e.g. common application deadlines) preparation time may be as long as seven to 10 days.

Official transcripts from the University of Guelph-Humber will show that a degree and a diploma has been conferred - **only after** - the date of convocation.

## Transfer of Program

University of Guelph-Humber students wishing to transfer from one program to another are required to submit the Application for Program Transfer or Readmission to the Office of Registrarial Services. These applications are available on the University of Guelph-Humber website <https://www.guelphhumber.ca/advising/forms>, or from Student Services (GH108).

To clarify possible conditions or requirements for transfer, students are encouraged to consult with the Academic Advisor for the program to which they wish to transfer before submitting their application. In cases where the student's performance has been inconsistent, the applicant must also submit a comprehensive support letter outlining the reasons for transfer as well as any factors contributing to the previous academic performance.

## Withdrawal

This Chapter provides a summary of rules and regulations with respect to various types of withdrawal from the University. In some instances other sections of the calendar are referenced and these also should be consulted to ensure that a full understanding of the regulations is obtained. There are two types of withdrawal: voluntary or required.

### Voluntary Withdrawal

Students who complete the procedure for registration (selection of courses and payment of fees) and who subsequently decide not to attend that semester may cancel their registration by notifying their Academic Advisor up to but not including the first class day. Student Financial Services will arrange for the appropriate refund of fees paid. For the Fall semester the required minimum registration deposit will automatically be forfeited. Commencing with the first day of regular classes the formal withdrawal procedure from the University is required and outlined below.

A student intending to withdraw from the University must notify the Office of Registrarial Services in writing and complete the Notice of Withdrawal procedure. Students contemplating withdrawal are urged to meet with their Academic Advisor to discuss the implications of withdrawal. A student receiving financial assistance through the Ontario Student Assistance Program is strongly advised also to contact Student Financial Services regarding the status of that award upon withdrawal.

The timing of the withdrawal and the reasons for it may have academic and financial implications. Up to the 40th class day, a student may withdraw without academic penalty. However, unless the withdrawal is for illness or compassionate grounds, students will be liable for fees payable in accordance with the refund schedule (see Chapter V - Schedule of Fees). Students seeking a refund on grounds of illness or compassionate circumstance must provide documented evidence related to the grounds to Student Services (GH108), within thirty days of the withdrawal.

A student who withdraws from the University after the fortieth class day of the semester, other than for illness or compassionate reasons will be considered to have failed the courses for which the student is registered at the time of withdrawal. Students seeking academic consideration on grounds of illness or compassionate circumstance must appeal to the Academic Review Sub-Committee for their program (see Academic Consideration in this Chapter). Depending on the timing and circumstances students may be able to obtain a fee refund after the fortieth class day. Students in this situation should consult with Academic Advisor.

A student who withdraws from the University must return all outstanding loans from the library immediately upon withdrawal regardless of the original due date. Any items not returned will be declared lost and charged to the student's account.

Students who do not register in a program of study for six or more consecutive semesters are required to apply for readmission.

### Required to Withdraw

Students may be required to withdraw for reasons of academic performance or academic misconduct.

#### a. Academic Performance (please refer also to the section on Continuation of Study for detailed requirements)

Students who do not meet the continuation of study requirements for at least probationary status at the end of the semester will be required to withdraw and the two-semester rustication period will begin effective the subsequent semester.

Students who are granted a deferred privilege (examination or condition) will have their Continuation of Study Status assessed once the deferred privilege is complete. At that time an assessment of required to withdraw could have an impact on the student's current registration.

#### b. Academic Misconduct (refer also to the full Academic Misconduct Policy in this chapter)

One of the penalties that may be assessed against a student found guilty of academic misconduct is suspension from the University for a period of between two and six consecutive semesters. The effective date of such a suspension is determined by the Vice-Provost.

#### c. Appeals (refer also to the sections on Academic Consideration and Academic Misconduct for full details of appeals processes)

Students who do not satisfy the program requirements for continuation of study and are required to withdraw may appeal for probationary status to the Academic Review Sub-Committee, on medical, psychological, or compassionate grounds. Students are not permitted to attend classes until such time that the appeal is granted.

Students who are suspended from the university as a result of academic misconduct, may appeal to the Appeal Panel with respect to either the appropriateness of the penalty or the finding of guilt.

### Readmission (refer to Chapter VIII - Readmission)

Students who meet one of the following three criteria must apply to Admission Services for readmission:

- were required to withdraw from their program for a period of two or more semesters;
- were suspended from the University for academic misconduct; or
- have not registered at the University of Guelph-Humber for six or more consecutive semesters

Readmission to a program at the University of Guelph-Humber is not automatic. Students should consult Chapter IV - Admission Information regarding appropriate admission requirements and deadline dates. Applicants for readmission should include a statement which outlines the basis for readmission. Criteria used for readmission may differ by academic program. Students considering readmission should consult with the appropriate Academic Advisor regarding procedures and criteria for readmission to that program.

Students who withdraw on more than two occasions may be required to meet with the Program Head in order to clear their re-entry into a subsequent semester.

A student who wishes to be considered for readmission following a suspension for academic misconduct must make an application that will be judged on the basis of eligibility to continue. A student who is suspended for academic misconduct and also fails to meet the continuation of study requirements will normally be required to serve the associated penalties consecutively.

A student who has been expelled from the University for academic misconduct is not eligible for readmission to the University for at least five years. A student who wishes to be considered for readmission must petition the Vice-Provost to have the expulsion status removed (please refer to the Academic Misconduct Policy for detailed procedures).

### Granting of Credit while on Rustication

The policy below applies to any university credit course taken during the rustication period, be it distance or on-campus, taken in open learning programs from either this university or another university.

- Students who have been required to withdraw for reasons of academic performance and who take university credit courses during their rustication period, will be eligible for up to 1.00 credit (one full-year course) provided they meet the criteria for readmission and the criteria for the transfer of credit.
- Students who take university courses after the two-semester rustication period or after a period of suspension may transfer all these credits, provided the student meets the criteria for readmission and the criteria for the transfer of credit.
- Students who have been suspended for academic misconduct will not receive any credit for courses taken during the suspension period.

## VIII. General Statements on Awards

The University of Guelph-Humber attracts a community of outstanding scholars to its programs. The Committee on Awards, established by the Senate of the University, is responsible for the supervision of the administration of awards in the gift of the Senate. In addition, this Committee formulates policies regarding the effective use of funds designated for awards and establishes the terms and conditions attached to the awards. In addition, Student Financial Services is responsible for awarding bursaries on the basis of financial need, and evaluating the needs component of Scholarships with Financial Need. Some scholarships and bursaries are open to all students regardless of degree or diploma program and others are restricted to students in particular programs. Students entering the first semester of their first undergraduate degree should consult the entrance sections for a listing of awards that may apply to them. Students that are registered at the University of Guelph-Humber should refer to the in-course sections for a listing of awards that may apply to them. Also refer to Section VII – Undergraduate Degree Regulations and Procedures, Academic Misconduct, Penalties, for additional regulations regarding scholarships and bursaries.

### Eligibility

To be eligible for entrance awards, you must be a Canadian citizen or permanent resident entering the University of Guelph-Humber for the first time unless otherwise stated in the eligibility clause of the award. To be eligible for in-course awards, all registered students are eligible for most awards, unless otherwise stated in the eligibility clause of the award. A minimum of 70% average is required for all scholarships.

**International Students:** Financial Assistance Programs are available for International Students, including Entrance Awards, Work-Study and In-course Bursaries. In addition, many of the University of Guelph-Humber's scholarships for in-course students are available to enrolled international students and are based on high academic standing. Where applications are required, it is the student's responsibility to obtain an application from Student Financial Services (GH112) and to see that it is returned prior to the deadline date. In all cases, students must be registered full-time to recover any form of award (bursary or scholarship). Full-time registration is required for eligibility for all scholarships and awards unless otherwise stated in the eligibility clause of the award.

### Definitions

#### Awards

Generic term used to refer to a type of award that is not a scholarship. This category includes bursaries.

#### Bursary

An award provided to a student on the basis of financial need. Financial need is determined by the University of Guelph-Humber (Student Financial Services) after an evaluation of the Financial Need Assessment Form has been submitted by the student. Academic merit is not a consideration in awarding a bursary. You must be a Canadian citizen or permanent resident of Canada to be considered for bursaries. International students are eligible to apply for the International Student Bursary only.

#### Scholarship

Awarded on the basis of academic performance and given for further study. Given that the merit component is normally academic, it may include such non-academic aspects as leadership, extracurricular activity, volunteerism, and community involvement. Scholarships can be monetary, prizes, or medals. Financial need is not a consideration of scholarships.

#### Scholarships with Financial Need

These are awarded based on the same criteria as scholarships, but financial need is a consideration.

#### Travel Grants

These grants are provided to students who wish to travel as part of their program of study. Examples of travel opportunities include: Exchange/Study Abroad programs, Letter of Permission, field courses, and independent research projects.

#### Payment of Awards for In-course Students

Please note that all internal awards will be applied against outstanding balances on students' accounts.

#### Payment of Awards for Entrance Students

Awards will be applied directly to the student's financial account in two equal payments in the fall and winter semesters.

*Students who receive an award and who withdraw from the semester in which the award is received, or change the number of credits in which they are registered, may have their award adjusted. This adjustment will be calculated up to the twentieth class day according to the rebate schedule in effect for that semester and the published terms and conditions for the award.*

**The University reserves the right to amend awards subject to the availability of funds.**

## Entrance Scholarships

All eligible students applying to the University of Guelph-Humber are automatically considered for a University of Guelph-Humber Renewable Entrance Scholarship. Ontario secondary school applicants will be assessed for the University of Guelph-Humber Renewable Entrance Scholarship on the basis of results in six Grade 12, 4U and/or 4M courses in order to be eligible for scholarship consideration. Scholarship recipients will be mailed a formal scholarship offer if eligible with their offer of admissions.

### University of Guelph-Humber Renewable Entrance Scholarships

DEGREE PROGRAM	AVERAGE	AWARD AMOUNT
Bachelor of Business Administration	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Science in Justice Studies	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Science in Early Childhood Studies	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Science in Family and Community Social Services	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Science in Kinesiology	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Science in Psychology	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
Bachelor of Applied Arts in Media Studies	75.0% - 79.9%	\$2,000
	80.0% - 84.9%	\$3,000
	85.0% - 89.9%	\$4,000
	90.0% +	\$5,000
All Renewals	80.0% - 84.9%	\$1,000
	85.0% - 89.9%	\$2,000
	90.0% +	\$3,000

### Renewal

To renew the scholarship, students must maintain a 100% course load in the fall and winter semesters with a minimum 80% cumulative average. Full details are available on the Student Financial Services website. No application required.

### Guelph-Humber Founders Academic Merit Scholarship

Established in 2012 to mark the ten year anniversary of the University of Guelph-Humber, these awards honour the contributions and leadership of the University's founders, and are considered to be among the most prestigious entrance awards offered by the University of Guelph-Humber. Ten scholarships of \$20,000 (\$5000 annually) are awarded to entering students on the basis of high academic achievement (minimum 90% admission average), and demonstrated superior leadership ability and potential as evidenced through positions held and participation in extra-curricular activities, and school and community activities. Students apply by February 28th, using Founders' Academic Merit Scholarship application. Two letters of reference attesting to leadership contributions in school and/or community activities are required. This award is also not tenable with the University of Guelph's President's and Chancellors' Scholarships or the Board of Governors' Scholarships.

### University of Guelph-Humber Registrar's Entrance Bursary

These awards have been designed specifically to assist students and their families with demonstrated financial need to meet the growing costs associated with a university education. Students must apply to be considered for these scholarships. Application forms for the Need-Based Entrance Scholarship are available on-line, and applications are due April 15.

### **Entrance Scholarship for Part-Time Programs**

Students entering part-time degree completion programs (online or hybrid formats); Honours Bachelor of Applied Science in Early Childhood Studies, Honours Bachelor of Applied Science in Family and Community Social Services, and Bachelor of Applied Arts in Justice and Public Safety completion program who have completed a 2 or 3-year diploma from a recognized institution with a minimum 75% final admission average. This scholarship is available to domestic and international students. This scholarship is not available for re-admitted students or for students who have subject deficiencies. Recipients are not required to register in full-time studies. Students will be selected based on their admission application and submitted transcripts. Application is not required. Visiting/exchange students are not eligible for this award.

### **Thom Herrmann Psychology Scholarship**

Established in 2013 by the Guelph-Humber Psychology Department the Thom Herrmann Psychology Scholarship recognizes the top 5 finishers in the University of Guelph-Humber Psychology Conference psychathalon. Up to five awards of \$1,000 are offered to students who are entering any of the Bachelor of Applied Science Programs majoring in Psychology, Early Childhood Studies, or Family and Community Social Services

### **Transfer Student Entrance Scholarship**

Established by the University of Guelph-Humber and awarded to students who are entering any degree program who have completed a 2 or 3 year diploma from a recognized institution OR students who have completed at least 1 year of full time studies in any accredited University with a minimum final admission average of 75%. This scholarship is not available for re-admitted students or internal applicants from the University of Guelph. Visiting/exchange students are not eligible for this award. Students must register in at least 2.0 credits for two consecutive semesters

### **International Student Entrance Scholarships**

Established by the University of Guelph-Humber and awarded to full-time international students who are entering or transferring into any degree program. This scholarship is not available for re-admitted students or internal applicants from the University of Guelph. This scholarship is not available for students with subject deficiencies. Students must register in at least 2.0 credits for two consecutive semesters of their entry point in order to receive the full award. Application is not required. Visiting/exchange students are not eligible for this award.

### **Specialist High Skills Major Entrance Award**

The award will be distributed to students entering their first semester of post-secondary studies for the first time with a minimum 80.0% final admission average, who have completed the Specialist High Skills Major Red Seal diploma in one of the following: Arts & Culture, Business, Information & Communications Technology, Justice, Community Safety & Emergency Services, Non-Profit, Health & Wellness, Sports. No application is required.

### **Conditions of All Entrance Scholarships**

Full-time registration in the program of study indicated in the scholarship offer is required to receive the full amount of the award. Awards will be subtracted in two equal instalments from your student account at the beginning of each semester in your first year of study (September and January).

Entrance Scholarships are conditional on a final admission average.

## **Awards and Bursaries for In-Course Students**

### **University of Guelph-Humber Student Leadership Scholarships**

These \$1500 scholarships recognize outstanding student leadership contributions. They are awarded to students who have completed a minimum of two full-time semesters (minimum credit total of 4.0), have achieved a minimum cumulative average of 75% and who have made outstanding leadership contributions to the University of Guelph-Humber, the larger campus environment or their community

Apply to the University of Guelph-Humber Awards Committee by February 15 with a one-page description of leadership contributions and two letters of recommendation, one from an instructor and one from a member of the community served. The award may be held only once.

**NOTE** This award may be held only once. Leadership may be demonstrated through involvement in activities such as student government, athletics, volunteer experiences and work in organizations outside of the campus. Leadership involvement will be the deciding factor in awarding scholarships.

### **The J.P. Bickell Foundation Scholarship**

This award of \$850 has been made available through a generous grant from the J.P Bickell Foundation. The award supports a student with great financial need in any of the University of Guelph-Humber's social service programs (Family and Community Social Services, Early Childhood Studies, or Justice Studies). Applicants must submit a one-page description of their volunteer work, a letter of reference from someone who can attest to the candidate's commitment to volunteerism, as well as a Financial Need Assessment Form provided by Registrarial Services. Application must be made by October 7th.

### **The Guss-Credit Union Bursary**

This award of \$2,000 is presented in honour of Jonathan Guss, retired CEO of the Credit Union Central of Ontario, by his colleagues, co-workers and affiliated credit unions across Canada. The award supports students with great financial need in their pursuit of an undergraduate education in any of Guelph-Humber's academic programs. Applicants must complete a Financial Needs Assessment Form provided by Registrarial Services. Application must be made by October 7th.

### **The Guelph-Humber Student Association and Alumni Bursary**

This award of \$950 is presented on behalf of the University of Guelph-Humber Student Association, and Guelph-Humber alumni. The award supports students with great financial need in their pursuit of an undergraduate education in any of Guelph-Humber's academic programs. Applicants must complete a Financial Needs Assessment Form provided by Registrarial Services by October 7th.

### **The Phillip Santangelo Memorial Bursary**

Created in memory of Phillip Santangelo, a member of the second graduating class (2008) at the University of Guelph-Humber, and with the aid of the Ontario government's OTSS program, two \$2,750 bursaries are available to students who have completed a minimum of 4.00 credits in the Business Program (BBA) at the University of Guelph-Humber. If there are no suitable applicants in the Business Program, the bursary will be made available to a student who completed a minimum of 4.00 credits in any University of Guelph-Humber program. Selection will be based on demonstrated financial need. Apply by October 7th to the Scholarship and Awards Committee, University of Guelph-Humber, with a completed Financial Need Assessment Form.

### **Gold Medallion for Leadership Excellence**

The University of Guelph-Humber provides students with a unique experience which joins rigorous academic curriculum with practical real world experience both inside and outside the classroom. The University of Guelph-Humber Gold Medallion for Leadership Excellence recognizes students who have completed 17.5 or more credits and who have made leadership contributions to their program, outside of the classroom and/or in the community. One graduating student in each University of Guelph-Humber program of study will receive a leadership medal and a \$500 award. Applications must be made by February 15th.

### **Weirfoulds Bursary**

Created by the lawyers of WeirFoulds, with the aid of the Ontario government OTSS program, this \$1,000 bursary is available to students registered at the University of Guelph Humber who have completed a minimum of 4.0 credits. Preference will be given to students in Bachelor of Applied Science in the Justice Studies program at the University of Guelph Humber. If there are no suitable applicants in the Justice Studies program the bursary will be made available to any student. Selection will be based on demonstrated financial need. Apply by October 7th to the Scholarship and Award committee, University of Guelph Humber, with a completed Financial Need Assessment Form.

### **Applied Physiology, Nutrition, and Metabolism Scholarship in Undergraduate Research Excellence**

Established in 2014 by the Department of Kinesiology this scholarship recognizes a student registered in the Kinesiology major of the B.A.Sc. program KIN 3190-Field Placement II. One award of \$1000, commemorative medal, and one year subscription to the Journal of Applied Physiology, Nutrition, and Metabolism are awarded to the student who submits the highest quality research proposal in KIN 3190\*. Applicants must complete the application and submit to Guelph-Humber Awards Committee with a research proposal by February 15th.

### **CSEP/SCPE Scholarship in Applied Exercise Physiology**

Established in 2014 by the Department of Kinesiology, this scholarship recognizes a student registered in the Kinesiology major of the B.A.Sc. program. The Scholarship of \$1000 and a commemorative medal are awarded to the student with the highest cumulative average in KIN 3010, KIN 3110, KIN 3200 and KIN 3020. No application is required.

### **Gold Medallion for Academic Excellence in Kinesiology**

Established in 2014 by the Department of Kinesiology this award recognizes the student with highest cumulative average in the core courses in the Kinesiology major of the B.A.Sc. program. One award of \$1000 and a commemorative medal will be awarded to the student with the highest cumulative average in SCMA 1120, SCMA 1500, KIN 1040, KIN 1070, KIN 2060, KIN 2070, SCMA 2080, KIN 3020, KIN 3200, KIN 3030, SCMA 3100, KIN 3250, KIN 3110, KIN 3060 and KIN 4030. No application required.

### **Scholarship in Nutrition and Metabolism**

Established in 2014 by the Department of Kinesiology this scholarship recognizes a student in the Kinesiology major of the B.A.Sc. program who has achieved both academic and professional excellence in the field of Nutrition and Metabolism. One scholarship of \$1000 and a commemorative medal is awarded to the student with the highest cumulative average in KIN 1070, KIN 2070, KIN 3030, and KIN 3250 who is also engaged in a research project in KIN 4400 or KIN 3190 related to nutrition and /or metabolism. Complete the application and submit to Guelph-Humber Awards Committee with an attached research proposal and or/report by February 15th.

### **Nadia Singh Ghanny Bursary**

Established by faculty member, Nadia Singh, this award of \$1,000 recognizes students in the Justice Studies program (either B.A.Sc. or B.A.) who demonstrate financial need. Preference will be given to students who have pursued post-secondary education after gaining experience in the workplace.

Students apply by October 7th using the online application. Application packages must include a resume and a one-page letter to the Awards Committee describing their motivation for pursuing post-secondary education after gaining professional experience in the workplace. Applicants must also submit a Financial Needs Assessment Form to Student Financial Services.

### **First Class Scholarship**

Established by the first graduating class of the University of Guelph-Humber in 2006, this scholarship of \$600 is awarded to the student who demonstrates financial need and is actively involved in the campus community. Students registered in any University of Guelph-Humber degree program with a minimum of 2.5 completed credits are eligible.

Students apply by October 7 with a Financial Need Assessment form and a resume outlining their extracurricular activities.

### **Family and Community Social Services Spirit of Volunteerism Scholarship**

Established in 2013 by the Human Services Department, this \$1,000 scholarship recognizes the student in the family Community and Social Services major of the B.A. SC. Program who has been deemed to have made the greatest contribution to extracurricular volunteerism above and beyond the program requirements. Apply to Student Financial Services by February 15th by submitting the on-line application form, one page statement demonstrating commitment to volunteerism and one letter of recommendation from a member of the public who can attest to volunteer activities

### **Guelph-Humber Travel Grant**

Established in 2014 by the Vice-Provost's Office these travel grants of up to \$2,500 recognize the student with the highest cumulative average in each section of AHSS\*3500. Students must attend the study abroad portion of the course. No application required.

### **Guelph-Humber Vice-Provost Enhanced Learning Travel Grant**

Established in 2013 by the Vice-Provost's Office these travel grants recognize students in the Media Studies Program with an emphasis in Digital Communications. Three travel grants of \$2000 are awarded to students registered in the Media Studies program with an emphasis in Digital Communication who have completed 12.0 or more credits and have departmental approval to work with a faculty mentor at the University of Bremen in Bremen, Germany and have the highest cumulative average. No application required.

### **IGNITE Scholarship – Early Childhood Studies Degree Completion**

Established in 2012 by IGNITE to mark the ten year anniversary of the establishment of the University of Guelph-Humber, this award recognizes the contributions of an in-course student in the Early Childhood Studies Degree Completion program (minimum of 2.0 credits completed) who demonstrates a commitment to enriching their workplace experience with the knowledge they have gained in the classroom. The recipient of this award must be in good academic standing (60% or better). Students apply by October 7th, using the online application and a one page letter explaining how their education has impacted and enriched their workplace experience

### **IGNITE Scholarship for Community Involvement**

Established in 2012 by IGNITE to mark the ten year anniversary of the establishment of the University of Guelph-Humber, this award recognizes the contributions of an in-course student (minimum of 8.0 credits completed) who has dedicated time to the enrichment of the University of Guelph-Humber and/or the wider community through their extracurricular involvement. The recipient of this award must be in good academic standing (60% or better). Students apply by October 7th using the online application. Application packages must include a resume and one letter of support attesting to their contributions to community enrichment.

### **John Holland Excellence in Justice Studies Scholarship**

This certificate of Honour and \$1,000 prize was established in 2006 and is presented to the nominated student who has been deemed by the University of Guelph-Humber Awards Committee to have made the most significant contribution to the University of Guelph-Humber community, beyond their own program of study and has a commitment to enriching the student experience at the University which include but is not limited to: encouraging increased student involvement in campus life and learning; a commitment to strengthening the sense of community with-in Guelph-Humber and Humber; demonstrating innovation in academic or student life; encouraging student and faculty interaction; advocating on behalf of the needs, aspirations and interests of all Guelph-Humber students. Students must be nominated by a fellow student, member of faculty or staff member using the on-line nomination form by October 7th.

### **Outstanding Achievement in Early Childhood Studies and Family and Community Social Services Field Placement Scholarship**

Established in 2013, this \$1,000 scholarship recognizes students in the Early Childhood Studies and the Family Community and Social Services majors of the B.A. Sc. Program, who have demonstrated outstanding achievement at their field placement. Students must have completed either FCSS\*2040 or ECS\*2040 or subsequent field placements and have been nominated by a University of Guelph-Humber field placement course instructor/site monitor. The nominator must submit the online application form to Student Financial Services as well as a one page letter of recommendation from a field placement course instructor/site supervisor who can attest to the student's outstanding placement activities.

### **University of Guelph-Humber Accounting Achievement Scholarship**

One award of \$1000 will be presented to student registered in the Bachelor of Business Administration program with the highest cumulative average who has completed a minimum of 10.0 including GPA in BADM 1030, BADM 1060, BADM 2010 and BADM 3120.

### **CPA Graduation Prize**

One award of \$1,000 will be presented to the student graduating from the winter or previous fall from the Bachelor of Business Administration program with the highest cumulative average who has completed BADM 3130, BADM 4220, BADM 4210 and BADM 4230. No application required.

### **Guelph-Humber Study Abroad Travel Grant**

Established in 2016, 50 travel grants of \$1500 recognize students registered in AHSS\*3500 with above 70% cumulative average who demonstrate financial need. Students must attend the study abroad portion of AHSS\*3500 in order to be eligible. Applicants must submit a Financial Need Assessment Form to Student Financial Services by October 7th.

### **Barbara and Mike Irwin Bursary**

John Irwin, Professor in Justice Studies at the University of Guelph-Humber has established this bursary in recognition of his parents, Barbara and Mike Irwin to support a student with financial need with preference given to a student who is a parent. One undergraduate award will be awarded to a student registered in any program. Submit a Financial Need Assessment Form and if applicable a brief letter confirming parenthood to Student Financial Services, University of Guelph-Humber by October 7th.

### **Zangeneh-Isralowitz Youth/Emerging Adult Resilience Scholarship**

Professor Masood Zangeneh, Professor in Psychology at the University of Guelph-Humber has established this scholarship to support a student with a minimum of 10 credits in the Psychology program at the University of Guelph-Humber and a minimum cumulative average of 80%. Selection is based on demonstrated interest in youth/emerging adult resilience research through the submission of a personal statement. One undergraduate award will be awarded to a student registered in the Psychology program. Submit completed application form to the Student Financial Services office by October 7th.

### **Media Community Merit Scholarship**

Established in 2016, this award recognizes a Media Studies student who demonstrates financial need. The student must have completed 5 or more credits in their program. The student must have a minimum 80% cumulative average and demonstrate their community involvement at Guelph-Humber. Students apply by October 7th. Application must include a one-page letter describing their involvement in the Guelph-Humber community. Applicants must also submit a Financial --Need Assessment Form to Student Financial Services.

### **Psychology Community Merit Scholarship**

Established in 2016, this award recognizes a Psychology student who demonstrates financial need. The student must have completed 5 or more credits in their program. The student must have a minimum 80% cumulative average and demonstrate their community involvement at Guelph-Humber. Students apply by October 7th. Application must include a one-page letter describing their involvement in the Guelph-Humber community. Applicants must also submit a Financial Need Assessment Form to Student Financial Services.

**Media Studies Research Excellence Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Arts in Media Studies program. One award of \$1,000 is awarded to the student who submits the highest quality research project in the MDST 4500 Applied Research Project course dealing with media research. Applicants must complete the application and submit to Guelph-Humber Awards Committee with the research project by February 15.

**University of Guelph-Humber Early Childhood Studies Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Early Childhood Studies program. One award of \$1,000 is awarded to the student who achieves the highest final grade in ECS\*3010 "Children with Diverse Needs in Families." No application is required.

**University of Guelph-Humber Psychology Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Psychology program. One award of \$1,000 is awarded to the student who achieves the highest final grade in completed PSYC\*3120 "Quantification in Psychology II." No application is required.

**University of Guelph-Humber Business Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Business Administration program. One award of \$1,000 is awarded to the student who

**University of Guelph-Humber Family & Community Social Services Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Family & Community Social Services program. One award of \$1,000 is awarded to the student who achieves the highest mark in FCSS2080 - Mental health & Addictions. No application is required.

**University of Guelph-Humber Justice Studies Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Justice Studies program. One award of \$1,000 is awarded to the student who achieves the highest mark in AHSS\*3050 Canadian Social Problems. No application is required.

**University of Guelph-Humber Kinesiology Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Kinesiology program. One award of \$1,000 is awarded to the student who achieves the highest mark in KIN\*3010: Exercise Physiology. No application is required.

**University of Guelph-Humber Media Studies Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Arts in Media Studies program. One award of \$1,000 is awarded to the student who achieves the highest mark in AHSS\*3220 Law and the Media. No application is required.

**University of Guelph-Humber FCSS Placement Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Family & Community Social Services program. One award of \$1,000 awarded to the student who achieves the highest mark in FCSS\*3120 Intermediate Practicum I. No application is required.

**University of Guelph-Humber Merit Scholarships for Part-Time Programs**

The \$750 Merit Scholarships for Part-time Programs are automatically awarded to students registered in the Bachelor of Applied Arts (Justice Studies), the Early Childhood Degree Completion (ECDC), or the Family and Community Social Services Degree Completion (FCSSDC) Programs who have completed between 4.00 credits and 6.50 credits at the University of Guelph-Humber, with a minimum 80.0% cumulative average and are in the top ten percentile of their cohort.

**University of Guelph-Humber Indigenous Student Bursary**

Established in 2017, this bursary provides direct support to an Indigenous Student with demonstrated financial need to assist with financing their education. One award of \$2,000 is awarded to the student with high-demonstrated financial need. A letter self-identifying as an Indigenous Person and a Need Assessment form must be completed by October 7<sup>th</sup>.

**University of Guelph-Humber Field Study Travel Grant**

Established in 2017 this travel grant recognizes the student with the highest demonstrated financial need participating in a field studies course. Students enrolled in an International Study Abroad course are not eligible for the travel grant. Students must submit a completed Need Assessment Form to Student Financial Services by October 7<sup>th</sup>.

**University of Guelph-Humber Business Practicum Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Business Administration program. One award of \$1,000 is awarded to the student who achieves the highest mark in BADM\*3500 - Business Practicum in the current academic year. No application is required.

**University of Guelph-Humber Early Childhood Studies On-line Scholarship**

Established in 2017, this award recognizes a student registered in the Honours Bachelor of Applied Science in Early Childhood Studies part-time program. One award of \$1,000 is awarded to the student who achieves the highest final grade in ECS\*4000 - Program Development and Evaluation Course on-line course. No application is required.

**University of Guelph-Humber FCSS On-Line Scholarship**

Established in 2016, this award recognizes a student registered in the Honours Bachelor of Applied Science in Family & Community Social Services part-time program. One award of \$1,000 is awarded to the student who achieves the highest mark in FCSS\*3020 Developing a Culturally Sensitive Practice. No application is required.

**University of Guelph-Humber Psychology Placement Scholarship**

Established in 2017, this award recognizes a student registered in the Honours Bachelor of Applied Science in Psychology program. One award of \$1,000 is awarded to the student who achieves the highest final grade in PSYC\*3180 - Applied Study in Psychology: Community Mental Health. No application is required.

**University of Guelph-Humber Kinesiology Placement Scholarship**

Established in 2017, this award recognizes a student registered in the Honours Bachelor of Applied Science in Kinesiology program. One award of \$1,000 is awarded to the student with the highest mark in KIN\*3090 - Field Placement I Course. No application is required.

**Virginia Gray Academic Medal**

This medal is awarded to the student in the Bachelor of Applied Arts program in Justice Studies with the highest cumulative GPA following the completion of their seventh semester level. The award is named for the late Virginia Gray, Director of Office of Opening Learning at the University of Guelph, and recognizes outstanding academic achievement. All eligible BAA students will be considered after final grads are recorded from the fall semester. The successful candidate will be notified in February. No application is required.

**Outstanding Achievement in Early Childhood and Family and Community Social Services Field Placement Scholarship**

Established in 2013, this \$1000 scholarship recognizes students in the Early Childhood and the Family and Community Social Services major of the B.A.Sc. program, who have demonstrated outstanding achievement at their field placement. Students must have completed either FCSS\*2040 or ECS\*2040 or subsequent field placements and have been nominated by a University of Guelph-Humber field placement course instructor/site supervisor. The nominator must submit the online application form to Student Financial Services as well as a one page letter of recommendation from a field placement course instructor/site supervisor who can attest to the student's outstanding placement activities. One recipient will be selected from each of the eligible majors. Students must be registered full-time in their program of study. Nominate a student for the Outstanding Achievement in Early Childhood and Family and Community Social Services Field Placement Scholarship.

**Professional Staff Association Scholarship**

This scholarship of \$1,500 is provided to the student with the highest cumulative average. Full-time students who are from the immediate family, part-time or contractual Professional/Managerial Group employees of the University, and/or retired Professional/Managerial Group of the University of Guelph who have completed at least 5.0 credits and have a minimum 70% cumulative average are eligible to apply. Apply to Student Financial Services by May 15<sup>th</sup> by sending an email to awards@uoguelph.ca and include the name of the family member of the Professional/Managerial Group of the University, and/or retired Professional/Managerial Group of the University of Guelph. This award may be held more than once, however, not in consecutive years. Preference will be given to students of current or retired P.S.A. members. This scholarship is awarded in the fall.

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**Michael Nightingale Community Enrichment Award**

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This annual award has been established to honour Michael Nightingale, who served as the first Vice-Provost and Chief Academic Officer at the University of Guelph-Humber from 2001 to 2005. Throughout his tenure, Michael's vision and dedication were critical in shaping both the academic and co-curricular environments at the University of Guelph-Humber. This award is presented to a graduating student who has made significant contributions to the University of Guelph-Humber community, beyond their own program of study, and shares Michael Nightingale's commitment to enriching the student experience at the University. The award consists of a certificate of honour, a permanent plaque displayed in the University of Guelph-Humber building, and a cash prize of \$1,000. Nominate a student for the Michael Nightingale Community Enrichment Award. The deadline to apply to this scholarship is February 15<sup>th</sup>.

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**University of Guelph-Humber Early Childhood Studies Placement Scholarship**

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Established in 2017, this award recognizes a student registered in the Honours Bachelor of Applied Science in Early Childhood Studies program. One award of \$1,000 is awarded to the student who achieves the highest final grade in ECS 3030 - Field Placement III Course. No application is required.

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**Merit Scholarships for Part-Time Programs**

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Students registered in any part-time program who have completed a minimum of 4.0 credits but no more than 6.5 credits with a minimum 80.0% cumulative average. Recipients will be identified as being in the top ten percentile of each cohort calculated on the basis of the most recently completed 3 consecutive semesters. Application is not required.

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**ALL OTHER UNIVERSITY SCHOLARSHIPS**

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Full-time registration in the program of study indicated in the scholarship offer is required to receive the full amount of any university award. Awards will be subtracted in two equal installments from your student account at the beginning of each of the next two registered semesters.



## **IX. Degree Programs**

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## Bachelor of Applied Arts (General) (BAA)

### Specialization in Justice and Public Safety

#### Schedule of Study

This program leads to a Bachelor of Applied Arts (General) in Justice and Public Safety. Prospective students are encouraged to contact Registrarial Services to discuss program suitability before making a formal application for admission.

The Justice and Public Safety specialization is offered in a hybrid format, which includes periods of intense, in-class learning, supplemented by online study. The study format allows students to complete 1.00 credits (equivalent to two half credit courses) in a 12-week semester and as many as 3.00 credits per year.

#### Condition for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

#### Semester 1

AHSS*1110	[0.50]	Introductory Psychology: Dynamics
AHSS*1130	[0.50]	Principles of Sociology
AHSS*1150	[0.50]	Introduction to Law
AHSS*1160	[0.50]	Crime and Criminal Justice
0.50 electives		

#### Semester 2

AHSS*1030	[0.50]	Introduction to Organizational Behaviour
AHSS*1210	[0.50]	English I: Reading and Writing Effectively
AHSS*2310	[0.50]	Leadership and Motivation
JUST*1010	[0.50]	Criminal Offences
JUST*1050	[0.50]	Introduction to Industrial Relations

#### Semester 3

JUST*2000	[0.50]	Community Policing: Introduction
JUST*2020	[0.50]	Federal Legislation
JUST*2090	[0.50]	Justice and Public Safety Human Resources Management
JUST*2100	[0.50]	Introduction to Justice and Public Safety Accounting
SCMA*2040	[0.50]	Research Methods for Social Science

#### Semester 4

AHSS*2110	[0.50]	Criminological Theory I
JUST*2040	[0.50]	Police Governance and Accountability
JUST*3010	[0.50]	Conflict Resolution
JUST*3030	[0.50]	Investigative Techniques
0.50 electives		

#### Semester 5

AHSS*3050	[0.50]	Canadian Social Problems
AHSS*3060	[0.50]	Criminological Theory II
AHSS*3230	[0.50]	Trends in Gender Issues
JUST*3040	[0.50]	Police and Society
SCMA*3040	[0.50]	Quantitative Methods for Social Science

#### Semester 6

AHSS*4070	[0.50]	Issues in Ethnicity and Class
AHSS*4090	[0.50]	Ethics and the Justice System
AHSS*4100	[0.50]	Public Policy: Challenges and Prospects
JUST*4000	[0.50]	Advanced Issues in Community Policing
0.50 electives		

## Bachelor of Applied Arts in Media Studies (BAMS) - Diploma in Media Communications

Media outlets continue to grow and diversify at a tremendous rate across Canada, North America and throughout the world. Information is delivered and shared in ways today that would not have been imagined ten years ago. The public appetite for information fuels this growth, with hundreds of television and radio stations, unlimited internet availability and expanding (and specializing) magazine and newspaper options.

At the University of Guelph-Humber, the Media Studies program allows students to explore these and other emerging trends and to study the historical, social, cultural and ethical dimensions of the field through exposure to courses that challenge them to think, read and write critically. Other courses aim to teach students how to work in a team environment to achieve a goal related to their specialization, such as: producing a newspaper or television broadcast, or promoting and managing a large event, designing visual communication or creating of multi-platform communication vehicles through digital technology.

Specializations are offered in Journalism, Public Relations, Visual Communication, Digital Communication and Media Business. Students in all specializations are required to complete 20.00 credits in order to be eligible for graduation: 13.50 core media studies credits, 5.00 specialization credits and 1.50 elective credits. Students must complete these requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Digital Communications (DC)

The pivotal role of the World Wide Web in communication has created a demand for cross-disciplinary specialists who can execute multi-platform communication strategies on behalf of corporations, consulting agencies, government and non-profit organizations. Students in the Digital Communication profile will develop their research, photographic, web design and project management skills as they create content using current software applications such as Photoshop, InDesign, Flash and Fireworks.

### Visual Communication (VC)

Students in the Visual Communication stream are exposed to all aspects of photography, design and videography leading to a diploma in Media Communications. Students study the world of media with a particular focus on visual communication, photographic techniques, and software -based design. An innovative multi-platform lab is available for projects and experiential learning.

### Journalism (J)

In Journalism, students have the opportunity to report on local and world events for various types of media. The program features training in writing for newspapers, magazines, and the Internet; it also offers experience in radio and television broadcasting. Students have access to a state-of-the-art broadcast studio and will produce a newspaper and newscast as part of the program.

### Media Business (MB)

The business aspects of the media industry are explored in the Media Business stream. Students learn the fundamentals of business including marketing, sales, management and advertising. Through a combination of theoretical and hands-on courses students learn how to analyze a marketplace, create effective marketing plans and develop multi-platform advertising messages on behalf of clients.

### Public Relations (PR)

The Public Relations stream aims to teach students to become adept at using the media to communicate for business, government, and other organizations. Courses such as Media Relations, Event Management, and Writing for Public Relations offer skills for writing and producing timely and accurate information. Students take part in off-campus ventures for real-world experience in fundraising and event management.

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Media Studies Program – Schedule of Studies

#### DC = Digital Communication only

IA = Image Arts only

J = Journalism only

MB = Media Business only

PR = Public Relations only

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

### Semester 1

AHSS*1210	[0.50]	English I: Reading and Writing Effectively
MDST*1010	[0.50]	Internet Survey & Research
MDST*1020	[0.50]	Communications Perspectives
MDST*1070	[0.50]	Photography and Digital Imaging

### Semester 2

AHSS*1070	[0.50]	Film Study
AHSS*1080	[0.50]	Ethical Issues
AHSS*1090	[0.50]	Communication, Technology and Culture
MDST*1030	[0.50]	Visual Communication and Design
MDST*1080	[0.50]	Introduction to Journalism & Public Relations

### Semester 3

AHSS*2010	[0.50]	Documentary Film and Television
AHSS*2030	[0.50]	Contemporary Narrative
MDST*2020	[0.50]	Media Structure and Policy
MDST*2080	[0.50]	Media Writing

### Semester 4

AHSS*2020	[0.50]	Presentations and Persuasion
AHSS*2130	[0.50]	Subcultures and the Media
AHSS*3080	[0.50]	Web Design
MDST*2070	[0.50]	Digital Design I

### Semester 5

AHSS*3220	[0.50]	Law and the Media
MDST*3040	[0.50]	Perception, Power, and the Media

One of:

MDST*2000	[0.50]	News Gathering J
MDST*2040	[0.50]	Media Relations PR
MDST*2210	[0.50]	Image Processing: Capture and Manipulation VC
MDST*3230	[0.50]	Fundamentals of Media Management MB
MDST*3250	[0.50]	Web Design for Digital Communication I DC

One of:

MDST*2030	[0.50]	News Editing and Writing J
MDST*2210	[0.50]	Image Processing: Capture and Manipulation DC
MDST*2510	[0.50]	Studio Lighting Fundamentals VC
MDST*3080	[0.50]	Writing for Public Relations I PR
MDST*3280	[0.50]	Media Advertising I MB

One of:

MDST*2060	[0.50]	Marketing Communications PR
MDST*3180	[0.50]	Radio Broadcasting J
MDST*3210	[0.50]	Videography I DC, VC
MDST*3270	[0.50]	Fundamentals of Media Marketing MB

### Semester 6

SCMA*2040	[0.50]	Research Methods for Social Science
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One of:

MDST*3120	[0.50]	Digital Design II
MDST*3220	[0.50]	Client Relations & Project Management

One of:

MDST*2060	[0.50]	Marketing Communications DC
MDST*3000	[0.50]	Magazine Writing, Editing, and Research J
MDST*3170	[0.50]	Writing for Public Relations II PR
MDST*3260	[0.50]	Production Design I DC
MDST*3370	[0.50]	Media Professional Selling I MB

One of:

MDST*2050	[0.50]	Specialized Reporting J
MDST*3030	[0.50]	Event Management PR
MDST*3110	[0.50]	Intermediate Theory and Location Photography VC
MDST*3290	[0.50]	Media Advertising II MB
MDST*3350	[0.50]	Web Design for Digital Communication II DC

One of:

MDST*3020	[0.50]	Television Broadcasting J
MDST*3100	[0.50]	Corporations and Agencies PR
MDST*3310	[0.50]	Media Organizational Leadership MB
MDST*4170	[0.50]	Videography II DC, VC

### Semester 7

AHSS*4080	[0.50]	Transition to Work
MDST*4080	[0.50]	Globalization and the Global Media
MDST*4500	[1.00]	Applied Research Project

One of:

MDST*3060	[0.50]	Public Affairs PR
MDST*4040	[0.50]	Multimedia Journalism J
MDST*4240	[0.50]	Videography III DC

MDST*4250	[0.50]	Web Design for Digital Communication III DC
MDST*4260	[0.50]	Production Design II PR
MDST*4370	[0.50]	Media Professional Selling II MB

**Semester 8**

MDST\*4210 [1.00] Media Practices

One of:

MDST*4060	[1.50]	Journalism Internship J
MDST*4070	[1.50]	Public Relations Internship PR
MDST*4180	[1.50]	Visual Communication Internship VC
MDST*4200	[1.50]	Digital Communication Internship DC
MDST*4190	[1.50]	Media Business Internship MB

## Bachelor of Applied Science (B.A.Sc.), Major Early Childhood Studies - Diploma in Early Childhood Education

Our innovative program focuses on the physical, social, emotional and cognitive development of young children within the context of the family and community. The program curriculum has been designed to ensure that students are provided the breadth and depth of knowledge necessary to be able to work confidently with and create programs for children and families and to be eligible to pursue further studies, such as teacher's college, graduate programs or specific therapeutic approaches. The program offers students the opportunity to develop a strong skill-set through participation in a variety of field placements and the knowledge required for a professional career in a leadership position in any area working with children and families in the private or public sector.

Students are required to complete 20.00 credits in order to be eligible for graduation. This includes 18.00 core credits, 2.00 general elective options. Students must complete these requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Placements

#### Placement 1

Students first field placement is a job shadowing experience that highlights various careers in the field of early childhood.

#### Placements 2 to 4

Students next three field placements will enable you to experience programs for young children and their families in a variety of agencies and organizations and across different developmental stages.

#### Placement 5 and 6

For students final two field placements, you will be encouraged to select a setting or program that meets your particular career goals.

Throughout your placements, you will participate in weekly seminars with your professor and classmates to critically analyze your experiences, and develop the skills required for professional work.

### Schedule of Studies

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

#### Semester 1

AHSS*1110	[0.50]	Introductory Psychology: Dynamics
AHSS*1130	[0.50]	Principles of Sociology
AHSS*1210	[0.50]	English I: Reading and Writing Effectively
ECS*1000	[0.50]	Foundations of Early Childhood
ECS*1010	[0.50]	Infant Development

#### Semester 2

AHSS*1120	[0.50]	Introductory Psychology: Principles
AHSS*1140	[0.50]	Public Sector Management
AHSS*2040	[0.50]	Early and Middle Childhood Development
ECS*1020	[0.50]	Child and Family Nutrition
ECS*1030	[0.50]	Field Placement I

#### Semester 3

ECS*2000	[0.50]	Parent-Child Relations
ECS*2010	[0.50]	Observing and Recording Children's Behaviour
ECS*2050	[0.50]	Curriculum Development I
SCMA*2020	[0.50]	Basic Concepts of Anatomy and Physiology
SCMA*2040	[0.50]	Research Methods for Social Science

#### Semester 4

AHSS*2120	[0.50]	Couple and Family Dynamics
ECS*2020	[0.50]	Play and Programming for Early Childhood
ECS*2030	[0.50]	Development in Adolescence
ECS*2040	[0.50]	Field Placement II
0.50 electives		

#### Semester 5

ECS*3000	[0.50]	Curriculum Development II
ECS*3010	[0.50]	Children with Diverse Needs in Families
ECS*3020	[0.50]	Counselling and Communication in Family Consultation

ECS*3030	[0.50]	Field Placement III
SCMA*3040	[0.50]	Quantitative Methods for Social Science
<b>Semester 6</b>		
AHSS*3010	[0.50]	Leadership and Early Childhood
ECS*3040	[0.50]	Administration of Programs
ECS*3060	[0.50]	Field Placement IV
ECS*3070	[0.50]	Community Development in Early Childhood
0.50 electives		
<b>Semester 7</b>		
ECS*4000	[0.50]	Program Development and Evaluation
ECS*4050	[0.50]	Assessment and Intervention with Children and Families
ECS*4070	[1.00]	Field Placement V
0.50 electives		
<b>Semester 8</b>		
ECS*4020	[0.50]	Child Care and Public Policy
ECS*4030	[0.50]	Professional Issues in EC
ECS*4080	[1.00]	Field Placement VI
0.50 electives		

## Bachelor of Applied Science (B.A.Sc.) - Major Family and Community Social Services - Social Service Worker Diploma

The Family and Community Social Services program is designed for students who want to help individuals, families and communities to overcome the issues and concerns in their lives. The students who have chosen this program indicate a desire for careers (and graduate level study) in the areas of social work, family therapy, community development, counselling, family law, mediation and agency administration. Our program offers an ideal combination of theory and experiential learning to provide students the necessary background to enter the workforce in the social services sector or for admission to graduate and professional programs of study.

All graduates will be prepared for membership in the Ontario College of Social Workers & Social Service Workers.

Students are required to complete 18.5 core family and community social service credits, and 1.5 general elective credits in order to be eligible for graduation. Students must complete these requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Practicum Placement

#### Foundation Practicum - 112.5 hours

Seminar and supervised field placement where students will have the opportunity to take part in the day-to-day operations of a social services agency. Students will work under the direct supervision of a professional staff person, have the opportunity to observe social services procedures and practices, and take part in serving clients with direction from agency staff.

#### Intermediate Practicum I & Intermediate Practicum II - 375 hours

Seminar and supervised field placement in a community of social service agency providing students with an in-depth experience of front-line work in a human services agency under direct supervision. Students will develop work habits such as serving clients effectively, and how to navigate moral, ethical, clinical, and political issues as they emerge in placements.

#### Advanced Practicum I & Advanced Practicum II - 375 hours

Seminar and supervised field placement in a community or social service agency providing students with an in-depth experience of front line work in a human services agency under direct supervision. Agency field supervisors and course instructors may raise professional, ethical, attitudinal, and practical issues which are important for students to address. The advanced practicum includes the writing of a research paper on a critical aspect of the students' practicum.

Total Practicum Hours – 862.5 hours

### Family & Community Social Services - Schedule of Studies

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

#### Semester 1

AHSS*1190	[0.50]	The Political Process & Social Work
AHSS*1210	[0.50]	English I: Reading and Writing Effectively
FCSS*1000	[0.50]	Social Work in Canada

One Of:

AHSS*1110	[0.50]	Introductory Psychology: Dynamics
AHSS*1130	[0.50]	Principles of Sociology

0.50 electives

#### Semester 2

AHSS*2120	[0.50]	Couple and Family Dynamics
FCSS*1010	[0.50]	Social Issues and Social Environments
FCSS*1020	[0.50]	Interpersonal Communication Skills
FCSS*1030	[0.50]	Issues in Advocacy and Social Justice
FCSS*2030	[0.50]	Child and Adolescent Development

#### Semester 3

FCSS*2000	[0.50]	Counselling I: Theory and Practice
FCSS*2010	[0.50]	Working with High Risk Populations
FCSS*2020	[0.50]	Introduction to Field Practicum
FCSS*2080	[0.50]	Mental Health and Addictions
SCMA*2040	[0.50]	Research Methods for Social Science

#### Semester 4

AHSS*2080	[0.50]	Ethical and Professional Issues in Human Services
AHSS*2090	[0.50]	Supporting Families: Research and Applications
FCSS*2040	[0.50]	Foundation Practicum I
FCSS*2060	[0.50]	Group Work: Theory & Practice

#### Semester 5

AHSS*3020	[0.50]	Working with Communities
FCSS*3100	[0.50]	Social Work Practice with Older Adults
FCSS*3120	[1.00]	Intermediate Practicum I
SCMA*3040	[0.50]	Quantitative Methods for Social Science

#### Semester 6

FCSS*3020	[0.50]	Developing a Culturally Sensitive Practice
FCSS*3040	[0.50]	Counselling II: Theory and Practice
FCSS*3060	[0.50]	Crisis Intervention: Theory and Practice
FCSS*3130	[1.00]	Intermediate Practicum II

#### Semester 7

FCSS*4000	[0.50]	Family Theory and Therapy
FCSS*4010	[0.50]	Agency Admin. & Community Relations
FCSS*4120	[1.00]	Advanced Practicum I
FCSS*4030	[0.50]	Social Work and the Law

#### Semester 8

FCSS*4040	[0.50]	Empowerment Oriented Case Management
FCSS*4060	[0.50]	Family Mediation & Conflict Resolution
FCSS*4130	[1.00]	Advanced Practicum II

0.50 electives

## Bachelor of Applied Science (B.A.Sc.) - Major Justice Studies - Diploma in Police Foundations or Diploma in Community and Justice Services

Our comprehensive program offers a variety of courses including: Criminology, Forensic Techniques, Law, Criminal Offences and Community Service. Following a common first year curriculum, students in Justice Studies will choose to specialize in either Police Foundations or Community and Justice Services depending on their career and educational goals. Students in both specializations will gain practical experience in a variety of segments within the Ontario justice system through community service placements. The combination of academic rigor, strong links to the field and our location in Toronto, provide our students with a competitive advantage in the quickly growing field of Justice Studies.

Students are required to complete 20.00 credits including 18.00 core justice studies credits, and 2.00 general elective credits in order to be eligible for graduation. Students must complete these requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Police Foundations

In Police Foundations, students take courses that prepare you for employment in the various levels of Canadian policing including municipal (e.g. Toronto Police Service), provincial (e.g. Ontario Provincial Police), and federal (e.g. Royal Canadian Mounted Police) police services. Courses include Community Policing, Police Governance and Accountability, Investigative Techniques, and Physical Fitness.

### Community and Justice Services

This area of study focuses on both the community and the institutional sectors of the criminal justice system. The curriculum combines both theory and applied skills, providing students with the breadth of knowledge and experience for working with offenders and other high-risk client groups. The development of community programs, restorative justice initiatives and preventative measures will be covered. In addition, there is a strong emphasis on the practice of interpersonal, problem-solving and assessment skills.

### Justice Program – Schedule of Studies

Students are required to complete 20.00 credits, including 18.00 core credits and 2.00 general electives.

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

Courses marked with POL are required in the Police Foundations stream.

Courses marked with CJS are required in the Law and Security Administration stream.

#### Semester 1

AHSS*1110	[0.50]	Introductory Psychology: Dynamics
AHSS*1130	[0.50]	Principles of Sociology
AHSS*1150	[0.50]	Introduction to Law
AHSS*1160	[0.50]	Crime and Criminal Justice
JUST*1000	[0.50]	Health and Wellness I

#### Semester 2

AHSS*1140	[0.50]	Public Sector Management
AHSS*1210	[0.50]	English I: Reading and Writing Effectively
JUST*1010	[0.50]	Criminal Offences
JUST*1020	[0.50]	Introduction to Police Powers
JUST*2030	[0.50]	Provincial Legislation

#### Semester 3

FCSS*2000	[0.50]	Counselling I: Theory and Practice CJS
JUST*1030	[0.50]	Introduction to Community Service
JUST*2000	[0.50]	Community Policing: Introduction POL
JUST*2010	[0.50]	Forensics Techniques
JUST*2020	[0.50]	Federal Legislation
SCMA*2040	[0.50]	Research Methods for Social Science

#### Semester 4

AHSS*1200	[0.50]	Issues in Social Welfare
AHSS*2110	[0.50]	Criminological Theory I
JUST*1040	[0.00]	Physical Fitness Practicum I POL
JUST*2040	[0.50]	Police Governance and Accountability POL
JUST*2050	[0.50]	Community Service I
JUST*2080	[0.50]	Correctional Institutions CJS

0.50 electives

#### Semester 5

AHSS*3050	[0.50]	Canadian Social Problems
JUST*2060	[0.00]	Physical Fitness Practicum II POL
JUST*3010	[0.50]	Conflict Resolution
JUST*3060	[0.50]	Traffic Investigation and Analysis POL
JUST*3120	[0.50]	Community Building Practices CJS
SCMA*3040	[0.50]	Quantitative Methods for Social Science

0.50 electives

#### Semester 6

AHSS*4050	[0.50]	Youth and the Law
AHSS*4060	[0.50]	Law and Society POL
JUST*2070	[0.00]	Physical Fitness Practicum III POL
JUST*3030	[0.50]	Investigative Techniques
JUST*3050	[0.50]	Community Service II
JUST*4100	[0.50]	Restorative Justice CJS

0.50 electives

#### Semester 7

AHSS*3060	[0.50]	Criminological Theory II
AHSS*4070	[0.50]	Issues in Ethnicity and Class
AHSS*4080	[0.50]	Transition to Work
AHSS*4090	[0.50]	Ethics and the Justice System
JUST*3070	[0.00]	Physical Fitness Practicum IV POL
JUST*4000	[0.50]	Advanced Issues in Community Policing POL
JUST*4120	[0.50]	Inclusive Community Practices CJS

#### Semester 8

AHSS*4100	[0.50]	Public Policy: Challenges and Prospects POL
JUST*3040	[0.50]	Police and Society
JUST*4010	[0.50]	Justice Senior Seminar
JUST*4020	[0.50]	Justice Management
JUST*4060	[0.50]	Community Corrections: Theory and Practice CJS

0.50 electives

## Bachelor of Applied Science (BAsc.) - Major Kinesiology - Diploma in Fitness and Health Promotion

Kinesiology is an academic discipline focused on understanding the science of human movement. A thorough examination of human movement entails both the study of how individuals move, as well as the factors which limit and enhance individual movement. Thus, the sub-disciplines of kinesiology include: functional anatomy, physiology, biophysics and biomechanics, motor learning and neural control, biochemistry and nutrition, and fitness and lifestyle assessment. The application of this knowledge base permits improvements in one's ability to move, as well as the development and implementation of strategies aimed at encouraging individuals to be physically active and to adopt healthier lifestyles. Course offerings in exercise prescription, health promotion and health counselling address this application of knowledge. Professionally focused physical and clinical activity practicum courses are also offered in the program curriculum.

The objective of this program is to provide graduates with the knowledge, skills and practical experience necessary for employment in a variety of fitness and health fields, as well as clinical settings. Additionally, upon completion of the program students will be eligible to pursue (in accordance with any additional requirements of the certifying body) certification as a Personal Trainer or Exercise Physiologist, from the Canadian Society of Exercise Physiology or a Registered Kinesiologist with the College of Kinesiologists of Ontario.

In the third and fourth years of the program, students will complete two workplace field placements designed to foster the development of transferable skills and familiarize themselves with the structure and function of fitness and health facilities. These placements will provide them with valuable experience and networking opportunities. Throughout their placements, students will participate in weekly seminars that will serve to critically analyze their experiences.

Students are required to complete 20.00 credits in order to be eligible for graduation: 18.50 core credits, 1.50 general elective options and four 0.00 credit activity practicum courses. Students must complete all requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber College Institute of Technology & Advanced Learning).

### Transfer and Bridge Semester

Holders of the CAAT Fitness and Health Promotion or Lifestyle and Fitness Management diplomas who successfully complete the requirements of the BAsc Kinesiology Bridge Semester, including 3.0 specific science, math, kinesiology and elective credits, will be eligible to transfer into semester five of the regular program. A maximum of 5.0 credits may be transferred from the CAAT Fitness and Health Promotion diploma or Lifestyle and Fitness Management diplomas to the BAsc degree program. For more information on application to the Bridge Semester, contact Admission Services. For information regarding specific courses in the Bridge Semester, please see [www.guelphhumber.ca](http://www.guelphhumber.ca)

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Schedule of Studies

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

#### Semester 1

KIN*1010	[0.50]	Introduction to Health and Wellness
KIN*1030	[0.50]	Human Anatomy I
SCMA*1120	[0.50]	Cell Biology
SCMA*1500	[0.50]	Introductory Mathematics for Kinesiology

**Note:** Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 2

AHSS*1310	[0.50]	Health Counselling and Behaviour Change
KIN*1060	[0.50]	Human Physiology I
KIN*1070	[0.50]	Biochemistry and Metabolism I
KIN*1040	[0.50]	Human Anatomy II

**Note:** Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 3

KIN*2060	[0.50]	Human Physiology II
KIN*2070	[0.50]	Biochemistry and Metabolism II
KIN*2100	[0.50]	Fundamentals of Fitness Testing
KIN*2200	[0.50]	Exercise Techniques & Prescription

**Note:** Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 4

KIN*2010	[0.50]	Health Promotion
KIN*2020	[0.50]	Fundamentals of Nutrition: Pharmacology and Toxicology
KIN*2210	[0.50]	Advanced Exercise Prescription
SCMA*2110	[0.50]	Research Methods for Kinesiology

0.50 electives

**Note:** Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 5

KIN*3010	[0.50]	Exercise Physiology
KIN*3020	[0.50]	Injuries and Exercise Contraindications
KIN*3100	[0.50]	Fitness and Lifestyle Assessment
SCMA*2080	[0.50]	Mathematics and Biophysics
SCMA*3080	[0.50]	Statistics for Kinesiology

**Note:** Note: Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 6

KIN*3030	[0.50]	Nutrition: Exercise and Metabolism
KIN*3090	[1.00]	Field Placement I
KIN*3200	[0.50]	Performance-Related Exercise
SCMA*3100	[0.50]	Biomechanics

0.50 electives

**Note:** Note: Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 7

KIN*3060	[0.50]	Human Development and Aging
KIN*3110	[0.50]	Advanced Fitness Assessment
KIN*3250	[0.50]	Natural Health Products and Physical Activity
KIN*4030	[0.50]	Motor Learning and Neural Control

One of:

KIN*3190	[1.00]	Field Placement II
KIN*4300	[1.00]	Kinesiology Thesis I

**Note:** Note: Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Semester 8

KIN*4050	[0.50]	Special Populations: Understanding Disease
KIN*4200	[0.50]	Exercise Prescription for Clinical Populations

One of:

KIN*4310	[1.00]	Kinesiology Thesis II
KIN*4400	[1.00]	Independent Research Study in Kinesiology

One of:

KIN*4040	[0.50]	Functional Anatomy
KIN*4070	[0.50]	Sports Nutrition
KIN*4150	[0.50]	Professional Skills for Kinesiologists

0.50 electives

**Note:** Note: Option to enrol in 0.00 credit activity practicum courses. Students are required to complete a minimum of four activity practicum courses to meet graduation requirements.

#### Activity Practicum Courses

Activity practicum courses have 0.00 credit weight and are not included in the total of 20.0 academic credits required for the Honours Degree and Diploma. Kinesiology students are required to complete a minimum of four activity practicum courses to meet the graduation requirements of the program.

Students must choose a minimum of four courses from the following:

KIN*1210	[0.00]	Athletic Coaching Techniques
KIN*1220	[0.00]	Forensic Kinesiology
KIN*1230	[0.00]	Health Behaviour Change Techniques
KIN*1240	[0.00]	Martial Arts for Group Fitness Training
KIN*1250	[0.00]	Stress Management, Meditation and Relaxation
KIN*1310	[0.00]	Group Strength and Athletic Training
KIN*1320	[0.00]	Step, Stability Ball and BOSU Ball Training
KIN*1330	[0.00]	Traditional Group Exercise and Group Cycle Training
KIN*1340	[0.00]	Flexibility, Yoga and Pilates Training
KIN*1350	[0.00]	Athletic Bandaging and Taping Techniques
KIN*1410	[0.00]	Therapeutic Exercise of Musculoskeletal Disorders
KIN*1430	[0.00]	Functional Ability Evaluation
KIN*1440	[0.00]	Ergonomic Assessment and Physical Demands Analysis



## Bachelor of Applied Science (B.A.Sc.) - Major Psychology - Diploma in General Arts and Science, Specialization in Intercultural Relations, Research Skills and Analysis, or Organizational Behaviour

In the Psychology program, students examine foundational and current theory, research, and practice, to explore the diverse domains that shape our understanding of human thought, feeling and behaviour.

This Psychology program offers a combination of theory and applied learning in which students acquire foundational knowledge while obtaining experiential learning opportunities. This dual approach provides students a platform from which they may further their studies in psychology at the graduate level, or immediately and competitively enter the workforce upon graduation.

Students complete 20.00 credits which include 16.00 required core psychology credits, 1.50 additional credits toward one specialization and 2.50 credits in general electives. Students declare a specialization in the upper three years of study. Only one specialization can be declared. Students must complete these requirements to be eligible to graduate with both a university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Specializations

In order to obtain recognition for a specialization, students must take 2.50 credits in the specialization. 1.00 of these are part of the Psychology core and 1.50 additional credits are required from the listing in that specialization. Only one specialization may be declared.

#### Intercultural Relations [IR]

This specialization focuses on increasing knowledge and skill in the area of intercultural relations and communication. Students with interests in community psychology, clinical psychology, international and cross-cultural psychology, as well as many other fields in which it is preferable to enhance cultural competence, will benefit from this specialization.

AHSS*1350	[0.50]	Intercultural Understanding and Communication
AHSS*2350	[0.50]	Immigration & Identity in Canada
AHSS*2360	[0.50]	Judaism, Christianity & Islam

#### Research Skills and Analysis [RS]

This specialization focuses on increasing knowledge and skill in the areas of both quantitative and qualitative research methods and practice in psychology. Those looking toward conducting future research at the graduate or postgraduate levels, as well as those considering careers involving methodical investigation and analysis will benefit from this specialization.

PSYC*3120	[0.50]	Quantification in Psychology II
PSYC*3190	[0.50]	Case Studies and Qualitative Methods
PSYC*3230	[0.50]	Research Communication and Proposal Writing

\*Note: Students holding credit for PSYC\*3120 while pursuing the thesis option must hold an additional 0.50 elective credit.

#### Organizational Behaviour [OB]

This specialization focuses on increasing knowledge and skill related to working within groups and organizations. Those interested in the relationship between psychology and industry, organizations, or corporations, as well as those interested in pursuing graduate education in Industrial/Organizational Psychology will benefit from this specialization.

AHSS*2310	[0.50]	Leadership and Motivation
PSYC*3200	[0.50]	Psychology of Group Dynamics
PSYC*3610	[0.50]	Organizational Psychology

#### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

#### Schedule of Studies

Students may choose between three optional specializations and may also be eligible to complete an optional thesis.

**IR** = Intercultural Relations

**RS** = Research Skills and Analysis

**OB** = Organizational Behaviour

#### Semester 1

AHSS*1110	[0.50]	Introductory Psychology: Dynamics
AHSS*1130	[0.50]	Principles of Sociology
AHSS*1210	[0.50]	English I: Reading and Writing Effectively
AHSS*1250	[0.50]	Critical Thinking
SCMA*1290	[0.50]	The Wonders of Science

#### Semester 2

AHSS*1120	[0.50]	Introductory Psychology: Principles
AHSS*1260	[0.50]	Modern and Contemporary Philosophy
AHSS*1330	[0.50]	Principles of Anthropology
PSYC*1130	[0.50]	Developmental Psychology
0.50 electives		

#### Semester 3

PSYC*2030	[0.50]	Research Methods in Psychology
PSYC*2130	[0.50]	Social Psychology
PSYC*2190	[0.50]	Adult Development & Aging
PSYC*2210	[0.50]	Psychology of Learning
0.50 electives		

#### Semester 4

PSYC*2120	[0.50]	Quantification in Psychology I
PSYC*2150	[0.50]	Personality
PSYC*2160	[0.50]	Neuroscience
PSYC*2200	[0.50]	Cognitive Psychology
0.50 electives		

#### Semester 5

PSYC*3130	[0.50]	Psychological Measurement
PSYC*3140	[0.50]	Abnormal Psychology
PSYC*3540	[0.50]	Ethics in Psychology

One of:

AHSS*2310	[0.50]	Leadership and Motivation OB
AHSS*2360	[0.50]	Judaism, Christianity & Islam IR
PSYC*3120	[0.50]	Quantification in Psychology II RS *

0.50 electives

**Graduate Studies Advisory Note:** Students planning to enter a graduate program in Psychology are advised to complete PSYC\*3120 in Semester 5 prior to enrolling in PSYC\*4210.

**NOTE:** Students in the OB or IR specialization who also want to complete the thesis PSYC\*4210, must select PSYC\*3120 as their 0.50 elective in Semester 5.

#### Semester 6

PSYC*3150	[0.50]	Drugs and Behaviour
PSYC*3160	[0.50]	Learning Difficulties and Disabilities
PSYC*3170	[0.50]	Persuasion and Facilitation
PSYC*3180	[0.50]	Applied Study in Psychology: Community Mental Health

One of:

AHSS*1350	[0.50]	Intercultural Understanding and Communication IR
PSYC*3190	[0.50]	Case Studies and Qualitative Methods RS
PSYC*3200	[0.50]	Psychology of Group Dynamics OB

#### Semester 7

PSYC*4110	[0.50]	History of Psychology
PSYC*4120	[0.50]	Culture and Diversity IR
PSYC*4130	[0.50]	Applications of Psychology
PSYC*4170	[0.50]	Theories of Psychotherapy I

One of:

PSYC*4210	[0.50]	Thesis I
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0.50 electives

#### Semester 8

PSYC*4160	[0.50]	Mediation and Conflict Resolution
PSYC*4180	[0.50]	Theories of Psychotherapy II

One of:

PSYC*4200	[1.00]	Honours Seminar in Psychology
PSYC*4220	[1.00]	Thesis II
AHSS*2350	[0.50]	Immigration & Identity in Canada IR
PSYC*3230	[0.50]	Research Communication and Proposal Writing RS
PSYC*3610	[0.50]	Organizational Psychology OR

#### Electives

AHSS*3260	[0.50]	Psychology and the Law
PSYC*2180	[0.50]	Psychology of Exercise
PSYC*3630	[0.50]	Psychology and Education
PSYC*3640	[0.50]	The Psychology of Death and Dying

## Bachelor of Business Administration - Diploma in Business Administration

The Business Administration program is of an interdisciplinary nature drawing, on appropriate courses in the humanities and social sciences. The program is designed to give students a broad exposure to the basic business disciplines (e.g. economics, accounting, finance, marketing etc) and a sound professional management education while allowing students to focus on specific industry sectors by selecting an "area of emphasis" in the upper two years of study. The early semesters are devoted to instruction in the basic disciplines while the later semesters are devoted to more professional studies.

Students are required to complete 13.00 core business credits, 5.00 restricted elective credits and 2.00 general elective credits in order to be eligible for graduation. Students must complete these requirements in order to be eligible to graduate with both the university honours degree (awarded by the University of Guelph) and the college diploma (awarded by Humber). No option exists to graduate with only one of the above listed credentials as the program is fully integrated.

### Conditions for Graduation

In addition to meeting all program specific course and credit requirements, students must have a minimum 60% cumulative average in order to be eligible for graduation. Students will not normally be eligible to graduate while on Probationary status or Required to Withdraw status. A student denied graduation while on Probationary status or Required to Withdraw status may submit a request for Academic Consideration to the Academic Review Sub-Committee.

### Areas of Emphasis

#### International Business

Studies in this area focus on conducting business within the global economy and include courses in International Trade, International Law, and the business practices of the Asia Pacific, Europe, and Latin America regions. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared.

#### Finance

This area of emphasis provides students with an understanding of money-management and financial management practices. Courses include Investment Finance, Personal Financial Planning, and Real Estate Finance. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared.

#### Accounting

The courses in accounting will allow students to gain a deeper understanding of accounting practices and the various practical skills required in the field. Accounting courses include Managerial Accounting, Taxation, and Auditing. Chartered Professional Accountants (CPA) Ontario recognizes the University of Guelph-Humber's accounting courses as meeting the requirements of the prerequisite education for CPA candidacy. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared. Students wishing to obtain a CPA designation should consult with that designating bodies body as well as the Business Academic Advisor, regarding the courses that are required.

#### Marketing

Students will apply knowledge of the business world to explore how product, price, promotion, and distribution frameworks are used to satisfy consumer needs and achieve organizational objectives. Courses include Professional Selling, E-Commerce, and Social Media Marketing. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared.

#### Management

The management area of emphasis is designed to equip students with a theoretical and practical understanding of the challenges involved in running enterprises of various kinds. Students learn about the management of large and small businesses, for-profit and not-for-profit organizations, as well as the concepts and techniques relevant to the execution of special events and the provision of management consulting services. Within this area, students also have the opportunity of putting the practice of management into historical context and acquiring insight into the interactions between business and government. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared.

#### Small Business Management and Entrepreneurship

Students will explore crucial strategies for initiating and maintaining a successful small business in today's marketplace. The range of courses include Business Consulting, Event Management, Planning a Small Business and Entrepreneurial Finance. In order to obtain recognition for an area of emphasis, students must take at least 3.00 credits from the listing in that area. Only one area of emphasis can be declared.

### Schedule of Studies

**Note:** All courses are weighted 0.50 credits unless noted otherwise.

### Semester 1

AHSS*1000	[0.50]	Microeconomics
BADM*1100	[0.50]	Business Communications
BADM*1010	[0.50]	Business Law
BADM*1030	[0.50]	Accounting I
BADM*1040	[0.50]	Marketing

### Semester 2

AHSS*1010	[0.50]	Macroeconomics
AHSS*1030	[0.50]	Introduction to Organizational Behaviour
BADM*1020	[0.50]	Business Information Systems
BADM*1060	[0.50]	Accounting II
SCMA*1000	[0.50]	Business Statistics

### Semester 3

BADM*2000	[0.50]	Human Resources Management
BADM*2010	[0.50]	Managerial Accounting
BADM*2020	[0.50]	Consumer Behaviour
SCMA*2000	[0.50]	Quantitative Methods in Business

0.50 elective

### Semester 4

BADM*2030	[0.50]	Advertising in Business
BADM*2050	[0.50]	Ethics and Values in Business
BADM*2060	[0.50]	Business Logistics
BADM*3000	[0.50]	Finance

0.50 electives or (0.50 restricted electives if in Accounting)

### Semester 5

BADM*3110	[0.50]	Entrepreneurial Studies
BADM*3160	[0.50]	Corporate Finance
SCMA*3010	[0.50]	Research Methods in Business

0.50 electives

0.50 restricted electives

### Semester 6

BADM*4360	[0.50]	Negotiation in Business
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0.50 electives

1.50 restricted electives

### Semester 7

BADM*4000	[0.50]	Business Policy
BADM*4200	[0.50]	Project Management

1.50 restricted electives

### Semester 8

BADM*4340	[0.50]	Leadership in Business
BADM*4400	[0.50]	Applied Business Study

1.50 restricted electives or 1.00 restricted electives and 0.50 general electives, if in Accounting

### Restricted Electives

BADM*3500	[0.50]	Business Practicum
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### International Business

AHSS*1350	[0.50]	Intercultural Understanding and Communication
BADM*3040	[0.50]	International Finance
BADM*3060	[0.50]	International Law
BADM*3140	[0.50]	International Trade
BADM*3200	[0.50]	Business and Government
BADM*4120	[0.50]	Business Consulting
BADM*4170	[0.50]	Asia Pacific - Regional
BADM*4180	[0.50]	Latin America - Regional
BADM*4190	[0.50]	Europe - Regional
BADM*4300	[0.50]	Business Analytics
BADM*4370	[0.50]	History of Business

### Marketing

BADM*2040	[0.50]	Customer Service
BADM*3030	[0.50]	Direct Marketing
BADM*3080	[0.50]	Professional Selling
BADM*3200	[0.50]	Business and Government
BADM*3240	[0.50]	Social Media Marketing
BADM*4040	[0.50]	E-Commerce
BADM*4050	[0.50]	Marketing Research Project
BADM*4140	[0.50]	Event Management I
BADM*4160	[0.50]	Event Management II
BADM*4300	[0.50]	Business Analytics
BADM*4370	[0.50]	History of Business
BADM*4390	[0.50]	Relationship Marketing

### Finance

BADM*3040	[0.50]	International Finance
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BADM*3090	[0.50]	Money, Banking & Finance
BADM*3200	[0.50]	Business and Government
BADM*3270	[0.50]	Real Estate Finance
BADM*4060	[0.50]	Investment Finance
BADM*4070	[0.50]	Personal Financial Planning
BADM*4080	[0.50]	Insurance & Risk Management
BADM*4090	[0.50]	Portfolio Management
BADM*4300	[0.50]	Business Analytics
BADM*4310	[0.50]	Entrepreneurial Finance
BADM*4370	[0.50]	History of Business

### **Small Business Management & Entrepreneurship**

BADM*3080	[0.50]	Professional Selling
BADM*3200	[0.50]	Business and Government
BADM*3240	[0.50]	Social Media Marketing
BADM*4100	[0.50]	Small Business Management
BADM*4110	[0.50]	Planning a Small Business
BADM*4120	[0.50]	Business Consulting
BADM*4140	[0.50]	Event Management I
BADM*4160	[0.50]	Event Management II
BADM*4300	[0.50]	Business Analytics
BADM*4310	[0.50]	Entrepreneurial Finance
BADM*4370	[0.50]	History of Business
BADM*4390	[0.50]	Relationship Marketing

### **Management**

BADM*3200	[0.50]	Business and Government
BADM*3210	[0.50]	Case Studies in Business Management
BADM*4100	[0.50]	Small Business Management
BADM*4120	[0.50]	Business Consulting
BADM*4140	[0.50]	Event Management I
BADM*4160	[0.50]	Event Management II
BADM*4300	[0.50]	Business Analytics
BADM*4370	[0.50]	History of Business
BADM*4410	[0.50]	Managing the Not-for-Profit Enterprise
BADM*4420	[0.50]	Business Management Simulation

### **Accounting**

BADM*3120	[0.50]	Intermediate Accounting I
BADM*3130	[0.50]	Intermediate Accounting II
BADM*3150	[0.50]	Managerial Accounting II
BADM*4210	[0.50]	Advanced Financial Accounting
BADM*4220	[0.50]	Taxation I
BADM*4230	[0.50]	Taxation II
BADM*4240	[0.50]	Auditing I
BADM*4250	[0.50]	Accounting Theory
BADM*4260	[0.50]	Auditing II
BADM*4270	[0.50]	Auditing III
BADM*4280	[0.50]	Advanced Managerial Accounting
BADM*4300	[0.50]	Business Analytics
BADM*4380	[0.50]	Internal Controls

## **X. Special Study Opportunities**

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### **Field Placement and Field Practicum Regulations**

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Students must successfully complete all required course work and maintain a GPA of 60% in order to register in field placement/practicum courses.

### **Summer Studies (Summer Semester)**

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Because the university operates on a three-semester system, a small number of course offerings are available in the summer semester (May to August). During the summer months, degree credit courses are offered in a variety of formats to meet the needs of full-time and part-time students both on-campus and off-campus. In addition to regular semester courses running from May to August, there may be summer sessions (May to June) (July - August) offered with degree courses that are offered in a 6.0 week format.

# XI. Course Descriptions

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## General Information

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### Course Labelling and Levels

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Each course is identified by a two-part code. The first part of the code refers to the subject area, the second to the level of the course. Thus, the course BADM\*3000 is a course in the subject area of Business Administration (BADM\*XXXX), and is of a level that places it among courses in the 3000 series. The series 1000, 2000, 3000 and 4000 numbers are intended to indicate progressively more demanding content, and correspondingly increasing competence on the part of the students enrolled in the course. Courses in the 1000 series are mainly for first year students, those in the 2000 series are mainly for second year students, and those in the 3000 series are for third year students. Similarly, courses in the 4000 series are intended to be taken by students in the fourth year of honours programs. It is important that students planning their courses have clearly in mind the significance of these numbers so that they may guard against undertaking course work at levels for which they are insufficiently prepared.

### Course Information

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The letters S, F, W indicate the University's intention to offer the course in the Summer (S), Fall (F) or Winter (W) semester during the academic year covered by this Calendar. Although courses normally will be offered in the semester indicated, students preparing their course programs are advised to consult the Undergraduate Course Timetable. The University cannot guarantee that all courses will be offered in the exact semester indicated.

The figures in parentheses ( ) following the semester designation are a general guide to the lecture and laboratory contact hours per week, the first digit being the number of lecture hours and the second, the number of laboratory hours. The credit weight for each course appears in brackets [ ]. A credit weight of [0.50] indicates 10-12 student effort hours, including class time, on academic tasks associated with the course.

Detailed course descriptions are maintained at the office of the program offering the course. Some courses, designated "Experiential Learning" courses in the Calendar description, are deliberately designed to accommodate the need to grant academic credit for experiential learning external to regular courses, in such contexts as co-operative education, field observation/job shadowing, internship/externships, practical, service learning, or work study (and other approved experience). Prior approval for admission to these courses must be obtained from the program and instructor concerned.

### Course Prerequisites

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A number of courses have stated prerequisites which are prior requirements for entry to the course. Students who do not satisfy course prerequisites, or who in the opinion of the instructor do not possess an equivalent background to that of the stated prerequisites, are not eligible to enrol in the course. When some specific background is desirable but not required, the course description will include a statement of recommended background. It is understood that the instructor may accept equivalent courses from other institutions in place of the stated prerequisites. Students who wish to enrol in courses for which they do not have the stated prerequisite(s) must obtain instructor approval as outlined in Section VIII, Undergraduate Degree Regulations and Procedures.

### Course Equates and Restrictions

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**Equates** - Equate indicates a course identical to the one under which it is listed. The course may have been re-numbered or may be cross-listed under two subject areas. Students will not be permitted to register in equated courses.

**Restrictions** - A restriction is a "rule" that is placed on the computer system (Colleague) at the direction of an academic program so that particular students may not register in particular courses. The course may be restricted because there is sufficient over-lap in content with another course so that it is inappropriate for the student to take a similar course for credit. In a different instance, the course may be restricted by "Instructor Consent" so that the student must discuss the special requirements of the course with the instructor before enrolling. Or, alternatively, the restriction may reflect a "Priority Access" designation for enrolment management purposes (see Priority Access).

## Arts, Humanities, Social Science

### AHSS\*1000 Microeconomics F (3-0) [0.50]

Microeconomics introduces students to the ideas of how society and individuals use limited resources to meet their needs. It focuses on the individual and the firm within the Canadian economy to develop competencies in understanding current events through the application of microeconomic theories including supply, demand, prices, wages, unemployment, markets, competition and monopoly. It examines the concept of market failure and the need for government intervention to achieve social and political goals. This course provides the foundation for further study of the accumulative effects of these elements in macroeconomics.

### AHSS\*1010 Macroeconomics W (3-0) [0.50]

Macroeconomics is the study of the operation of the economy as a whole. This course, building beyond the concepts and theories of microeconomics provides the theoretical constructs that are essential to understanding the total Canadian production and spending. It develops competencies in understanding current economic events through assignments and case studies, which examine how governments may manipulate fiscal and monetary policy to control the economy and achieve economic goals and the concerns of interest rates, unemployment, inflation and the exchange rate of the Canadian dollar.

*Prerequisite(s):* AHSS\*1000

### AHSS\*1020 Human Security and World Disorder W (3-0) [0.50]

This course examines an interdisciplinary approach to the study of human security. Drawing on resources from psychology, philosophy, history and political science, students examine the policies and procedures used to address security issues in the 20th century and evaluate their applicability in facing future challenges. In this process, students study key concepts in the works of such thinkers as Freud, Nietzsche, Hobbes, Marx, Arendt, Rawls and Bourdieu.

### AHSS\*1030 Introduction to Organizational Behaviour W (3-0) [0.50]

This course in Organization Behaviour examines and analyzes organizations as open systems and focuses on key variables including organizational culture, the external environment, organizational structure, motivation, group dynamics, leadership, change management and communication. The student will demonstrate increased competency by applying their knowledge and skills to contemporary business situations through case studies and other activities.

### AHSS\*1040 Currents in Twentieth Century Global History F (3-0) [0.50]

This course introduces students to the main currents of twentieth century global history with a particular emphasis on Asia, Africa and Latin America. It focuses on themes of hegemony and resistance; great power imperialism and nationalist resistance; post-colonial struggles against foreign domination; challenges to global economic and political structures; race and gender hierarchies; and technological and environmental movements.

### AHSS\*1050 Sociology of Consumption F (3-0) [0.50]

This course analyses the consumption of goods and services that is both the driver of our economy and a daily personal activity. Patterns of consumption vary according. Patterns of consumption vary according to class, ethnicity, and gender, and this course examines these differences in detail. The possibility of resistance to prevailing trends and the question of ecological constraints on consumption are probed as alternatives to the dominant mythology of the market. The growth of consumer culture is examined from a variety of classical and contemporary perspectives, including thinkers such as Marx, Weber, Veblen, Simmel, Adorno, Galbraith, and Bourdieu.

### AHSS\*1060 Mass Communication F (3-0) [0.50]

This course examines the theories and practices of the mass media and its impact on society. It examines the purposes of the mass media in a democratic society by comparing the works of various theorists such as, Marshall McLuhan, Noam Chomsky, and Neil Postman. This course is a study of traditional media – newspapers, magazines, television, radio, film – and the rapidly growing new media.

### AHSS\*1070 Film Study W (3-0) [0.50]

This is an introductory survey of the cinema as a form of 20th Century art. It analyzes the basic elements of movies – shots, angles, camera movements, editing and composition – and explores the language of film through viewing and analysis of notable examples from various decades and genres. Propaganda and documentaries are also studied, along with the ways popular cinema can deal with ideologically oppressed groups.

### AHSS\*1080 Ethical Issues W (3-0) [0.50]

Through a case study approach, this course examines ethical theories to contemporary moral issues faced by professionals working in media industries. It examines which, if any, limits should be placed on the media and its influence on society.

### AHSS\*1090 Communication, Technology and Culture W (3-0) [0.50]

By adopting an interdisciplinary approach that draws upon resources from literature, philosophy, sociology, and media studies, this course examines the inter-dependence of communications, technology and culture. Integrating practical lab assignments with theory, students will reflect on the ways in which the new media is changing how we view the world and see ourselves.

### AHSS\*1100 The Examined Life W (3-0) [0.50]

Students are introduced to the art of philosophical reasoning and reflection through a diverse selection of writing drawn from philosophy, religion, art, science and meditation. Students explore their intellectual legacy to find their own unique perspectives. The course encourages students to appreciate the connections between philosophy and other modes of intellectual inquiry.

### AHSS\*1110 Introductory Psychology: Dynamics F (3-0) [0.50]

Students are introduced to the discipline of psychology's basic concepts, theories, research methods, and practices in four sub-areas --Developmental, Personality, Abnormal, and Social Psychology. Psychology developed as a social and behavioural science, as well as a profession. Its research findings are applicable in such contexts as education, early childhood settings, social work, the justice system, and the work place.

*Offering(s):* Also offered through Distance Education format.

### AHSS\*1120 Introductory Psychology: Principles F,W (3-0) [0.50]

This course provides an introduction to the experimental study of the evolving nature of human and animal behaviour. Particular emphasis is placed on linking the biological, behavioural and cognitive scientific findings that describe the life long processes involved in learning, perception, memory, thinking, consciousness, motivation and emotion.

### AHSS\*1130 Principles of Sociology F (3-0) [0.50]

Sociology is the systematic study of the groups, cultures and societies, which constitute collective human life. It examines patterns of social organization, and the resulting influences and constraints within which we all operate. This course introduces students to the major theories, perspectives and topics in sociology. Major sociological theories are explored and applied to the analysis of economic power, cultural values, family, religion, gender, ethnicity, class, age, and race.

*Offering(s):* Also offered through Distance Education format.

### AHSS\*1140 Public Sector Management W (3-0) [0.50]

The changing nature of public sector management in Canada is the key focus of this course. By the end of World War Two, governments were playing a far more important role in society than ever before. However, in the 1970s and 1980s, the traditional public service came under attack for its size, its lack of innovation, and widespread inefficiencies. The rhetoric of public management grew. Students become acquainted with a number of the ideas associated with public management including alternative service delivery (ASD), privatization, contracting out, and the infusion of other management techniques from the private sector into the public service.

### AHSS\*1150 Introduction to Law F (3-0) [0.50]

Students analyze the elements of offences, classify offences, and identify possible defences in criminal cases. They also examine the rights and obligations of citizens involving areas of civil law. Students learn to recognize the responsibilities and limitations of citizens and police officers in light of the Charter of Rights and Freedoms. They develop legal research and analysis skills to locate, interpret and apply statute and case law.

### AHSS\*1160 Crime and Criminal Justice F (3-0) [0.50]

Students examine the literature on crime and criminal justice from a sociological perspective. Particular attention is given to cross-national and cross-cultural issues by way of comparison, in order to allow students to gain a broader sense of criminological theory, research and practice. Topics include an examination of social criminological theories, data sources, research methods, types of criminal behaviour, and the criminal justice system.

### AHSS\*1170 Lifespan Development F (3-0) [0.50]

This is an interdisciplinary course drawing on psychology, sociology and human biology in providing an overview of how human development unfolds across the life cycle. It will provide students with repeated opportunities to explore implication and applications for both work and family settings, and for enhancing their own self-understanding. This course will be conducted exclusively over the web and will bring students into close interactive contact with their instructor and with the other students in the class.

*Offering(s):* Offered through Distance Education format only.

*Restriction(s):* AHSS\*2040, PSYC\*1130, not available to students registered in B.A. Sc.(PSYC).

<b>AHSS*1190 The Political Process &amp; Social Work F (3-0) [0.50]</b>
This course is designed to provide a basic introduction to the issues of power and wealth in Canadian society, and the formal political system of government. The course examines the various political influences, both inside and outside government, that affect people's lives and shape communities. The course also examines the relationship between political processes and their impact on the human services and the clients they serve.
<b>AHSS*1200 Issues in Social Welfare W (3-0) [0.50]</b>
Students develop knowledge, understanding and analytical skills of the current status and future choices concerning Canada's social welfare system. They study the current social and economic trends and their impact on social welfare programs, clients, agencies and social service workers. Students examine the different value systems underlying current government proposals for social welfare reform at both the provincial and federal levels as well as the underlying values of other stakeholders such as consumer groups and social welfare agencies. They develop the skills to analyze the implications of the reforms for clients, communities and social service workers.
<i>Prerequisite(s):</i> AHSS*1190 or 6.0 credits
<b>AHSS*1210 English I: Reading and Writing Effectively F (3-0) [0.50]</b>
Good communication skills are essential for good citizenship and for successful participation in the complex world of the 21st century. This course offers foundational training in written communication, using models of effective writing from many areas of contemporary life and representing various important social and cultural issues. Students practice their own writing through a number of assignments, while developing a critical awareness of their society through classroom discussion, oral presentations, and the course readings. Assignments are tailored to the needs of various applied disciplines, including business writing.
<i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*1220 Teaching Drama to Children W (2-3) [0.50]</b>
Beginning with a discussion of what constitutes "drama", the course explores drama as a site of learning for young children. Students evaluate the role of the teacher in working with children at various stages of development, and the materials and organization that are necessary for establishing a successful drama program in the classroom.
<b>AHSS*1230 Introduction to Classical Culture S,F,W (3-0) [0.50]</b>
This course offers a wide-ranging look at essential features of Greek and of Roman culture and society. Considerable emphasis will be given to the classical views of the human condition.
<b>AHSS*1240 Introduction to Indigenous Studies W (3-0) [0.50]</b>
This course will provide an introduction of human settlement in Canada with an emphasis on the factors (past and current) that affect children, their families and communities. Students will gain an understanding of the traditional perspectives of child development, family structure and parenting roles. Students will gain an insight into the role of children in Indigenous communities and explore current Indigenous community initiatives that maintain and promote cultures and identities.
<i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*1250 Critical Thinking F (3-0) [0.50]</b>
In this course, students will be challenged to <i>think about thinking</i> and to recognize faulty reasoning and to support reliable conclusions in their own arguments.
<b>AHSS*1260 Modern and Contemporary Philosophy W (3-0) [0.50]</b>
Philosophy can be defined as the "love of wisdom." More specifically, philosophy is the rational and critical inquiry into the fundamental questions of human existence: Does life have a meaning or is it simply absurd? Does God exist or is belief in God merely a myth? In this course, we will take a historical approach to the central issues of philosophy by examining such questions as: What is the nature of reality (metaphysics)? What can we know (epistemology)? Do good and evil exist (ethics)? What is beauty (aesthetics)? Through the investigation of these timeless questions, we will participate in "the great conversation" that has shaped the world in which we live. This course continues the historical approach to the central problems of philosophy. Students will study the modern and more contemporary philosophers who have influenced our understanding of modernity. Beginning with Descartes, the Utilitarians will be studied. The course will also examine Nietzsche's critique of conventional morality and rationalistic philosophy.
<b>AHSS*1270 Everyday Economics W (3-0) [0.50]</b>
This course offers an introduction to economics designed for a wide audience of students. Core economics concepts such as prices, supply and demand, opportunity costs, and incentives will be addressed. But these will be covered in such a way as to probe everyday aspects of our lives, such as relationships, culture, politics, religion, and education. Students will learn how economics informs the choices we make and how it illuminates the way societies function.

<b>AHSS*1280 History of Art &amp; Architecture F (3-0) [0.50]</b>
This course introduces students to the history of art and architecture from the earliest human communities to the present as well as classic and contemporary works from Eastern and Western civilizations, including works which draw on religious, mythological, and political themes. The course offers an introduction to interpreting art and architecture within particular contexts as well as introduction to why selected works are considered to be of universal importance.
<b>AHSS*1300 Sociology of the Everyday U (3-0) [0.50]</b>
This course investigates the social practices through which common-sense understandings are woven into the fabric of daily life. Drawing on sociological theories of everyday life as well as social and philosophical inquiries into the character of the body, time, space, work, death and intimacy, students reflect upon how they as social actors constitute the world and establish its order and sensibility through routine and ongoing practices that are otherwise taken for granted.
<b>AHSS*1310 Health Counselling and Behaviour Change W (3-0) [0.50]</b>
This course integrates social and health science concepts for the purpose of investigating the prevention of chronic disease through individual behaviour change. Topics covered will include social cognitive theories of exercise behaviour, principles of behaviour change, behaviour change strategies, application of the transtheoretical model of behaviour change, adherence and motivation to exercise, counselling skills, the development of interpersonal skills in dealing with clients, and the process of health and fitness goal setting.
<i>Restriction(s):</i> This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations. See Guelph-Humber Registrarial Services website for more information.
<b>AHSS*1330 Principles of Anthropology W (3-0) [0.50]</b>
This course is an introduction to the study of cultural anthropology. Exploring different cultural traditions and worldviews, this course will examine divergent peoples across nations and cultures, their socialization and the impact of overarching forces, such as globalization, war and nationalism. The course will investigate how gender, social class, race and age shape people's lives and the decisions they make. This course exposes students to relevant research methodologies that seek to address these topics and provides a focus on analyzing various forms of "development" and how they intersect with global economic, political and cultural order.
<b>AHSS*1350 Intercultural Understanding and Communication S,F,W (3-0) [0.50]</b>
This course introduces the foundational theoretical frameworks of intercultural communication studies. Students will discover, explore, and analyze cultural values and their function in order to develop essential tools to communicate and behave effectively and appropriately in intercultural situations and to see themselves as cultural beings. Theoretical models and case studies will be used to assist students in the development of their understanding and appreciation of the multifaceted nature of intercultural situations.
<b>AHSS*1410 Spanish Language and Culture W (3-0) [0.50]</b>
This course introduces students to the language and culture of Hispanic societies. Students will learn basic Spanish grammar and vocabulary. Since culture and language are inextricably linked, students will also gain cultural literacy which will include historical, social and economic developments in the Spanish-speaking world.
<i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*1420 French Language and Culture F (3-0) [0.50]</b>
This course introduces students to the language and culture of Francophone societies. Students will learn basic French grammar and vocabulary. Since culture and language are inextricably linked, students will also gain cultural literacy which will include historical, social and economic developments in the French-speaking world.
<i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*2010 Documentary Film and Television F (2-2) [0.50]</b>
This course examines topics in the history and rhetoric of documentary and non-fiction film and television, through critical analyses and comparison of classic and contemporary examples of the form. Students also study the central modes of documentary production and distribution, including public and commercial television, theatrical distribution and film festivals, within various cultural contexts including Canada.
<i>Prerequisite(s):</i> AHSS*1070
<b>AHSS*2020 Presentations and Persuasion W (2-2) [0.50]</b>
The ability to present material effectively in public is an important aspect of both journalism and public relations. In this study of public presentation, students are introduced to the psychology of persuasion, techniques of addressing an audience, and rhetoric, including a consideration of classical modes of argument.

<b>AHSS*2030 Contemporary Narrative F (3-0) [0.50]</b>
This course examines a variety of short stories and novels from various countries, looking at theories of narrative and ways of approaching the study of literature. Contemporary social and political issues are discussed in relation to questions of aesthetics and language. Students explore cultural differences in the context of Canadian society at the turn of the twenty-first century and in relation to the past. Some of the texts specifically address questions related to media studies and prompt students to consider links between imaginative writing and other kinds of media communication.
<b>AHSS*2040 Early and Middle Childhood Development W (3-0) [0.50]</b>
This course examines the physical, cognitive, social, and emotional development of children from infancy to adolescence with a focus on pre-school ages through the course of middle childhood (ages 2-11). Emphasis is placed on integrating the theories of prominent developmental theorists with contemporary research findings for practical application purposes. Students gain the capacity to thoughtfully address common issues and questions that face practitioners and researchers of early and middle childhood development.
<b>AHSS*2080 Ethical and Professional Issues in Human Services W (3-0) [0.50]</b>
The Code of Ethics and Standards of Practice of the Ontario College of Social Workers and Social Services Workers are examined in detail in this course, along with case study material emphasizing implications for practice, including a framework for analysing and resolving a range of ethical and legal issues. Some issues include: professional and personal boundaries, self-determination and personal autonomy of clients versus paternalistic beneficence, and the use of coercion or undue influence, dual relationships, confidentiality and privacy issues, determinations of competence, requirements concerning the maintenance of professional expertise, including cultural competence, self-awareness and self-care.
<i>Prerequisite(s):</i> FCSS*2020
<b>AHSS*2090 Supporting Families: Research and Applications W (3-0) [0.50]</b>
This course builds on students' introductory courses in family relationships and child development by focusing on parent-child interactions that promote healthy outcomes for children in order to assess dynamics that are problematic and require intervention. It broadens understanding of the interdependence in parent-child relationships by analysing how they are influenced by factors internal and external to the family. Research and personal beliefs related to contemporary family issues are examined to formulate helpful interventions and supports for parents.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> AHSS*2120
<i>Restriction(s):</i> Registration in B.A.Sc. (FCSS) program.
<b>AHSS*2110 Criminological Theory I W (3-0) [0.50]</b>
This course will examine the development of criminological theory from the late 1700's to contemporary times. In particular biological, psychological and sociological modes of inquiry in criminological theory are studied, analyzed and applied.
<i>Prerequisite(s):</i> AHSS*1160
<b>AHSS*2120 Couple and Family Dynamics W (3-0) [0.50]</b>
Couple and family experience is expressed in different forms of relationships including traditional heterosexual marriages, same sex partnerships, cohabitation, separated, divorced, and remarried families and parenting throughout the life cycle. Students examine both the internal dynamics in families as they change throughout the life course, and the impact of broader social, economic and cultural forces such as race, class, and ethnicity on couple and family relationship processes.
<i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*2130 Subcultures and the Media W (3-0) [0.50]</b>
Subcultures, as social groups organized around shared interests and practices, can take on many forms. The term implies that these groups differentiate themselves in opposition to mainstream culture. This course examines the many levels of resistance and appropriation that occur within the media pertaining to subcultures as outsiders and as audience. Readings, screenings and written assignments assist the student to develop a critical understanding of subcultures and the media.
<i>Prerequisite(s):</i> AHSS*2010
<b>AHSS*2140 Money, Markets, and Democracy W (3-0) [0.50]</b>
This course provides an introduction to the currency, bond, and equity markets and poses the question: do these markets, on balance, negatively or positively influence the social structure, economy, and politics of nations? Students are expected to explore and evaluate whether the capital markets in their current form, serve the public interest.
<i>Offering(s):</i> Offered through Distance Education format only.
<b>AHSS*2150 City Life W (3-0) [0.50]</b>
This course examines how it feels to live in cities as well as how different cities afford different experiences among their citizens. Students are expected to do a comparative analysis of different cities and to reflect on their own experience of the city.

<b>AHSS*2160 Scientific Achievements of the 20th Century W (3-0) [0.50]</b>
Throughout the twentieth century, our previous scientific understanding was supplemented by the integrative approaches of ecology, systems and complexity theory. These breakthroughs in our knowledge are explored in a manner accessible and interesting to all students, even those with minimal scientific backgrounds. Emphasis is placed on a descriptive and numerical understanding of the themes and their implications to thought, society, and our daily lives, rather than developing specific science skills.
<b>AHSS*2170 The Human Figure W (3-2) [0.50]</b>
In this course students examine the image of the body and its representation in art and fashion photography in respect to historical, socio/cultural, feminist, political, and technological issues. In addition, students will have the opportunity to explore some of the critical issues introduced in slide lectures through assigned and self-directed projects, and to engage in an ongoing dialogue and debate in group critique sessions.
<i>Prerequisite(s):</i> MDST*1030, MDST*2130
<i>Restriction(s):</i> Registration in Media Studies Image Arts Specialization.
<b>AHSS*2180 Greek and Roman History S,F,W (3-0) [0.50]</b>
The course examines the history of Ancient Greece and Rome from the Bronze Age to the collapse of the Roman Empire.
<b>AHSS*2190 History of Communication F (3-0) [0.50]</b>
In this course students explore the historical, cultural and social evolution of human language and communication. Students study communication in oral and literate societies before examining the impact of technological change, from the introduction of the printing press to the digital communications revolution.
<i>Prerequisite(s):</i> 2.00 credits
<b>AHSS*2200 Ethics and Professional Issues F (2-1) [0.50]</b>
This course examines the ethical responsibilities of and issues confronted by psychologists and psychological associates practising in a variety of professional contexts. Some issues include: professional and personal boundaries, dual relationships, confidentiality and privacy issues, conflicts of interest, psychometry and the reporting of test results, forensic assessments, trust and deception in the context of research, and scientific integrity.
<b>AHSS*2210 Classical Mythology S,F,W (3-0) [0.50]</b>
An examination of the nature and function of myth in Classical Antiquity, this course shows how the narrative and symbolic structure of myths orders individual and communal experience. The myths that have influenced Western civilization receive special emphasis.
<i>Offering(s):</i> Offered through Distance Education format only.
<b>AHSS*2220 Canada: A Regional Synthesis S,F,W (3-0) [0.50]</b>
This course is designed to provide a better understanding of the nature and basis of Canadian regionalism. The first section of the course stresses the biophysical base and the inequality of the natural resource endowment. The historical geographic approach and the systematic overviews of contemporary Canada stress respectively the development and nature of the Canadian space-economy. The final section on regions, regionalism and nationalism provides an overview of the heartland-hinterland dichotomy and centrifugal and centripetal forces operative in the nation.
<b>AHSS*2230 Post-Confederation Canada S,F,W (3-0) [0.50]</b>
This course is a study of selected events and issues in post-Confederation Canadian history including political, economic, social, and cultural developments.
<i>Prerequisite(s):</i> 5.00 credits
<b>AHSS*2240 Contemporary Canadian Issues S,F,W (3-0) [0.50]</b>
This course is a study of selected issues in modern Canadian history. The subjects investigated such as first nations people, the environment, the state and the family will vary with the expertise of the instructor.
<i>Offering(s):</i> Offered through Distance Education format only.
<i>Prerequisite(s):</i> 5.00 credits
<b>AHSS*2250 Politics: An Introduction S,F,W (3-0) [0.50]</b>
This course is an introductory exploration of the forces determining the conduct of governments. After outlining the essence of government and the sources of its authority, the course examines the different forms of government. Also analyzed are the factors shaping public policy, such as interest groups, political parties, media, elections, and the courts. In this course, students will also consider the military, political, and economic facets of international relations.
<i>Prerequisite(s):</i> 2.50 credits
<b>AHSS*2260 War and Society S,F,W (3-0) [0.50]</b>
Concentrating on developments following the introduction of gunpowder, the course will consider the evolution of military strategy and tactics, the impact of technology on warfare, and the relationship between war and civilian populations.
<i>Offering(s):</i> Offered through Distance Education format only.



<b>AHSS*2270 Global Citizenship F (3-0) [0.50]</b>
This course examines both the practical and theoretical understandings of global citizenship. Students will explore topics relevant to gaining an understanding of global citizenship. This includes contested meanings of citizenship, as well as the consequences of globalization and engaged citizenship. Assigned readings and classroom discussion/debate will provide opportunities to think critically about global issues, such as human migration, climate change, poverty, and educational inequality. Students will also have the opportunity to reflect on the meaning of justice in a global society. <i>Prerequisite(s):</i> 2.00 credits
<b>AHSS*2280 Popular Music F,W (3-0) [0.50]</b>
Popular music is an important mode of cultural expression world wide. This course is primarily concerned with popular music in the United States and Britain. Issues such as the relation of popular music to race, class and gender will be addressed, in addition to considerations of the impact of technological change on the transmission of popular music. Students need not have formal training in music to take the course.
<b>AHSS*2290 Environment and History S,F,W (3-0) [0.50]</b>
An introduction to the field of environmental history, this course provides a historical perspective to human existence in and interaction with the natural world. It examines the ways the physical environment, weather patterns, non-human animals and plant life have shaped human life in selected areas of the globe, as well as the causes and effects of human-induced modification of the natural world. It also asks students to consider the evolution of attitudes about and depiction of non-human life and the environment, as well as the arguments of conservation/environmental advocates and their opponents over time. <i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*2300 Travel and Tourism W (3-0) [0.50]</b>
This course surveys the history and character of modern tourism. It critically explores how tourists have encountered people, places, and institutions. These include hotels and motels, tour guides and guidebooks, airports and roads. The course also explores the environmental, cultural, and economic imprints of tourism, and encourages critical reflection on the relationship between travel and globalisation from an historical perspective. <i>Prerequisite(s):</i> 2.00 credits
<b>AHSS*2310 Leadership and Motivation S,F,W (3-0) [0.50]</b>
This course presents leadership theories and research findings, teaches students to apply leadership theories and concepts, emphasizes the development of leadership skills, and examines the importance of communication and the communication process. In addition, the major theories of human motivation are studied in order to provide the student insight into the processes that activate human behaviour. <i>Restriction(s):</i> Not available to students registered in B.A.Sc. (ECS) or B.B.A.
<b>AHSS*2320 Religion and Society S,F,W (3-0) [0.50]</b>
This course surveys the major trends in religious beliefs and practices and their social impact since the Reformation. The focus of the course is on the British Isles and North America with some discussion of developments in Continental Europe. <i>Offering(s):</i> Offered through Distance Education format only.
<b>AHSS*2330 Hockey and Canadian Nation F,W (3-0) [0.50]</b>
Hockey has had a significant social, economic, political and cultural impact on the Canadian nation. This course will enable students see how the national game has reflected prevailing Canadian attitudes toward many issues including national identity, societal norms and values, war and militarism, masculinity and femininity, professionalism and amateurism, class, race, memory and mythmaking. <i>Offering(s):</i> Offered through Distance Education format only.
<b>AHSS*2340 Modern &amp; Contemporary Literature W (3-0) [0.50]</b>
This course introduces students to the diversity of modern and contemporary literature, from the 19th century to today. After reading and discussing selected texts, students will be able to parse out the author's intentions and motivations, as well as understand the historical, social, and cultural conditions that provide the framework for the text. The course will also consider how literature expresses persistent universal human concerns such as love, death, and the search for meaning. Texts may include novels, short stories, drama, or poetry. All readings will be in English or English translation.
<b>AHSS*2350 Immigration &amp; Identity in Canada F,W (3-0) [0.50]</b>
This course examines the historical movement of peoples into Canada since the late eighteenth century. Attempting to explore modern Canadian identity and notions of hybrid and hyphenated identity, the course will focus on the arrival and settlement of a range of different nationalities and ethnic groups into Canada.

<b>AHSS*2360 Judaism, Christianity &amp; Islam F,W (3-0) [0.50]</b>
This course introduces students to the comparative study of religion in history and the interaction of religion with general social and cultural traits over time. A focus on the cultural roots of these three specific traditions will account for their spread across social and national boundaries. This course will provide students with a deep understanding of the social impact of religion in general and of these religions in particular. The course will also analyze the relations among the three through an examination of the historical roots of areas of co-operation and of conflict.
<b>AHSS*2410 Religious Traditions of Asia F (3-0) [0.50]</b>
This course introduces students to some of the major religions (Hinduism, Buddhism, Confucianism, Daoism, and Shinto) that originated in Asia. Students will study the history, sacred texts, practices, and beliefs of these traditions within the political and cultural contexts of India, Tibet, China, and Japan. The course also considers the cultural influence and philosophical salience of these religions in contemporary North America. Students will also learn the methodology of the academic approach to religion.
<b>AHSS*2450 Europe from the Renaissance to the Present W (3-0) [0.50]</b>
This course presents a broad survey of European history from the 15th century to today, beginning with the Renaissance through the creation of the modern nation-state to the present. It focuses on seminal events such as the Industrial and French Revolutions, World Wars I and II, and the creation of the European Union. Additionally, the course introduces students to some of the key modern political ideologies that originated in Europe but have had lasting consequences for the entire world. Students will also study influential European cultural and intellectual traditions. <i>Prerequisite(s):</i> 2.00 credits
<b>AHSS*3010 Leadership and Early Childhood W (3-0) [0.50]</b>
This course requires students to critically analyze the role of leadership, innovation and entrepreneurship in the early childhood sector. Students explore leadership potential, qualities, and abilities for professionals who work with children, their families, and other adults. Students examine the importance of the early years and how this understanding impacts on the changing nature of work, activities and available services. Using constructs of leadership, innovation and entrepreneurship, students create an independent business plan and complete a group project. <i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> 10.00 credits <i>Co-requisite(s):</i> ECS*3070 <i>Restriction(s):</i> Registration in the Bachelor of Applied Science - Early Childhood program.
<b>AHSS*3020 Working with Communities F (3-0) [0.50]</b>
This course assists students to develop the skills needed to achieve constructive social change through the community development and community organization processes. The course includes a critical examination of community development and community organizing theories as well as the practical applications and processes. Case studies from both the developing and developed world will be used to critically analyze how development activities can both empower or disempower communities. <i>Prerequisite(s):</i> 7.50 credits <i>Restriction(s):</i> Registration in Family and Community Social Services program.
<b>AHSS*3040 Foundations of Social Gerontology F (3-0) [0.50]</b>
Learners explore major concepts and theories in social gerontology and begin to apply them to case situations, discussing their implications for practice. Taught from an empowerment perspective, the content of this course is intended to cause course participants to begin to challenge on knowledge and ethical grounds their own assumptions as well as common practices in this field. A critical analytical approach helps students to understand the deeper structural issues, which affect the daily lives of older adults, and helps them to begin to formulate social change strategies to address these issues. <i>Offering(s):</i> Also offered through Distance Education format.
<b>AHSS*3050 Canadian Social Problems F (3-0) [0.50]</b>
Students critically examine Canadian social problems using a variety of sociological theories including Symbolic Interactionism, Conflict Theory, Feminism and Structural Functionalism. Topics studied include; poverty and inequality, crime and deviance, drugs and addictions, ethnocentrism and racism, mental and physical illness, work and unemployment and gender issues. Particular emphasis is placed on a theoretical critique of social responses to these topics. <i>Prerequisite(s):</i> 5.00 credits including: AHSS*1130 <i>Restriction(s):</i> Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

**AHSS\*3060 Criminological Theory II W (3-0) [0.50]**

This course builds on AHSS\*2110 provides a sophisticated appreciation of contemporary criminological theory. Also examined are recent trends in criminological theory and how criminologists constitute the subject matter of their discipline. Theories are discussed in relation to recent developments in crime, social policy trends and their ideological underpinnings.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 5.00 credits including: AHSS\*2110

*Restriction(s):* Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

**AHSS\*3080 Web Design W (3-2) [0.50]**

This course examines the principles of successful website design and communication. Design issues and creative solutions to web page functionality, usability and content are explored. Lectures and supervised lab sessions enable students to create their own web site portfolio.

**AHSS\*3200 Desire and Discontent F (3-0) [0.50]**

This interdisciplinary course examines the insights of philosophy, psychoanalysis, and psychology in the attempt to understand the human cycle of desire and discontent. Focusing on experiences of passion, acquisitiveness, success, and their attendant emotions of happiness, despair, guilt, hope, shame, regret and anger, this course examines the role which desire and discontent play in motivating human behaviour and shaping personality.

*Prerequisite(s):* 5.00 credits

**AHSS\*3210 Betrayal in Contemporary Fiction W (3-0) [0.50]**

This course examines the representation of betrayal in selected contemporary novels and short stories. Students study not only themes of betrayal in fiction but also examine, through additional readings in literary criticism, how betrayal is also a characteristic and device of contemporary narrative form.

*Prerequisite(s):* 5.00 credits

**AHSS\*3220 Law and the Media F (3-0) [0.50]**

This course provides a thorough introduction to the relationship between media and the laws of Canada, beginning with the origin and development of Media Law. An understanding of media/communications law and its forms and applications is necessary to ensure the success of any endeavour in media/communications, especially with the ongoing and rapid development of electronic technology. Identification of legal issues is emphasized. This knowledge, in turn, assists the student to communicate ethically and responsibly to recognizing legal issues and consequences and handling effectively and professionally.

*Prerequisite(s):* 7.50 credits

*Restriction(s):* Registration in the B.A.Sc. (MS) program.

**AHSS\*3230 Trends in Gender Issues W (3-0) [0.50]**

This interdisciplinary course explores contemporary issues and theoretical approaches concerning women and gender. Through an examination of popular cultural, literary and academic sources, this course will acquaint students with the main current trends in women's studies. The philosophical tensions concerning gender equality and difference, "Third World" feminism, "Black" feminism, rights-based feminism, and post-modernism provide context for consideration of specific issues such as violence against women, prostitution, and reproductive rights.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 5.00 credits

**AHSS\*3260 Psychology and the Law S,F,W (3-0) [0.50]**

This course will examine a number of issues related to the interaction between psychology and law. The methods, theories, and findings of social psychology, cognitive psychology, and developmental psychology as applied to legal processes will be emphasized. Included among the issues to be examined are: theories of criminal behaviour; aggression and violence; the psychological foundations of police investigations; the psychology of eyewitness testimony; the psychological impact of victimization; legal issues related to mental health; and the role of psychological factors in the trial process.

*Offering(s):* Offered through Distance Education format only.

*Prerequisite(s):* 5.00 credits including: AHSS\*1110

**AHSS\*3500 International Field Study S (3-0) [0.50]**

In this course, students will explore a topic or theme by participating in an international study tour. Themes and topics will vary with the instructor's expertise, the location of the study tour, and the nature of the visit. Through assigned readings and group discussions, students will be expected to acquire an understanding of the subject-matter associated with the study tour. At the end of the course, students are expected to complete a substantial research paper or project on a topic related to the tour. Detailed information regarding course requirements, the associated costs in addition to tuition and fees, and applications deadlines is available on the Study Abroad website: <http://www.guelphhumber.ca/registrar/studyabroad>

*Prerequisite(s):* 9.50 credits

*Restriction(s):* Program Head Consent required

**AHSS\*3510 International Field Study S (3-0) [0.50]**

In this course, students will explore a topic or theme by participating in an international study tour. Themes and topics will vary with the instructor's expertise, the location of the study tour, and the nature of the visit. Through assigned readings and group discussions, students will be expected to acquire an understanding of the subject-matter associated with the study tour. At the end of the course, students are expected to complete a substantial research paper or project on a topic related to the tour. Detailed information regarding course requirements, the associated costs in addition to tuition and fees, and applications deadlines is available on the Study Abroad website: <http://www.guelphhumber.ca/registrar/studyabroad>

*Prerequisite(s):* 9.50 credits

*Restriction(s):* Program Head Consent required

**AHSS\*3520 International Field Study S (3-0) [0.50]**

In this course, students will explore a topic or theme by participating in an international study tour. Themes and topics will vary with the instructor's expertise, the location of the study tour, and the nature of the visit. Through assigned readings and group discussions, students will be expected to acquire an understanding of the subject-matter associated with the study tour. At the end of the course, students are expected to complete a substantial research paper or project on a topic related to the tour. Detailed information regarding course requirements, the associated costs in addition to tuition and fees, and applications deadlines is available on the Study Abroad website: <http://www.guelphhumber.ca/registrar/studyabroad>

*Prerequisite(s):* 9.50 credits

*Restriction(s):* Program Head Consent required

**AHSS\*3530 International Field Study S (3-0) [0.50]**

In this course, students will explore a topic or theme by participating in an international study tour. Themes and topics will vary with the instructor's expertise, the location of the study tour, and the nature of the visit. Through assigned readings and group discussions, students will be expected to acquire an understanding of the subject-matter associated with the study tour. At the end of the course, students are expected to complete a substantial research paper or project on a topic related to the tour. Detailed information regarding course requirements, the associated costs in addition to tuition and fees, and applications deadlines is available on the Study Abroad website: <http://www.guelphhumber.ca/registrar/studyabroad>

*Prerequisite(s):* 9.50 credits

*Restriction(s):* Program Head Consent required

**AHSS\*4050 Youth and the Law F,W (3-0) [0.50]**

This course examines selected topics on young offenders in Canada and elsewhere. Topics studied include: public perceptions about youth crime and its control; the history of youth crime and legislation; the measurement of youth crime; theories of delinquency; crime among marginal youth; female offenders; the long term consequences of youthful offending; and the policing, sentencing and punishing of youth.

*Prerequisite(s):* 10.00 credits including: AHSS\*2110, SCMA\*3040

**AHSS\*4060 Law and Society F (3-0) [0.50]**

This course examines the social basis of law. Specific topics include the law as an instrument of stability or change, and the role of lawmakers, law enforcers and interpreters, including the legal profession, the police, judges and courts. Although the primary focus of this course is Canadian, there will be a comparative component particularly as it relates to theoretical perspectives. This course specifically focus on: types of law, theories of law, origins of law, social control and punishment, the legal profession, assessing the impact of the law, existing biases in the law particularly as it relates to women, and law and social change. In the Canadian context, particular attention is given to the Charter of Rights and Freedoms and its effect on law, society and policy.

*Prerequisite(s):* 10.00 credits including: AHSS\*1150, AHSS\*1160, AHSS\*2110

<b>AHSS*4070 Issues in Ethnicity and Class F (3-0) [0.50]</b>
This course provides students with an advanced theoretical and empirical understanding of social class and ethnicity in the context of Canadian society. In addition, the course encourages students to apply their knowledge to contemporary institutions. <i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> AHSS*3050
<b>AHSS*4080 Transition to Work F,W (3-0) [0.50]</b>
This course examines various aspects of the transition from school to work. Changes taking place in organizations and work, and the advanced level, general skills needed by university graduates in the workplace and explored. In addition, transition issues, such as the change from the role 'student' to 'employee' or 'entrepreneur', are examined. <i>Prerequisite(s):</i> 12.75 credits
<b>AHSS*4090 Ethics and the Justice System F,W (3-0) [0.50]</b>
Students study primary sources that set out the major schools of ethical thought and moral reasoning. Various models are used to critically analyze Canadian criminal cases and social issues such as euthanasia, abortion, capital punishment and animal rights. In addition, students have the opportunity to reflect upon their own ethical reasoning and consider alternative approaches. <i>Prerequisite(s):</i> 10.00 credits
<b>AHSS*4100 Public Policy: Challenges and Prospects W (3-0) [0.50]</b>
This course covers dominant theories of policy making in Canada. Including governmental and non-governmental actors. Fiscal and monetary policy, aboriginal policy, and criminal justice policy are examined. The course offers a balance between gaining an awareness of the "real world" of public policy and the policy-making process and acquiring theoretical and analytical tools to understand public policy and the policy process. <i>Prerequisite(s):</i> 10.00 credits <i>Restriction(s):</i> Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

## Business Administration

### BADM\*1000 Introduction to Business F (3-0) [0.50]

This course provides an overview as well as a foundation in the fundamentals of business management. The basic functions of business and management to be examined include: operations, human resources, marketing, finance, and strategic management. Small business and entrepreneurship are also studied, along with other forms of business ownership, competition within a global economy, and the political and economic realities of business in Canada today. Students will develop basic competencies in business management through assignments and case studies requiring the practice of learned theory.

### BADM\*1010 Business Law F (3-0) [0.50]

This course introduces students to the complex legal system in which businesses and consumers of goods and services operate. It encompasses the Canadian Constitution, statutory and common law concerning business and consumer transactions. It includes an overview of the laws of contracts and torts that form the basis of business relationships. Topics examined include sale of goods and consumer protection legislation; debtor-creditor relations; competition law; employment law; manufacturers' product liability and intellectual property rights. The emphasis in this course will be on learning the elements of the legal framework for the opportunity to develop competency in application as it applies in further courses.

### BADM\*1020 Business Information Systems W (2-1) [0.50]

This course focuses on managing information as a valuable business resource through examination of the role of information technology in managing operations, practising the uses of information technology to achieve competitive advantage and recognizing the effects of information technology on organization structure and workers.

### BADM\*1030 Accounting I F (3-0) [0.50]

Accounting systems are the universal language for business worldwide. This introductory course covers the complete accounting cycle, from the recording of transactions in journals through to the preparation of common types of financial statements used by businesses in Canada. Students will develop a management perspective while learning how to record and summarize transactions into financial statements used by businesses to manage operations.

### BADM\*1040 Marketing F (3-0) [0.50]

This course provides an overview as well as a foundation for further studies of all aspects of marketing as practiced in Canada today both domestically and internationally. Product, price, promotion and distribution frameworks are examined both as separate and integrated subsets of the marketing mix within strategies oriented toward satisfying consumer wants and needs to achieve organizational objectives.

### BADM\*1060 Accounting II W (3-0) [0.50]

Students will develop an understanding of the use of alternatives for inventory evaluations and other tangible assets and intangible asset evaluation systems. This management perspective is emphasized in developing competencies in the reporting and interpretation of liabilities, investments, bonds and owners equity.

*Prerequisite(s):* BADM\*1030

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*1100 Business Communications F (3-0) [0.50]

In this course, students develop the writing skills necessary to effectively express their ideas in a commercial setting. The course also aims to prepare students to communicate in the academic context. Different theories and types of communications and persuasion are explored through the planning and preparation of memos, letters, emails, reports, cases, essays, and presentations.

### BADM\*2000 Human Resources Management F (3-0) [0.50]

The Human Resources Management course provides an overall understanding of the human resources function and its effects on the achievement of organizational goals and strategic objectives. Drawing on organization behaviour theories such as planned change, performance enhancement, goal setting, group dynamics and motivation the course examines essential human resources activities of planning, staffing, employee development, legal compliance, performance management, compensation and employee maintenance in a variety of organizational settings.

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2010 Managerial Accounting F (3-0) [0.50]

The Managerial Accounting course builds on the concepts and techniques taught in Accounting II. It focuses on the uses of financial information for profit planning, budgeting and decision-making. It examines how volume, price, product mix, product costs and organizational activities relate to one another, the inter-dependence of the financial and capital structures and the setting of corporate objectives and priorities. The student will learn how to project financial results and use feedback mechanisms comparing actual results to predetermined standards.

*Prerequisite(s):* BADM\*1060

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2020 Consumer Behaviour F (3-0) [0.50]

Consumer Behaviour provides an overall examination of the economic, social, cultural and psychological factors that affect consumers in the marketplace. The course examines the consumer from two perspectives – first, the effects of internal forces on an individual including perceptions, motivations, lifestyles and attitudes, then second, the effects of external factors as a group member considering family and group influences, including age, gender, social class, social, religious, regional, household and other sub-cultural and cultural influences.

*Prerequisite(s):* BADM\*1040

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2030 Advertising in Business W (3-0) [0.50]

This course provides an overall introduction to the function of advertising in business. The course examines the advertising process, its role, use, methods, purposes and limitations in addressing the strategic objectives of organizations domestically and internationally. The role and responsibilities of client management and agencies are discussed with focus on the development of ethical and socially responsible advertising programs. A major assignment requires the student to demonstrate competency in the use of the Integrated Management Communications model through analysis and evaluation of an actual advertising program.

*Prerequisite(s):* 5.00 credits, BADM\*1040

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2040 Customer Service W (3-0) [0.50]

This course examines customer service as a key factor in the success of organizations and identifies the essential knowledge, skills and systems required to support effective customer service. Theoretical models will be contrasted with applications and students will complete a major project designed to evaluate customer service potential and issues in a specific organizational context.

*Prerequisite(s):* 5.00 credits, BADM\*1040

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2050 Ethics and Values in Business W (3-0) [0.50]

This course examines the ethical and evaluative issues in business and professional activities and practices through case studies and assignments. It explores the nature of values and ethical systems, duties and rights, private and public goods, the consumer movement, social marketing, corporate social accounting, private rights and professional ethics and responsibilities.

*Prerequisite(s):* 5.00 credits, including BADM\*1000, BADM\*1100

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*2060 Business Logistics W (3-0) [0.50]

This course focuses on the decision-making role of the operations manager in transforming organizational inputs into desired outputs. The major issues and problems of designing, scheduling, operating and controlling the production system are examined. Field trips to examine logistics and supply chain systems are an integral part of this course.

*Prerequisite(s):* 5.00 credits, SCMA\*1000

*Restriction(s):* Registration in the B.B.A. program.

### BADM\*3000 Finance W (3-0) [0.50]

This course provides students with a framework to aid with financial decision-making. The major focus of this course is short-term financial management. Using problems and case studies, students analyze financial statements and assess cash flow. Other topics addressed include financial forecasting and planning, working capital management, and the time value of money.

*Prerequisite(s):* 7.50 credits, BADM\*1030, BADM\*1060

<b>BADM*3030 Direct Marketing W (3-0) [0.50]</b>
Students examine the increasingly important interactive marketing communication, a method that includes techniques such as direct mail and telemarketing. Students will study about the power of direct marketing and its role, advantages and limitations in a marketing program. The concepts of database management and customer relationship management (CRM) will be stressed since direct marketing is increasingly tied to recognizing the value and benefits of knowing individual customers and building long-term relationships with them. <i>Prerequisite(s):</i> BADM*1040, BADM*2020
<b>BADM*3040 International Finance F (3-0) [0.50]</b>
This course examines the activities and financial needs of businesses working in international markets. Topics include global investments, international acquisitions, risk management, currency fluctuations and investments, the development of emerging stock markets, and the role of international financial markets in financing international corporations. <i>Prerequisite(s):</i> 10.00 credits including: AHSS*1000, AHSS*1010, BADM*3000
<b>BADM*3060 International Law F (3-0) [0.50]</b>
This course examines international business agreements and conduct, dispute resolution, the international sale of goods, and insurance issues. Emphasis is placed on legal issues pertinent to U.S. and Canadian Law. <i>Prerequisite(s):</i> 7.50 credits including: BADM*1010
<b>BADM*3080 Professional Selling F (3-0) [0.50]</b>
This course details strategic selling principles and models. Students develop skills required for planning and making sales calls, and providing follow-up to clients. The course covers prospecting, conducting sales meetings, making sales presentations and negotiating. Emphasis is on developing confidence and professionalism in the selling interaction and enhancing communications, listening, team participation and problem solving skills. <i>Prerequisite(s):</i> BADM*1010, BADM*1040
<b>BADM*3090 Money, Banking &amp; Finance W (3-0) [0.50]</b>
This course provides students with an understanding of the nature, operation and regulation of the Canadian financial system and its major components: the payments system, financial markets, key financial institutions, especially banks, and the Bank of Canada. Students examine about the development role and influence of Canadian banking institutions on the Canadian economy. This course also covers the supply of money and credit, domestic and international flows of funds, interest rates, foreign exchange rates, the rate of inflation, employment, and the production of goods and services. <i>Prerequisite(s):</i> BADM*1010, BADM*3000
<b>BADM*3110 Entrepreneurial Studies F (3-0) [0.50]</b>
This course examines the role and effect of small business in Canada, and serves as an introduction to self-employment, new venture creation and small business management. It focuses on an analysis of entrepreneurial skills and the development of the business plan. This course helps students appreciate the challenges involved in deciding to create a new venture and the steps involved in starting a new firm. <i>Prerequisite(s):</i> 7.50 credits
<b>BADM*3120 Intermediate Accounting I W (3-2) [0.50]</b>
This course provides a greater awareness of the accounting environment and conceptual framework for financial reporting that underlies generally accepted accounting principles, as well as an appreciation of the characteristics and limitations of accounting. Special emphasis is placed on accounting policy choices and the criteria by which such choices are made, as well as on analyzing financial statements that are prepared using different accounting policies. Students examine in-depth the effects of accounting concepts on income determination and on asset, liability and shareholders' equity valuation. Through problem solving and case analysis, students use technical knowledge to evaluate accounting policy choices, select appropriate policies, apply correct procedures, and perform financial analysis. <i>Prerequisite(s):</i> BADM*1060, BADM*2010
<b>BADM*3130 Intermediate Accounting II F (3-0) [0.50]</b>
This course continues and builds upon the study of financial accounting begun in Intermediate Accounting I. Using cases and problems, students critically evaluate accounting concepts, principles and practices, extending their knowledge, understanding and analytical skills through an in-depth examination of complex measurement issues and financial statement reporting in Canada. <i>Prerequisite(s):</i> BADM*3120

<b>BADM*3140 International Trade W (3-0) [0.50]</b>
The ways in which a business enters new markets across borders, and the paradigms under which they operate and make decisions are critical to the potential success of the venture. This course surveys and assesses international trade theories and compares and contrasts these with actual practices of global business operations. Discussion of ethical issues is inherent within this course. <i>Prerequisite(s):</i> 10.00 credits including: AHSS*1000, AHSS*1010, BADM*3000
<b>BADM*3150 Managerial Accounting II F (3-0) [0.50]</b>
This course emphasizes the use of accounting information in effective management. Students study the reports, statements and analytical tools used by management, and the manner in which they are applied in planning, controlling, decision-making and performance evaluation from the perspective of the ethical management accountant. Topics include capital investment analysis, an examination of uses and limitations of quantitative techniques, and the behavioural implications of internal financial systems. Costing systems and accumulation methods are emphasized. <i>Prerequisite(s):</i> BADM*2010, SCMA*1000
<b>BADM*3160 Corporate Finance F (3-0) [0.50]</b>
This course focuses on long-term corporate decisions. Topics include asset pricing, risk and return, capital asset pricing under uncertainty, the concept of efficient markets, an introduction to investing, and portfolio management. The course covers corporate decisions, including dividend policies, capital budgeting, and long-term financing and investing. Business valuation by firms and individuals is covered in the context of the investment decision. <i>Prerequisite(s):</i> SCMA*1000, BADM*3000
<b>BADM*3200 Business and Government F (3-0) [0.50]</b>
This course examines the leading economic and political theories regarding the appropriate role of government in business. Students will focus on public policy issues impinging the world of business, including economic fairness, macroeconomic stabilization, international trade, competition policy, public goods, industry regulation, labour market policies, and the environment. <i>Prerequisite(s):</i> 7.50 credits including: AHSS*1010
<b>BADM*3210 Case Studies in Business Management F (3-0) [0.50]</b>
The objective of this course is to provide the student with a thorough understanding of how to analyze business cases, and how to effectively present their analysis. Emphasis will be placed on oral presentation of case analysis and recommendations. Students will be required to write a business case based on comprehensive research from a company of their choice. <i>Prerequisite(s):</i> 10.00 credits, including (BADM*1000 or BADM*1100)
<b>BADM*3240 Social Media Marketing W (3-0) [0.50]</b>
This course provides a foundation for understanding how social media can aid businesses in meeting strategic marketing objectives. Students will survey the landscape of social media tools with an objective of critically analyzing their role as a means of conveying marketing communications. The course will transition from a theoretical understanding of social media to case studies with a view to equipping students with the tools to develop concrete social media marketing strategies. <i>Prerequisite(s):</i> BADM*2020, BADM*2030
<b>BADM*3270 Real Estate Finance W (3-0) [0.50]</b>
This course explores the fundamental principles and techniques of financing real estate assets, both residential and commercial. After putting the real estate market into the larger context of the economy and society, students will examine the factors affecting borrowing, lending, and refinancing decisions. Various financing instruments, including traditional mortgages and mortgage backed securities, are discussed. The course also considers the financing of real estate developments along with the role of government in housing finance. <i>Prerequisite(s):</i> BADM*3000 <i>Co-requisite(s):</i> BADM*3160
<b>BADM*3500 Business Practicum W (2-16) [0.50]</b>
This course gives students the option of increasing their work experience beyond the placement hours required in Applied Business Study (BADM*4400). Students are required to complete a minimum of 200 hours within an approved organization. They also take part in regular moderated discussions with their classmates about the issues and challenges they are facing at their placement. Analogous to the Applied Business Study course, students apply the business theories they have learned to the analysis of their placement. <i>Prerequisite(s):</i> 11.00 credits <i>Restriction(s):</i> Registration in the B.B.A. (Business) program.

<b>BADM*4000 Business Policy F (3-0) [0.50]</b>
In this course, students develop the ability to understand and apply strategic management concepts and tools to multiple organizations, in a variety of domestic and international contexts. The course uses a combination of lectures, electronic teaching technologies, case discussions and a group project to ensure that students develop both verbal and written abilities in strategic management. <i>Prerequisite(s):</i> 13.00 credits
<b>BADM*4040 E-Commerce F (3-0) [0.50]</b>
Students in this course analyze current business models developed for the Internet, and the characteristics of business to business and retail e-commerce sites. A variety of design and technology issues are explored, including servers and credit security. Students design the storefront for a proposed b2b or retail site, as well as implement site traffic analysis and community building strategies. Also offered through distance education format. <i>Prerequisite(s):</i> 10.00 credits including: BADM*1020, BADM*1040
<b>BADM*4050 Marketing Research Project F (3-0) [0.50]</b>
In this project-based course, students work in groups and identify, develop and complete an applied marketing research activity. Topics include marketing research process, research ethics, sampling design and design of survey instruments, execution of interrelated qualitative and quantitative research projects, and report writing. <i>Prerequisite(s):</i> 10.00 credits including: BADM*1040, SCMA*3010
<b>BADM*4060 Investment Finance F (3-0) [0.50]</b>
This course focuses on the operation of the stock market and the determination of security prices. Using current literature, problems, and real world examples, students examine the art and science needed to manage equity portfolios and critically evaluate their resulting performance. Topics studied include recent developments in portfolio theory, the principles needed for analysing common stock prices, portfolio management, evaluation of portfolio performance, and international investing. <i>Prerequisite(s):</i> BADM*3160, SCMA*1000
<b>BADM*4070 Personal Financial Planning F (3-0) [0.50]</b>
This course develops the knowledge and skills necessary to provide sound financial planning advice. This course also develops financial judgement, decision making and communication skills. The emphasis in this course is on personal investing. Simulations and case analysis are used extensively in this course. <i>Offering(s):</i> Offered through Distance Education format only. <i>Prerequisite(s):</i> BADM*3000
<b>BADM*4080 Insurance &amp; Risk Management W (3-0) [0.50]</b>
This course examines the fundamentals of risk management and the insurance industry in Canada. It includes a detailed examination of the variety of insurance products available to both businesses and individual consumers. Factors affecting pricing and distribution of products are studied. <i>Prerequisite(s):</i> 10.00 credits
<b>BADM*4090 Portfolio Management W (3-0) [0.50]</b>
This course builds on BADM*3160 Corporate Finance and BADM*4060 Investment Finance. Topics include the formation of capital market expectations, the concept of efficient markets, and the concept of portfolio diversification. Also, the concept of portfolio rebalancing, and portfolio performance evaluation are studied. The course includes the examination of bonds, mutual funds, and derivatives. <i>Prerequisite(s):</i> BADM*3160, BADM*4060
<b>BADM*4100 Small Business Management F (3-0) [0.50]</b>
In this course, students study concepts specific to small business management and their application through analysis of an independent small business. In addition, case studies are discussed and evaluated. The goal of the course is to provide students with a realistic view of owning and operating a business as well as the experience of applying theory to practical applications. <i>Prerequisite(s):</i> BADM*3110
<b>BADM*4110 Planning a Small Business W (3-0) [0.50]</b>
This course builds on the BADM*3110 Entrepreneurial Studies course. Students are required to research and prepare a business plan for a new small business of the students' choice (subject to approval). The goal of the course is to give students a practical understanding of the process of creating a feasible business plan. The application of creative thinking skills is an integral component of this course. <i>Prerequisite(s):</i> BADM*3110

<b>BADM*4120 Business Consulting W (3-0) [0.50]</b>
This course helps students develop the skills needed to build and maintain a consulting business. Topics covered include presenting and promoting a consulting business to prospective clients, the bid process and pricing proposals, managing time and billing, the role of consultants as change agents and managing consulting staff. <i>Prerequisite(s):</i> 10.00 credits including BADM*1000, BADM*1100
<b>BADM*4140 Event Management I F,W (2-2) [0.50]</b>
Working in groups, students develop, implement, manage and evaluate a major special event activity. Examples of potential activities include a conference, a cultural program such as an art show or musical series, a fair or exhibition, or a publishing venture. This course includes a comprehensive study of academic and applied literature specific to event management. <i>Prerequisite(s):</i> BADM*1010, BADM*2030
<b>BADM*4160 Event Management II F,W (2-2) [0.50]</b>
Working in groups, students develop, implement, manage and evaluate a major special event activity. Examples of potential activities include a conference, a cultural program such as an art show or musical series, a fair or exhibition, or a publishing venture. This course includes a comprehensive study of academic and applied literature specific to event management. <i>Prerequisite(s):</i> BADM*1010, BADM*2030, BADM*4140
<b>BADM*4170 Asia Pacific - Regional F (3-0) [0.50]</b>
This course is designed to provide knowledge of the Asia Pacific region as it relates to business. A wide variety of issues ranging from general (consumer and business environment) to specific business and marketing strategies are covered. Students are provided with conceptual and practical knowledge related to conducting business in and with Asia. <i>Prerequisite(s):</i> 10.00 credits
<b>BADM*4180 Latin America - Regional F (3-0) [0.50]</b>
This course focuses on the important elements related to the recent economic evolution of Latin America at the macro-economic level, and also in terms of specific marketing issues such as consumer behaviour, competitive landscape, technology trends and infrastructure. Students develop a marketing plan from Canada to a specific country in the region, taking into consideration market trends, cultural and economic factors. Students are provided with practical knowledge related to conducting business in Latin America. <i>Prerequisite(s):</i> 10.00 credits
<b>BADM*4190 Europe - Regional W (3-0) [0.50]</b>
This course examines the cultural environment of Europe with a focus on the socio-political implications of the European integration and emerging markets for business opportunities in the region. The course includes case study analysis, market research and guest speakers. Students are provided with practical knowledge related to conducting business in Europe. <i>Prerequisite(s):</i> 10.00 credits
<b>BADM*4200 Project Management F (2-1) [0.50]</b>
This course combines theory and practice to teach the skills and knowledge required to plan, implement and document projects. Topics include planning the project, describing the project charter, identifying goals, phases and milestones, determining work breakdown structures, and documenting procedures. This course will employ project management software. <i>Prerequisite(s):</i> 13.00 credits including: BADM*2060
<b>BADM*4210 Advanced Financial Accounting W (3-0) [0.50]</b>
Students expand their knowledge of specialized accounting topics by studying accounting theory, principles and practice for corporations, business combinations, international activities, and other advanced topics. Integration of prerequisite accounting knowledge is emphasized, therefore cases and problems used include multiple topics and issues. <i>Prerequisite(s):</i> BADM*3130
<b>BADM*4220 Taxation I F (3-1) [0.50]</b>
Upon completion of this course, students have a basic understanding of the purpose and structure of the Canadian tax system, and its administration, along with related international application. Using problems, cases and tax preparation software, students apply basic knowledge and understanding of the principles and practices of income and commodity taxation for individuals and corporations. One of the major aims of this course is to ensure that the student achieves an understanding of the principles and concepts of the Canadian Income Tax Act, as commonly encountered by most professional accountants. <i>Prerequisite(s):</i> BADM*3120

<b>BADM*4230 Taxation II W (3-1) [0.50]</b>
This course builds on the knowledge of Canadian taxation that students acquired in Taxation I. In this course, students develop skills in tax planning involving individuals, corporations, trusts, estates and partnerships. This course also covers the planning of corporate reorganizations and the integration of tax concepts between corporations and their shareholders. Using problems, cases and tax planning software, students apply knowledge and understanding of taxation principles and practices.
<i>Prerequisite(s):</i> BADM*4220
<b>BADM*4240 Auditing I W (3-1) [0.50]</b>
Students study the basic principles, theories and techniques of external and internal auditing and management control systems. Upon completion of this course, students understand the auditor's professional responsibilities, the rules of conduct and ethics, the objectives of assurance and other professional engagements, and management control systems. Using cases, problems and computer software, students develop and execute audit strategies, including identifying risks, gathering audit evidence, and documenting and reporting findings.
<i>Prerequisite(s):</i> BADM*3130, SCMA*1000
<b>BADM*4250 Accounting Theory W (3-0) [0.50]</b>
This course examines various conceptual and theoretical approaches to accounting, including the implications of economics and finance on financial reporting. Focusing on current and/or controversial issues as well as contemporary cases, students examine the appropriateness of current accounting policies and practices in light of conceptual considerations. Research, analytical, writing, presentation and group skills are demonstrated through preparation of research papers and contribution to group discussions and presentations.
<i>Prerequisite(s):</i> BADM*4210
<b>BADM*4260 Auditing II F (3-1) [0.50]</b>
Students continue to develop the knowledge, understanding and analytical skills with respect to auditing and control systems established in Auditing I, such that they are able to identify risks, as well as evaluate and verify controls that address the risks identified. Students apply generally accepted auditing standards by developing strategies and performing procedures in the development of an audit file, using audit and file preparation software. The course also addresses other professional services provided by the accounting profession.
<i>Prerequisite(s):</i> BADM*4240
<b>BADM*4270 Auditing III W (3-0) [0.50]</b>
This course provides students with an understanding of how EDP Auditing is used in conjunction with current methods of gathering and analyzing audit evidence, supporting audit assertions and ultimately providing support for an audit opinion. In addition, students will have developed an understanding of the process of identifying internal control risks and EDP methods to document, analyze and report upon internal controls.
<i>Prerequisite(s):</i> BADM*4220, BADM*4260
<b>BADM*4280 Advanced Managerial Accounting W (3-0) [0.50]</b>
This course focuses on the theory and practice of the design and administration of management planning and control systems. System design and control in large organizations is emphasized. Theory and research literature are reviewed and cases of actual company systems are used to emphasize management and organization theory and their use in performance management systems in for profit, not-for-profit and government environments.
<i>Prerequisite(s):</i> BADM*3150
<b>BADM*4300 Business Analytics W (3-0) [0.50]</b>
This course explores how data can be used to forecast such matters as what customers will buy, where stock prices might go, and which borrowers will repay their loans. Working in a lab with computer software, students learn the core techniques of data analysis, including data mining, pattern detection, graphic visualization, and modelling. The focus of the course will be on the practice of prediction, with students building and testing their own models to inform decision making in areas such as marketing, accounting, finance, and strategy. Students also learn how to communicate their analysis and thus will be expected to present their models.
<i>Prerequisite(s):</i> SCMA*3010
<b>BADM*4310 Entrepreneurial Finance W (3-0) [0.50]</b>
This course focuses on the unique challenges that entrepreneurs confront in financing their new and growing business ventures. Students will learn about the different sources of financing available to entrepreneurs and their relevance to different stages of the new venture cycle. The course will also cover financial planning and monitoring, the valuation of new ventures, strategies to cope with financial distress, as well as investor exit strategies. Case studies will form part of the course.
<i>Prerequisite(s):</i> BADM*3110, BADM*3160

<b>BADM*4340 Leadership in Business W (3-0) [0.50]</b>
In this course, students will examine a number of theories pertaining to leadership as well as describe and evaluate specific leadership styles. Through guest lecturers and case studies, students will appreciate and analyze different perspectives on how leadership is evolving in a variety of large, small, private, not-for-profit and public organizations within Canada and internationally.
<i>Prerequisite(s):</i> 15.00 credits, AHSS*1030, BADM*2050
<b>BADM*4360 Negotiation in Business W (2-1) [0.50]</b>
This course provides students with a critical appreciation for various negotiation styles and tactics, an understanding of their own approaches to negotiation, and an opportunity to try a variety of techniques and methods in order to develop and hone negotiation styles. This course combines a theoretical framework with practical applications. An analysis of ethics as applied to negotiations is ongoing throughout the course.
<i>Prerequisite(s):</i> 10.00 credits, BADM*1000, BADM*1100
<b>BADM*4370 History of Business F (3-0) [0.50]</b>
This course provides an historical overview of business practices, events, and trends from the medieval period, through the Industrial Revolution, to the present. Students will focus on the experiences of individual business persons, entrepreneurs, and companies, including those relating to Canada's business history.
<i>Prerequisite(s):</i> 7.50 credits
<b>BADM*4380 Internal Controls W (3-0) [0.50]</b>
This course introduces students to advanced concepts, principles and practical applications of management controls. Practical applications, which will serve as a foundation for developing management skills, are emphasized.
<i>Prerequisite(s):</i> BADM*3130
<b>BADM*4390 Relationship Marketing F (3-0) [0.50]</b>
In this course students will explore the concept of relationship marketing as it relates to a philosophy adopted by organizations, focusing on satisfying customers' needs in order to gain their long-term trust and loyalty. Students will examine the strategic considerations including profit potential and customer retention, which are associated with the philosophy and why it is appropriate for many, although not necessarily all, organizations. In addition, ideas around management and commitment to cultural change in business will also be discussed from a relationship marketing perspective.
<i>Prerequisite(s):</i> BADM*1040, BADM*2020
<b>BADM*4400 Applied Business Study S,U (1-8) [0.50]</b>
In this course, students relate the knowledge and skills acquired through their coursework in earlier semesters by participating in the workplace for a minimum of 100 hours. Students are required to evaluate both the employment element of their role and the application of business theories to the workplace through a series of assignments. An essential part of the course, too, is for students to engage in the career development process.
<b>BADM*4410 Managing the Not-for-Profit Enterprise F (3-0) [0.50]</b>
This course focuses on the not-for-profit sector. Topics include spheres of activity, organizational structures, funding, membership, participation, and goals. Given its vital role in the successful operation of a not-for-profit enterprise, the course will devote significant attention to fund-raising. Students will be expected to analyze a not-for-profit enterprise and develop a fund-raising plan for it.
<i>Prerequisite(s):</i> 15.00 credits, including BADM*1040 and BADM*2050
<b>BADM*4420 Business Management Simulation W (3-0) [0.50]</b>
Working in groups, students will develop their management knowledge and skills by running a company in a simulated environment. This will involve planning the company's mission, addressing a series of challenges over the semester, and providing oral and written rationales of the decisions taken. Students will be expected to make presentations of their company's activities as well as provide a final and comprehensive performance report.
<i>Prerequisite(s):</i> 15.00 credits, including BADM*4000
<b>BADM*4900 Independent Study in Business Administration S,F,W (3-0) [0.50]</b>
The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare a research report or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.
<i>Prerequisite(s):</i> 15.00 credits and 75% grade point average.
<i>Restriction(s):</i> Instructor consent required.

**BADM\*4950 Independent Study in Business S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.

**BADM\*4960 Independent Study in Business S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.

**BADM\*4970 Independent Study in Business S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.



## Early Childhood Studies

### ECS\*1000 Foundations of Early Childhood F (3-0) [0.50]

This course introduces the student to the importance of early childhood services on healthy development and learning for children. Consideration is given to the philosophical tenets, curriculum models, legal requirements, and research indicators that reflect high quality care and service. The concern in society for increasing the standards for early childhood services and developing innovative training profiles for a skilled workforce is gaining public recognition. This course provides an overview of occupational standards and personal career potential and opportunity.

*Restriction(s):* Registration in B.A.Sc. (ECS) program. Instructor consent required.

### ECS\*1010 Infant Development F,W (3-0) [0.50]

Examines physical, neurological, motor, cognitive, language, social, and emotional development of young children from the prenatal period to early childhood (approximately ages 0-2). Emphasis is placed on integrating developmental theories relevant to infancy and toddlerhood with contemporary research findings for practical application purposes. Students achieve a knowledge base from which they can thoughtfully evaluate and respond to common issues and questions that face practitioners and researchers as they attempt to understand and describe infant development.

### ECS\*1020 Child and Family Nutrition W (3-0) [0.50]

Designed to provide a basic introduction to human nutrition with a particular emphasis on childhood nutrition in the context of the family. The course provides students with a framework for evaluating nutritional needs and food intake in this group of individuals. Also examining current issues related to nutrition and food intake in children and their significance in family and community health. Students achieve a knowledge base from which they can identify and respond to nutrition problems in order to support healthy child development.

### ECS\*1030 Field Placement I W (2-7) [0.50]

Students are introduced to the range of community services and career opportunities related to early childhood services. Through seminar discussions, tours to community agencies, and job shadowing in the workplace, students develop an understanding of the regulations and mandates of various programs in early childhood services and the components of quality programming associated with each. In addition, students examine standards for health and safety and for the reporting of child abuse. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* ECS\*1000

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

### ECS\*2000 Parent-Child Relations F (3-0) [0.50]

This interdisciplinary course is designed to examine parent-child relationships in the context of several theoretical and applied social science perspectives onto the multitude of socio-cultural circumstances and factors in today's North-American/Canadian families. Introducing students to the possibilities of viewing parent-child relationships from multiple standpoints in a critical manner. Beyond this, students have the opportunity to examine and explore their own values, opinions and experiences in the context of parent-child relationships.

*Prerequisite(s):* AHSS\*2040, ECS\*1010

### ECS\*2010 Observing and Recording Children's Behaviour F (3-0) [0.50]

This course examines the philosophy behind the systematic use of observational methods and identifies the reasons for observing children and recording that information for future use. A variety of basic observational techniques used in the field of early childhood will be discussed, explored and evaluated. Observations will provide opportunities for practical application.

*Prerequisite(s):* AHSS\*2040

### ECS\*2020 Play and Programming for Early Childhood F (2-1) [0.50]

This course will focus on the value of play and its roles in the life of a young child. Play is central for the development of young children. It is through play that children consolidate their knowledge, learn social skills, express their emotions, and most of all have fun. Play allows for creativity and fantasy. Students evaluate play materials then design and implement materials they have created. These play materials must meet the developmental needs of the children. Students study the value of play and the need to advocate for play-based programmes for young children.

*Prerequisite(s):* AHSS\*2040

*Co-requisite(s):* ECS\*2040

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

### ECS\*2030 Development in Adolescence W (3-0) [0.50]

This course examines the biological, psychological and social changes associated with the adolescent stage of human development. Current research findings are presented to illustrate key developmental issues and to locate adolescent development historically as well as socially. Physical, cognitive, emotional and sexual development is explored within the context of family, peer and school relationships. Particular attention is paid to the application of theories and concepts to the lived experiences of adolescents.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* AHSS\*2040

### ECS\*2040 Field Placement II W (2-7) [0.50]

This course introduces students to pre-school children in a variety of early childhood settings where students will participate in all assigned activities. Through discussion in seminars, reflection in a journal and the creation of a portfolio, students gain insight into various dimensions of teaching and learning for self-improvement and growth. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* AHSS\*2040, ECS\*1030, ECS\*2050

*Restriction(s):* Registration in B.A.Sc. (ECS) program. with a minimum cumulative average of 60%.

### ECS\*2050 Curriculum Development I F (3-0) [0.50]

This course focuses on the development of curriculum for children two to six years of age in an early childhood setting. The course is designed to help the student plan and implement appropriate stimulating activities. A wide variety of creative materials and resources are explored.

*Prerequisite(s):* AHSS\*2040, ECS\*1000, ECS\*1030

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

### ECS\*2110 Children and Technology W (3-0) [0.50]

Students will explore the effects of the digital world on brain development, child development, social and parental relationships. They will examine the impact of technology in early learning and educational environments with an emphasis on the use of technologies to support the diverse needs of children's mental health; wellness; assistive technologies; medical interventions and academic skills.

*Prerequisite(s):* 4.00 credits

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

### ECS\*3000 Curriculum Development II F (2-1) [0.50]

This course focuses on the development of curriculum for children six to nine years of age in a school age setting. The course is designed to explore the role of educators in a school age setting and to help students examine, plan and implement responsive inclusive school age programs..

*Prerequisite(s):* AHSS\*2040, ECS\*1000, ECS\*2050

*Co-requisite(s):* ECS\*3030

### ECS\*3010 Children with Diverse Needs in Families F (3-0) [0.50]

This course provides an overview of the diversity of special needs in children and their families. Different causes, common characteristics, intervention approaches, and programming guidelines for creating a bias-free, inclusive, and family-centered learning environment will be explored. Issues for children, their families and supporting resource personnel will be highlighted.

*Prerequisite(s):* 7.50 credits

### ECS\*3020 Counselling and Communication in Family Consultation F (2-1) [0.50]

This course focuses on the development of interviewing and counselling skills that will enable effective communication with children and their families in a variety of professional settings in the fields of early childhood services. An examination and analysis of major theoretical approaches to working with children and their families will also be provided. This course will involve a skill lab component which requires students to practice skills demonstrated in the lectures.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* ECS\*2040

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

### ECS\*3030 Field Placement III F (2-7) [0.50]

This course will further enhance the students' breadth in the program and their experience in the range of early childhood services. This field placement will focus on the area of infant/toddler services. Seminars, written reflection and continued portfolio development will give students opportunity to think systematically about their practice and learn from experience.

*Prerequisite(s):* ECS\*2040

*Co-requisite(s):* ECS\*3000

*Restriction(s):* A minimum cumulative average of 60% is required to register.

**ECS\*3040 Administration of Programs W (3-0) [0.50]**

Using resources found on the Internet, along with assigned readings from the text and other sources and on-line conferences, students study the important roles, responsibilities, skills and techniques available to administrators of high quality child care programs. Students consider the effective planning and utilization of resources (money, human energy, physical resources) and time to provide services to children and families while meeting the needs of the community. This course will draw on students' experiences in field placements to discuss concepts related to the operation of quality care and education programs for children up to school age.

*Offering(s):* Offered through Distance Education format only.

*Prerequisite(s):* 10.00 credits including ECS\*3030

**ECS\*3060 Field Placement IV W (2-7) [0.50]**

In the continuing series of placements which increase the breadth of field experiences, students will be introduced to the area of diversity, family services, community and early years centres, therapeutic settings and/or elementary education in early childhood services. Students will be expected to share their experiences in journal, portfolio and seminar format.

*Prerequisite(s):* ECS\*3030

*Restriction(s):* A minimum cumulative average of 60% is required to register.

**ECS\*3070 Community Development in Early Childhood W (3-0) [0.50]**

This course examines the history, theory and practice of community development and participation in the field of early childhood. Students explore their own values and beliefs in relation to collaborative capacity building by experiencing community development work at the grassroots level.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 10.00 credits

*Co-requisite(s):* AHSS\*3010

**ECS\*4000 Program Development and Evaluation F (3-0) [0.50]**

In this course, students study the underlying principles involved in the development and evaluation of programs for young children. Students first examine the philosophical roots of early childhood program design and evaluate the relevance for current early education. Students also become familiar with some of the approaches and strategies used in program evaluation. Research on published evaluation in the field are reviewed and students plan an evaluation related to a current early education program of their choice.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 12.00 credits

*Co-requisite(s):* ECS\*4070

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

**ECS\*4020 Child Care and Public Policy W (3-0) [0.50]**

This course focuses on public policies that influence the nature and effectiveness of programs and services for young children and their families. Students are exposed to the range of factors that influence social policy development and the respective roles of the federal, provincial/territorial and municipal governments. The course examines the history of policies affecting early childhood education and care and related services in Canada and in Ontario and provides students with the tools to critically examine how current policies and their implementation affect children, parents, women, child care professionals, and communities. The course includes both international and inter-provincial comparisons. Students are encouraged to consider how they can play a constructive role in policy change as professionals and as engaged citizens.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 17.00 credits including ECS\*3060

**ECS\*4030 Professional Issues in EC W (3-0) [0.50]**

This course explores current issues and trends in professional practice. Through collaborative learning students acquire skills in best practices such as effective communication and conflict resolution. The importance of advocacy and empowerment in relation to marginalization and power are investigated. Students examine their personal and professional values, supporting the process of making ethical decisions related to Early Childhood Services.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 14.00 credits

*Co-requisite(s):* ECS\*4012

**ECS\*4050 Assessment and Intervention with Children and Families F (2-2) [0.50]**

This course focuses on the assessment of atypical development in children ranging in age from birth through age 6. The course builds on the student's knowledge of principles of assessment and intervention with respect to individual children, children within their families, and children within larger organizational settings. A wide variety of assessment instruments and contexts are analyzed.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 12.00 credits including SCMA\*3040

*Restriction(s):* Registration in B.A.Sc. (ECS) program.

**ECS\*4070 Field Placement V F (2-14) [1.00]**

Students will choose a placement in an area of interest in the field of Early Childhood Services. This allows for an in-depth experience independently planning, implementing and evaluating programs for children and/or their families in collaboration with other professionals. In doing so, students will transform the course from an intellectual experience to an experience of human relationships. Students will be involved in various aspects of the placement agency to understand the role that the centre or agency fulfills in the broader community of supports. Through verbal and written reflective practice and the completion of their professional portfolios, students will consolidate and evaluate their competencies.

*Prerequisite(s):* 12.00 credits including ECS\*3060

*Restriction(s):* A minimum cumulative average of 60% is required to register.

**ECS\*4080 Field Placement VI W (2-14) [1.00]**

Students continue their placement at the same site they were placed for Field Placement V. They use the learning collective established in the previous semester to refine their reflective practice skills in a weekly integrative seminar and through on-line sharing of resources and support. Students will gain practical experience in the role of Early Childhood Educator, further developing their knowledge and skills in leadership, research, communication, programming, advocacy, teamwork, social justice and reflective practice.

*Prerequisite(s):* ECS\*4070

*Restriction(s):* A minimum cumulative average of 60% is required to register.

**ECS\*4900 Independent Study in Early Childhood S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.

**ECS\*4950 Independent Study in Early Childhood S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.

## Family and Community Social Services

<p><b>FCSS*1000 Social Work in Canada F (3-0) [0.50]</b></p> <p>This interdisciplinary course examines the social welfare institutions in the context of professional values and ethics of the social service professions. This course introduces first year students to the purpose, value base, principles, settings, and methods of social work practice. Students have the opportunity to explore their own personal values in the context of social work and the broader society.</p> <p><i>Offering(s):</i> Also offered through Distance Education format.</p>
<p><b>FCSS*1010 Social Issues and Social Environments W (3-0) [0.50]</b></p> <p>This course provides students with the contexts necessary to see the presenting problems of clients within the larger social issues facing society and offers an overview of methodologies utilized by social service professionals in addressing both individual and social issues. It provides students with a basic framework in which to view and understand social problems, their causes, their relationship to particular groups and sub-populations, and potential solutions.</p>
<p><b>FCSS*1020 Interpersonal Communication Skills W (3-0) [0.50]</b></p> <p>This course is designed to introduce students to the communication process that characterizes the human-services field: effective written, spoken, and non-verbal communications linked to efficiency and effectiveness in the context of social service work. This course analyzes the factors that influence the ways in which clients and workers send and receive verbal and non-verbal messages and the causes of ineffective communication. It also considers issues of power in language, including sexism, racism, homophobia, etc.</p> <p><i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program</p>
<p><b>FCSS*1030 Issues in Advocacy and Social Justice W (3-0) [0.50]</b></p> <p>Advocacy and social justice are foundational elements of social work. Social work practice often involves advocating for individuals, groups, and communities in myriad issues related to social justice that aim to promote positive change. This course introduces students to theory and practice related to advocacy and social justice with diverse client populations at an individual, community, and global level.</p> <p><i>Prerequisite(s):</i> AHSS*1190 <i>Restriction(s):</i> AHSS*1200</p>
<p><b>FCSS*2000 Counselling I: Theory and Practice F (3-0) [0.50]</b></p> <p>This is the first of two courses designed to provide the student with the theory and skills to provide appropriate counselling services to clients. The course will provide students an opportunity to develop and practice counselling skills through the counselling seminars as well as introducing students to a number of counselling theories and their application in the field.</p> <p><i>Prerequisite(s):</i> FCSS*1020 or 4.00 credits. <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS), B.A.Sc. JS AND B.A.Sc PSYC program.</p>
<p><b>FCSS*2010 Working with High Risk Populations F (3-0) [0.50]</b></p> <p>Disadvantaged people often face personal and structural issues that place them at high risk of harm, hospitalization, or death. Using an empowerment approach which emphasizes the perspective of clients, learners develop effective means of working with people with psychiatric labels, developmental disabilities, older adults, survivors of domestic violence and child abuse and early trauma, those struggling with addictions and eating disorders, and individuals labelled as having cognitive disabilities.</p> <p><i>Prerequisite(s):</i> 3.00 credits including FCSS*1010 <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.</p>
<p><b>FCSS*2020 Introduction to Field Practicum F (3-0) [0.50]</b></p> <p>This course prepares students for the expectations associated with field practica, including those of the program, the agencies and the professional college. Students will become familiar with the organization of the field practicum sequence and the documentation, policies and procedures connected to the evaluation and monitoring of field practice. This is a pre-requisite for Field Practicum.</p> <p><i>Prerequisite(s):</i> 3.00 credits from FCSS including: FCSS*1020 <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.</p>
<p><b>FCSS*2030 Child and Adolescent Development W (3-0) [0.50]</b></p> <p>This course examines psychosocial development in middle childhood and adolescence, emphasizing biological, cognitive, social, and emotional changes. Emphasis is placed on integrating theories and concepts for practical application within family, school, peer, and community contexts.</p> <p><i>Prerequisite(s):</i> 2.00 credits <i>Restriction(s):</i> AHSS*2040, ECS*2030, PSYC*1130 Registration in the B.A.Sc. (FCSS) program.</p>

<p><b>FCSS*2040 Foundation Practicum I W (2-7) [0.50]</b></p> <p>In this seminar and supervised field placement where students have the opportunity to take part in the day-to-day operations of a social services agency. Students will work under the direct supervision of a professional staff person, have the opportunity to observe social services procedures and practices, and may take part in serving clients with direction from agency staff.</p> <p><i>Prerequisite(s):</i> FCSS*2000, FCSS*2020 <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program with a minimum cumulative average of 60% is required to register.</p>
<p><b>FCSS*2060 Group Work: Theory &amp; Practice W (2-1) [0.50]</b></p> <p>This course will provide the student with the opportunity to develop the self-awareness, knowledge and skills necessary to work effectively with small groups. The course will focus on the dynamics of group development and behaviours, and the facilitating role of workers in various therapeutic and support groups. Students will study a variety of theoretical approaches to group counselling, and will practice group facilitation skills through experiential exercises in the lab.</p> <p><i>Prerequisite(s):</i> FCSS*2000 <i>Restriction(s):</i> FCSS*3010</p>
<p><b>FCSS*2080 Mental Health and Addictions F (3-0) [0.50]</b></p> <p>This course introduces theoretical and practical perspectives on the co-occurrence of mental health challenges and substance addiction. Students will explore mental health and drug/alcohol usage policy and law, learn about mental health and substance abuse assessment, diagnosis, and treatment approaches, develop an awareness of relevant pharmacological issues and the effects of misusing certain stimulants and drugs, and gain an understanding of the nature of concurrent disorders with various populations.</p> <p><i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> FCSS*1010 <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.</p>
<p><b>FCSS*3010 Working With Groups: Theory and Practice W (2-1) [0.50]</b></p> <p>This course will provide the student with the opportunity to develop the self-awareness, knowledge and skills necessary to work effectively with small groups. The course will focus on the dynamics of group development and behaviours, and the facilitating role of workers in task, therapeutic and maintenance groups. Students will study a variety of theoretical approaches to group counselling, and will practice group facilitation skills through experiential exercises in the lab.</p> <p><i>Prerequisite(s):</i> 7.50 credits <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.</p>
<p><b>FCSS*3020 Developing a Culturally Sensitive Practice W (3-0) [0.50]</b></p> <p>This course evaluates the different theories relating to the provision of social services to culturally diverse populations. It offers students the opportunity to develop the knowledge, attitudes, and skills necessary in addition to delivering effective social services in a multi-cultural, multi-racial society.</p> <p><i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> 7.50 credits <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program</p>
<p><b>FCSS*3040 Counselling II: Theory and Practice W (3-0) [0.50]</b></p> <p>This is the second of two courses designed to provide students with the theory and skills to allow them to provide appropriate counselling services to their clients. The course will focus on the role of race, ethnicity, sexual orientation, ability/disability, class and gender in the counselling relationship and how to integrate these multiple identities into counselling practice. This course will also allow students to continue to enhance their counselling skills through the counselling seminar section of the course.</p> <p><i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> FCSS*2000 <i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) &amp; B.A.Sc. (PSYC) program.</p>
<p><b>FCSS*3060 Crisis Intervention: Theory and Practice W (3-0) [0.50]</b></p> <p>This course provides the student with the theory and practical skills that will be needed to effectively intervene with clients who are experiencing crisis. The course will focus on crisis theory and crisis intervention methods, with particular emphasis on crisis intervention in the context of families. A developmental-ecological perspective is employed in the discussion of course content.</p> <p><i>Offering(s):</i> Also offered through Distance Education format. <i>Prerequisite(s):</i> 7.50 credits including: FCSS*3040</p>

<b>FCSS*3100 Social Work Practice with Older Adults F (3-0) [0.50]</b>
This course examines social work practice concerning the needs of older adults. Social service workers and social workers are being increasingly called upon to meet the biopsychosocial needs of older adults. This responsibility includes assessing the elderly client's functional capacity and often connecting them with appropriate community resources. In this course, students will learn the basics of assessment and strategic interventions with the elderly. This course prepares students with the knowledge, skills, and sensitivity to work with, and on behalf of this growing population, and the related social service systems.
<i>Prerequisite(s):</i> AHSS*2080
<i>Equate(s):</i> AHSS*3040

<b>FCSS*3120 Intermediate Practicum I F (2-15) [1.00]</b>
This is a seminar and supervised field placement in a community or social service agency providing students with an in-depth experience of front-line work in a human services agency under direct supervision. Students develop work habits such as serving clients effectively, which make them an asset to the agency, and how to navigate moral, ethical, clinical, and political issues as they emerge in their placements. Students work as part of a team, and learn how to effectively use supervision.
<i>Prerequisite(s):</i> AHSS*2080, FCSS*2040
<i>Restriction(s):</i> FCSS*300/1/2, Registration in the B.A.Sc. (FCSS) program. with a minimum cumulative average of 60%

<b>FCSS*3130 Intermediate Practicum II W (2-15) [1.00]</b>
This course is a seminar and supervised field placement in a community or social service agency providing students with an in-depth experience of front-line work in a human services agency under direct supervision. Students develop work habits such as serving clients effectively, which make them an asset to the agency, and how to navigate moral, ethical, clinical, and political issues as they emerge in their placements. Students work as part of a team, and learn how to effectively use supervision. Agency field supervisors and faculty advisors may raise professional, ethical, attitudinal, and practical issues which they consider to be important for students to address.
<i>Prerequisite(s):</i> FCSS*3120
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program. with a minimum cumulative average of 60% required to register.

<b>FCSS*4000 Family Theory and Therapy W (3-0) [0.50]</b>
This course examines the major theoretical frameworks and family therapy models guiding research and practice relating to families today. It prepares students to use theory as a tool for better understanding and explaining family process and develops the critical thinking skills necessary to critique, evaluate, and integrate these theoretical frameworks and therapy models. This course also places a heavy emphasis on integrating theory with practice and requires that students routinely apply and integrate major theoretical frameworks and family therapy models to specific and contemporary family issues.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> 12.50 credits including: AHSS*2090

<b>FCSS*4010 Agency Admin. &amp; Community Relations F (3-0) [0.50]</b>
This course presents students with the information and skills to assume financial responsibility for an agency budget, administer an agency office, and develop and prepare a major grant proposal. The course also examines the agency's presence within the community. It also surveys the current funding structure in Canada, emphasizing access to corporate, government and foundation funders.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> 12.50 credits
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.

<b>FCSS*4030 Social Work and the Law F (3-0) [0.50]</b>
Using a case study approach this course provides students with an understanding of the role of the law in social work practice, and is designed to equip them with sufficient knowledge of the law to assist them in their roles as advocates or case managers. The course will also cover specific legislation including the Mental Health Act, Youth Criminal Justice Act and Income Assistance Legislation. The course will outline the rights and obligations as defined by the Ontario College of Social Workers and Social Workers.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> FCSS*3130
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.

<b>FCSS*4040 Empowerment Oriented Case Management W (3-0) [0.50]</b>
This course provides students with the skills required to promote the effective integration of disadvantaged people into the mainstream of community life using an empowerment approach. Students learn about empowerment-oriented case management practice, risks of not practicing according to the empowerment model, key empowerment philosophies, and their applications to practice, and legal and ethical issues that have a direct impact on how case management is practiced.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> 10.00 credits
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.

<b>FCSS*4060 Family Mediation &amp; Conflict Resolution W (3-0) [0.50]</b>
This course focuses on the theories, skills and techniques used to reach resolution in a variety of family conflict situations. Overviews of contemporary developments in the theory and practice of mediation are discussed. Students also examine different perspectives on conflict and strategies for resolving conflict, specifically within the family context. Through lectures, group work and role plays, students study the fundamental principles of negotiation, mediation and conflict resolution. Students have the opportunity to reflect on their own style of conflict resolution and the relevance of course material to their own lives.
<i>Offering(s):</i> Also offered through Distance Education format.
<i>Prerequisite(s):</i> 12.50 credits including: FCSS*3040, FCSS*4000
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program.

<b>FCSS*4120 Advanced Practicum I F (2-15) [1.00]</b>
This course is a seminar and supervised field placement in a community or social service agency providing students with an in-depth experience of front-line work in a human services agency under direct supervision. Students develop work habits such as serving clients effectively, which make them an asset to the agency, and how to navigate moral, ethical, clinical, and political issues as they emerge in their placements. Students work as part of a team, and learn how to effectively use supervision. Agency field supervisors and faculty advisors may raise professional, ethical, attitudinal, and practical issues which they consider to be important for students to address.
<i>Prerequisite(s):</i> 12.50 credits including: FCSS*3020, FCSS*3060, FCSS*3130, (FCSS*2060 or FCSS*3010)
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program. with a minimum cumulative average of 60%.

<b>FCSS*4130 Advanced Practicum II W (2-15) [1.00]</b>
This course is a seminar and supervised field placement in a community or social service agency providing students with an in-depth experience of front-line work in a human services agency under direct supervision. Students develop work habits such as serving clients effectively, which make them an asset to the agency, and how to navigate moral, ethical, clinical, and political issues as they emerge in their placements. Students work as part of a team, and learn how to effectively use supervision. Agency field supervisors and faculty advisors may raise professional, ethical, attitudinal, and practical issues which they consider to be important for students to address.
<i>Prerequisite(s):</i> 15.00 credits including: FCSS*4120
<i>Restriction(s):</i> Registration in the B.A.Sc. (FCSS) program. with a minimum cumulative average of 60%.

<b>FCSS*4900 Independent Study in Family &amp; Community S,F,W (3-0) [0.50]</b>
This course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare a research report or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.
<i>Prerequisite(s):</i> 15.00 credits and 75% grade point average
<i>Restriction(s):</i> Instructor consent required.

## Justice

### JUST\*1000 Health and Wellness I F (2-1) [0.50]

Students are introduced to concepts of wellness and total health for mind and body. Emphasis is placed on the benefits of physical activity. Students are given practical information necessary to make lifestyle changes. In addition, an effective and safe personal fitness program is designed, developed and implemented.

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*1010 Criminal Offences W (3-0) [0.50]

Students analyze specific elements of selected criminal code offences, including offences against the person, property and public order. Students research case law, assess its impact on criminal offences, and use case law to argue and defend decisions.

*Prerequisite(s):* AHSS\*1150

### JUST\*1020 Introduction to Police Powers W (3-0) [0.50]

Students examine pertinent sections of the Canadian Charter of Rights and Freedoms and their impact on Canadian criminal procedure. Topics include citizen and police arrest and release authorities, police powers of search and seizure, with and without warrant, police discretion and its implications. Students become familiar with police terminology and apply the procedures required to effect arrest and release.

*Prerequisite(s):* AHSS\*1150

### JUST\*1030 Introduction to Community Service F (3-0) [0.50]

Students become increasingly familiar with the volunteer process and the various volunteer placement sites in the justice system. Also, concepts such as social privilege, volunteerism, and community involvement and their roles in the justice system are covered.

### JUST\*1040 Physical Fitness Practicum I W (0-2) [0.00]

This course promotes the importance of possessing total health and wellness for meeting the lifestyle and physical demands individuals in law enforcement face. Selected wellness topics will be presented to illustrate core issues in police work. Students are required to take a proactive role in the development of their personal health by self-evaluation, by attending lectures and participating in-group discussions on selected wellness issues and topics, and by participating in-group activity sessions. Additionally, students will design and implement an effective personal fitness program that will prepare them for the physical requirements of the Bona Fide Occupational Requirements and the Ontario Police College Component Fitness Testing Standards.

*Prerequisite(s):* JUST\*1000

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*1050 Introduction to Industrial Relations S (3-0) [0.50]

Introduction to Industrial Relations is an interdisciplinary subject, drawing on labour law, economics, sociology, psychology, history, politics, and personnel management. While all these disciplines have much to say about industrial relations, the focus of this course will be the economic implications of unionism and collective bargaining practices within Justice and Public Safety sectors in Canada.

*Offering(s):* Also offered through Distance Education format.

*Restriction(s):* Registration in B.A.A. General (Justice and Public Safety) program.

### JUST\*2000 Community Policing: Introduction F (3-0) [0.50]

Students examine the role of community policing acting in equal partnership with the diverse groups in contemporary society to identify and implement effective solutions for community problems. The course begins with an analysis of traditional policing and moves on to a discussion of community policing as the future of policing. Emphasis is placed on learning the skills – self-direction, tolerance, problem solving, critical thinking, conflict management, and mediation – needed for practicing effective community policing.

*Restriction(s):* Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

### JUST\*2010 Forensics Techniques F (2-1) [0.50]

Students examine the role of forensic science in criminal investigations. Emphasis is placed on using evidence such as fingerprints, hair, fibres, bullets and blood patterns to identify and link a suspect to a crime. Also, the identification, collection, packaging and protection of forensic evidence from a crime and presentation of evidence in court are studied.

*Restriction(s):* Registration in the Bachelor of Applied Science - Justice Studies program.

### JUST\*2020 Federal Legislation F (3-0) [0.50]

Students critically analyse and interpret specific elements of selected criminal code and federal legislation having an impact on the administration of justice. These include federal statutes dealing with offences related to young persons, firearms, controlled drugs and substances, and various procedural statutes such as the Interpretation Act and the Canada Evidence Act. Emphasis is placed on researching case law and assessing its impact on the enforcement of federal statutes.

*Prerequisite(s):* AHSS\*1150, JUST\*1010

*Restriction(s):* Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

### JUST\*2030 Provincial Legislation W (3-0) [0.50]

Students analyze specific elements of selected Provincial legislation that have an impact on the administration of justice in Ontario. Specific statutes include the Highway Traffic Act, the Liquor Control Act, the Mental Health Act and the Family Law Act, among others. Also, the role of the Province in establishing laws and the interplay of various agencies and police in the enforcement of these statutes are examined.

*Prerequisite(s):* AHSS\*1160

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*2040 Police Governance and Accountability W (3-0) [0.50]

Students examine police governance and accountability issues related to the Police Services Act, police complaints, First Nations policy and management and labour issues. Topics include use of force and officer safety theory and related issues.

*Restriction(s):* Registration in the B.A.Sc. (JS) or B.A.A. General (Justice and Public Safety) programs.

### JUST\*2050 Community Service I W (1-9) [0.50]

Students have the opportunity to explore the structure and administration of community organizations and social services that operate within and adjacent to the Criminal Justice System by working on site. Students work under the direct supervision of a professional staff person and participate in the activities of the agency. Students are expected to maintain a record of their community service activities as demonstrated through the submission of weekly reports.

*Prerequisite(s):* JUST\*1030

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*2060 Physical Fitness Practicum II F (0-2) [0.00]

This course promotes the importance of possessing total health and wellness for meeting the lifestyle and physical demands individuals in law enforcement face. Selected wellness topics will be presented to illustrate core issues in police work. Students are required to take a proactive role in the development of their personal health by self-evaluation, by attending lectures and participating in-group discussions on selected wellness issues and topics, and by participating in-group activity sessions. Additionally, students will design and implement an effective personal fitness program that will prepare them for the physical requirements of the Bona Fide Occupational Requirements and the Ontario Police College Component Fitness Testing Standards.

*Prerequisite(s):* JUST\*1040

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*2070 Physical Fitness Practicum III W (0-2) [0.00]

This course promotes the importance of possessing total health and wellness for meeting the lifestyle and physical demands individuals in law enforcement face. Selected wellness topics will be presented to illustrate core issues in police work. Students are required to take a proactive role in the development of their personal health by self-evaluation, by attending lectures and participating in-group discussions on selected wellness issues and topics, and by participating in-group activity sessions. Additionally, students will design and implement an effective personal fitness program that will prepare them for the physical requirements of the Bona Fide Occupational Requirements and the Ontario Police College Component Fitness Testing Standards.

*Prerequisite(s):* JUST\*2060

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

### JUST\*2080 Correctional Institutions W (3-0) [0.50]

This course offers students a critical look at prison populations, treatment programs, progressive reforms, correctional officers, and an opportunity to analyze whether feasible alternatives to Correctional Institutions exist.

*Prerequisite(s):* AHSS\*1160

**JUST\*2090 Justice and Public Safety Human Resources Management S (3-0) [0.50]**

Focusing on the Canadian Justice and Public Safety sectors, the Human Resources Management course provides an overall understanding of the human resources function and its effects on the achievement of organizational goals and strategic objectives. Drawing on organization behaviour theories such as planned change, performance enhancement, goal setting, group dynamics and motivation the course examines essential human resources activities of planning, staffing, employee development, legal compliance, performance management, compensation, and employee maintenance in a variety of organizational settings

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 2.00 credits

*Restriction(s):* Registered in the B.A.A. General (Justice and Public Safety) program.

**JUST\*2100 Introduction to Justice and Public Safety Accounting S (3-0) [0.50]**

This introductory course is designed to develop a foundational understanding of current accounting principles and their implication for published financial reports of Justice and Public Safety sector organizations. It builds the base of knowledge and understanding required to succeed in more advanced study of accounting. The course approaches the subject from the point of view of the user of accounting information rather than that of a person who supplies the information.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 2.00 credits

*Restriction(s):* Registered in the B.A.A. General (Justice and Public Safety) program.

**JUST\*3010 Conflict Resolution F (3-0) [0.50]**

This course takes an interdisciplinary approach to studying conflict analysis and resolution through theory, research and practice. Students consider conflict situations in a complex and in-depth manner and will demonstrate competence through the use of case studies, basic assumptions and theories, strategic planning, and mediation practice and problem solving. The relationship between reconciliation and justice is also explored.

*Prerequisite(s):* 5.00 credits including AHSS\*1110

**JUST\*3030 Investigative Techniques W (3-0) [0.50]**

This course presents students the various steps in the investigative process and how to strike a balance between the extraordinary powers of the State to search, seize, detain and interrogate, and individual rights and freedoms.

*Prerequisite(s):* AHSS\*1150, JUST\*1010

**JUST\*3040 Police and Society F,W (3-0) [0.50]**

This course examines the role of police in society, including theories of policing, the history of policing and such issues as police citizen interaction, relations with visible minorities, methods for controlling police behaviour, and the effectiveness of the police in carrying out specific policy directives.

*Prerequisite(s):* 5.00 credits including AHSS\*1160

**JUST\*3050 Community Service II W (1-8) [0.50]**

This course is builds on JUST 2050 Community Service I. Students will be required to seek and secure a placement with an agency, other than the one they experienced in JUST 2050. Students will have an opportunity to reflect on their previous community service experience, as well as compare the agencies, and the two experiences. Students will be expected to maintain a record of their community service activities as demonstrated through the submission of weekly reports. Students have the opportunity to apply the theoretical knowledge they have acquired through the Justice Program and to reflect in the current placement. In addition to comparing and contrasting the current placement with the previous placement.

*Prerequisite(s):* 5.00 credits including JUST\*2050

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

**JUST\*3060 Traffic Investigation and Analysis F (3-0) [0.50]**

This course examines various aspects of Federal and Provincial legislation as it relates to the use of motor vehicles. Emphasis is placed on police authority to enforce these laws and the social and moral consequences of this enforcement activity.

*Prerequisite(s):* 5.00 credits including JUST\*1020

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

**JUST\*3070 Physical Fitness Practicum IV F (0-2) [0.00]**

This course promotes the importance of possessing total health and wellness for meeting the lifestyle and physical demands individuals in law enforcement face. Selected wellness topics will be presented to illustrate core issues in police work. Students are required to take a proactive role in the development of their personal health by self-evaluation, by attending lectures and participating in-group discussions on selected wellness issues and topics, and by participating in-group activity sessions. Additionally, students will design and implement an effective personal fitness program that will prepare them for the physical requirements of the Bona Fide Occupational Requirements and the Ontario Police College Component Fitness Testing Standards.

*Prerequisite(s):* JUST\*2070

*Restriction(s):* Registration in the B.A.Sc. (JS) program.

**JUST\*3120 Community Building Practices F (3-0) [0.50]**

This course will transcend the standard practicalities of community economic development and explore the theoretical foundations for, and motivations behind successful community transformation and empowerment.

*Prerequisite(s):* 10.00 credits

**JUST\*4000 Advanced Issues in Community Policing F (3-0) [0.50]**

This course challenges students to critically examine the role community policing plays in society. Students examine the shortcomings of current policing strategies by analysing these strategies using concepts such as sustainable crime reduction, evidence based crime prevention, fear management and the 'dark figure of crime'. Also, they study value-added policing services that support a transition towards a comprehensive, qualitative policing model.

*Prerequisite(s):* 10.00 credits including JUST\*2000

**JUST\*4010 Justice Senior Seminar W (3-0) [0.50]**

This course will be offered as a structured seminar on various topics depending on the interests of the faculty member teaching the course, substantive current topics in Justice studies or student interest. Topics will be announced and course outlines will be available at course selection.

*Prerequisite(s):* AHSS\*3060, SCMA\*2040, SCMA\*3040

*Restriction(s):* Registration in the Bachelor of Applied Science - Justice Studies program.

**JUST\*4020 Justice Management F,W (3-0) [0.50]**

This course uses a systems approach to critically analyse the management practices utilized within the Canadian Justice System. Topics covered include restorative justice, collaborative justice, labour relations, administration and leadership practices and processes, and community and stakeholder involvement in the administration of justice.

*Prerequisite(s):* 10.00 credits including: AHSS\*1140

**JUST\*4040 Private Security and Society W (3-0) [0.50]**

This course critically examines the role and function of private security in society. Private security practices and polices are compared to public policing and the implications for public policy are considered. Case studies will be used to discuss the development of effective risk management plans.

*Prerequisite(s):* 10.00 credits

**JUST\*4050 Customs Policy and Procedures F (3-0) [0.50]**

This course provides students with the theoretical knowledge and practical skills needed to engage in the administration of customs rules and regulations in Canada. The impact of various Canadian statutes on the roles and responsibilities of Customs officials are examined. Students engage in critical debate regarding the latest major structural changes within the Customs department and related practices as a result of global issues, challenges and priorities.

*Prerequisite(s):* 10.00 credits including: JUST\*3090

**JUST\*4060 Community Corrections: Theory and Practice W (3-0) [0.50]**

This course examines selected topics in community corrections in Canada and elsewhere. Topics studied include probation, parole, conditional release options, conditional sentencing and restorative justice practices. A theoretical analysis of community correctional practices is emphasized.

*Prerequisite(s):* AHSS\*3060, JUST\*2080

**JUST\*4900 Independent Study in Justice Studies S,F,W (3-0) [0.50]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare a research report or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 credits and 75% grade point average.

*Restriction(s):* Instructor consent required.

**JUST\*4100 Restorative Justice W (3-0) [0.50]**

This course will explore the various conceptions and philosophies of restorative justice as a promising alternative to the conventional juridical model. Students will critically assess both the practical efficacy and challenges of restorative justice in contrast to prevailing legal frameworks.

*Prerequisite(s):* 10.00 credits

**JUST\*4120 Inclusive Community Practices F (3-0) [0.50]**

This course will examine legal, ethical and social issues pertaining to offending behaviour and current institutional responses, practices, and methodologies. Roles and motivations of justice workers and systems will be critically examined with an interest in discovering how we can bring offenders and community into a future state of inclusivity.

*Prerequisite(s):* 10.00 credits, including JUST\*3120

## Kinesiology

### **KIN\*1010 Introduction to Health and Wellness F (3-0) [0.50]**

This course presents the dimensions and determinants of health and wellness, and encourages students towards adopting healthy lifestyle choices. Topics such as stress management, disease management, alcohol, tobacco and drug use, living in a healthy environment, and Canada's health care system are also discussed.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1030 Human Anatomy I F (3-2) [0.50]**

First part of a two-semester lecture- and laboratory-based course in human anatomy, studied using a regional approach. This course includes detailed study of the skeleton, upper and lower limbs, thorax, abdomen, pelvis, perineum, head neck and central nervous system.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1040 Human Anatomy II W (3-2) [0.50]**

Second part of a two-semester lecture- and laboratory-based course in human anatomy, studied using a regional approach. This course includes detailed study of the skeleton, upper and lower limbs, thorax, abdomen, pelvis, perineum, head neck and central nervous system.

*Prerequisite(s):* KIN\*1030

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1060 Human Physiology I W (3-0) [0.50]**

This course is the first of two courses to provide a scientific foundation for understanding the mechanisms by which the body functions. Topics covered include: overview of tissue organization, and physiology of the nervous, muscular and endocrine systems.

*Restriction(s):* This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations. See Guelph-Humber Registrarial Services website for more information.

### **KIN\*1070 Biochemistry and Metabolism I W (4-2) [0.50]**

This two course sequence provides the biochemical foundation for the study of human nutrition, exercise and metabolism. This course covers aspects of general chemistry and organic chemistry that are critical to understanding the fundamentals of human biochemistry and metabolism.

*Prerequisite(s):* SCMA\*1120

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1210 Athletic Coaching Techniques F,W (0-2) [0.00]**

This practicum course will provide students insight into athletic coaching/teaching theories and methodologies. Students will gain competencies in effective coaching techniques, practice design and athletic development. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1220 Forensic Kinesiology F,W (0-2) [0.00]**

This practicum course introduces students to the concepts of forensic kinesiology and some of the assessments and approaches to accident causation related to human movement. Students will learn to examine accident scenarios and deconstruct the adverse event relative to the human movement elements in order to determine root causation. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* AHSS\*1310

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1230 Health Behaviour Change Techniques F,W (0-2) [0.00]**

This practicum course examines the process of making a healthy behaviour change with a focus on behaviour change techniques. Throughout the course students will actively examine the theoretical, psychological, and physiological principles of behaviour change. Students will identify, discuss, and practice various methods of behaviour change. The theoretical principles will be applied to the student's own lives to make a healthy behaviour change. In addition, theories and research will be applied to assist another individual with their attempt to undergo a specific, self-identified behaviour change. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* 5.00 credits.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1240 Martial Arts for Group Fitness Training F,W (0-2) [0.00]**

This practicum course develops the necessary skills required to plan and instruct a group exercise class focused on boxing, kickboxing and other martial arts techniques for health and fitness. Furthermore, these areas of fitness training will be discussed in the context of their history, emergence as fitness trends, and the benefits and risks of these types of training. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1250 Stress Management, Meditation and Relaxation F,W (0-2) [0.00]**

Throughout this course students will learn the physiological and psychological impact of stress and related stress management techniques. The principles of stress management will be covered, and the students will have the opportunity to practice several techniques that can be used to manage or mediate stress including meditation and relaxation. This practicum course will place an emphasis on practicing these techniques and identifying ways to promote and support their use with others. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1310 Group Strength and Athletic Training W (0-2) [0.00]**

This physical activity course develops the necessary skills required to plan and instruct a group exercise class. Topics covered include class formats, use of music, choreography, cueing, monitoring techniques and successful instruction techniques. Students will gain competencies in the instruction of group strength training, athletic training, and kick box classes. Students will learn the skills by practice teaching sessions and by peer and instructor evaluations. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc.- KIN

### **KIN\*1320 Step, Stability Ball and BOSU Ball Training W (0-2) [0.00]**

This physical activity practicum course develops the necessary skills required to plan and instruct a group exercise class. Students will gain competencies in the instruction of group warm-ups, step training, stability ball training and BOSU ball training. Students will learn the skills by practice teaching sessions and by peer and instructor evaluations. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc.- KIN

### **KIN\*1330 Traditional Group Exercise and Group Cycle Training W (0-2) [0.00]**

This physical activity practicum course develops the necessary skills required to plan and instruct a group exercise class. Students will gain competencies in the instruction of traditional group exercise and group cycle classes. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1340 Flexibility, Yoga and Pilates Training W (0-2) [0.00]**

This physical activity practicum course develops the necessary skills required to plan and instruct a group exercise class. Students will gain competencies in the instruction of flexibility training, yoga and Pilates classes. Students will learn the skills by practice teaching sessions and by peer and instructor evaluations. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1350 Athletic Bandaging and Taping Techniques W (0-2) [0.00]**

This physical activity practicum course will provide an introduction to the management of athletic injuries through athletic taping and bandaging techniques. This course will provide students with the opportunity to practice taping techniques for a variety of body parts and injuries. All course components must be fulfilled for successful completion of the course. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1410 Therapeutic Exercise of Musculoskeletal Disorders W (0-2) [0.00]**

This physical activity practicum course will introduce students to theories and guidelines for prescribing rehabilitation exercises for common musculoskeletal injuries. The focus of this course will be teaching students proper exercise technique and progression of rehabilitation programs. A pass/fail grade will be assigned upon completion of the course.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1430 Functional Ability Evaluation W (0-2) [0.00]**

In this physical activity practicum course students will learn to conduct perceived work capacity evaluations and functional capacity evaluations with human subjects. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* 7.50 credits

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

### **KIN\*1440 Ergonomic Assessment and Physical Demands Analysis W (0-2) [0.00]**

This physical activity practicum course will provide an introduction to musculoskeletal disorder hazards in the workplace; how to identify them and how to reduce their incidence. The course will provide students with the opportunity to perform physical demands and ergonomic assessment using appropriate assessment tools. A pass/fail grade will be assigned upon completion of the course.

*Prerequisite(s):* 7.50 credits

*Restriction(s):* Registration in B.A.Sc. (KIN) program.



**KIN\*2010 Health Promotion W (3-0) [0.50]**

This course reviews the concepts of health and well-being, as well as the determinants of health. An overview of the strategies used in the practice of health promotion will be presented. There will be a particular emphasis on providing students with the knowledge and skills in health promotion program planning, implementation and evaluation.

*Prerequisite(s):* AHSS\*1310, KIN\*1010

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2020 Fundamentals of Nutrition: Pharmacology and Toxicology W (3-0) [0.50]**

This course defines the principles of nutrition, pharmacology and toxicology as they relate to human health and fitness. The course goes beyond the role of foods as sources of essential nutrients and energy; the use of foods, nutritional supplements and natural health products as medicines is examined.

*Prerequisite(s):* KIN\*2060, KIN\*2070

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2060 Human Physiology II F (3-0) [0.50]**

This course is the second of two courses to provide a scientific foundation for understanding the mechanisms by which the body functions. Topics covered include: physiology of the cardiovascular, respiratory, and urinary systems.

*Prerequisite(s):* KIN\*1060

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2070 Biochemistry and Metabolism II F (4-2) [0.50]**

This two course sequence provides the biochemical foundation for the study of human nutrition, exercise and metabolism. This course covers aspects of biochemistry and metabolism that are critical to understanding human health and fitness.

*Prerequisite(s):* KIN\*1070

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2100 Fundamentals of Fitness Testing F (3-2) [0.50]**

This course will introduce the student to fitness and lifestyle assessment methodologies and techniques. Components of fitness assessment addressed include body composition, muscular strength and endurance, cardiorespiratory abilities, flexibility, posture, and performance related components of fitness. Students will also explore occupational fitness testing protocols. The laboratory component of this course provides the student with significant opportunity to practice conducting these protocols.

*Prerequisite(s):* KIN\*1010, KIN\*1040, KIN\*1060

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2200 Exercise Techniques & Prescription F (3-2) [0.50]**

This course will introduce the student to exercise prescription methodologies and techniques. Components of exercise prescription that will be addressed include: principles of effective exercise training, design considerations for an exercise program, and creating safe aerobic, resistance and flexibility programs. The laboratory component of this course provides the student with significant opportunity to learn how to perform and instruct/demonstrate various exercises.

*Prerequisite(s):* KIN\*1040, KIN\*1060

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*2210 Advanced Exercise Prescription F (3-2) [0.50]**

This course is the second of four exercise prescription courses. Students will advance their study of exercise prescription programming by applying more complex and adaptive exercise methodologies and techniques. Components of exercise prescription that will be addressed include: ethics and professional conduct, the consultation process, recording and tracking client progress, an examination of advanced training and flexibility techniques, weight management, overreaching, assessing posture, low back health, overtraining, detraining, concurrent training, the use of technology in training, and current training trends. Effective learning strategies to be employed with clients will be emphasized. The laboratory component of this course provides the student with significant opportunity to practice these advanced exercise prescription skills techniques, and client-centred exercise support.

*Prerequisite(s):* KIN\*2060, KIN\*2200

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3010 Exercise Physiology F (3-2) [0.50]**

This course examines the physiological mechanisms during and as a result of physical activity. The adaptations and responses of the cardiovascular, respiratory, neuromuscular, metabolic, and endocrine systems will be explored.

*Prerequisite(s):* KIN\*2060

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3020 Injuries and Exercise Contraindications F (3-0) [0.50]**

In this course students study concepts specific to the prevention of acute and chronic activity-related injury. Strategies to prevent injury that will be examined include: anatomical variations that may predispose an individual to an injury, appropriate physical conditioning programs, proper technique and skill sets, and the use of protective equipment. This discussion will be followed by an examination of injuries that are common to fitness and sports programs. In addition, legal considerations affecting fitness professionals and the physiology of the injury process will be studied.

*Prerequisite(s):* KIN\*1040, KIN\*2200

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3030 Nutrition: Exercise and Metabolism W (3-0) [0.50]**

This course defines the principles of nutrition, exercise and metabolism as they relate to human health and fitness. In addition to covering the energy and nutrient requirements of exercising humans, the course covers the metabolic basis of muscle and whole body fatigue, muscle growth and repair and genetic and epigenetic factors which influence muscle metabolism and performance of physical activity.

*Prerequisite(s):* KIN\*2020, KIN\*2060, KIN\*3010

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3060 Human Development and Aging F (3-0) [0.50]**

This course will consider how an individual's capacity for exercise, as well as one's nutritional needs change during the growth, development and normal aging process.

*Prerequisite(s):* KIN\*3010, KIN\*3030

*Co-requisite(s):* KIN\*3250

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3090 Field Placement I W (2-6) [1.00]**

Field Placement I is the first of two field placements in the B.A.Sc. program. This first field placement will provide students with the opportunity to practice and develop their skills in the key elements of fitness assessment, exercise prescription and counseling. Students will also complete a one day per week internship in a community based setting such as a clinic, hospital, training/fitness facility, school or health promotion organization. The internship is based upon the individual interests of each student.

*Prerequisite(s):* KIN\*3100

*Restriction(s):* Registration in B.A.Sc. (KIN) program. with a minimum cumulative average of 60%.

**KIN\*3100 Fitness and Lifestyle Assessment F (3-2) [0.50]**

This course builds on the knowledge and skills acquired in KIN\*2100. The focus of this course is to provide students with the tools and skills required to assess a client's current fitness level according to the Canadian Physical Activity, Fitness and Lifestyle Appraisal. It covers a systematic approach for the appraisal and counselling of apparently healthy individuals, emphasizing the health benefits of physical activity. Students will administer a variety of fitness tests and health and lifestyle questionnaires and instruments. The laboratory component of this course provides the student with significant opportunity to practice conducting these protocols.

*Prerequisite(s):* AHSS\*1310, KIN\*2020, KIN\*2060, KIN\*2100, KIN\*2210

*Co-requisite(s):* KIN\*3010

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3110 Advanced Fitness Assessment F (3-2) [0.50]**

This course builds on the knowledge and skills acquired in KIN\*3100. The focus of this course is to provide students with the tools and skills required to select, administer, and interpret established testing protocols. It also covers screening for physical activity and exercise, proper use of testing equipment, fitness assessment outcomes, and normative data. The laboratory component of this course provides the student with significant opportunity to practice conducting these protocols.

*Prerequisite(s):* AHSS\*1310, KIN\*3100, KIN\*3200

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3190 Field Placement II F (2-14) [1.00]**

Field Placement II is the second of two field placements in the B.A.Sc. program. Students will complete a two day per week internship in a community based setting such as a clinic, hospital, training/fitness facility, school or health promotion organization. The internship is based upon the individual interests of each student. Additionally, students will participate in weekly seminars aimed at reviewing industry certification requirements and preparing them for their Independent Research Study course.

*Prerequisite(s):* KIN\*3090

*Restriction(s):* Registration in B.A.Sc. (KIN) program. with a minimum cumulative average of 60%.

**KIN\*3200 Performance-Related Exercise W (3-2) [0.50]**

This course will build upon the previous exercise prescription courses by focusing on training methods for the development of athletic and occupational performance. Topics include: needs analysis, periodization, and training to develop power, maximal strength, speed, balance and agility. In the laboratory component students will learn exercises to support athletic development and how to coach clients through the specific exercises. Students will also learn how to adapt an exercise prescription for occupational physical demands. Historical perspectives as well as current training trends within the context of athletic and performance-related exercise training will be discussed. The laboratory component of this course provides the student with significant opportunity to practice these performance-related exercise prescription skills and techniques.

*Prerequisite(s):* KIN\*2210, KIN\*3010

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*3250 Natural Health Products and Physical Activity F (3-0) [0.50]**

This course defines the beneficial physiological and psychological effects that can occur by the appropriate use of natural health products and regular physical activity throughout the life cycle. The course focuses on drug-free management of the risk of chronic degenerative diseases and on the enhancement of performance in daily living.

*Prerequisite(s):* KIN\*2060, KIN\*3030

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4030 Motor Learning and Neural Control F (3-0) [0.50]**

This course introduces students to human motor control. The neural components and cognitive processes that underlie human movement will be examined. Additionally, the process of learning motor skills will be explored.

*Prerequisite(s):* KIN\*1040, KIN\*2060

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4040 Functional Anatomy W (3-2) [0.50]**

This course provides students with the opportunity to gain a deeper understanding of the structural and functional organization of the human body as well as whole body movement and manual dexterity. Students will develop this understanding by examining the impact that injuries to various levels of the spinal cord and/or peripheral nerves have on an individual's capacity to perform daily tasks. Cadaver and computer-based laboratory exploration of the relevant anatomy will provide the critical foundational knowledge upon which functional and applied concepts of human anatomy are built.

*Prerequisite(s):* KIN\*1040, SCMA\*3100

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4050 Special Populations: Understanding Disease W (3-0) [0.50]**

This course will provide students with a greater understanding of human disease processes including how the disease manifests and the progression of the primary and secondary effects. This course will assist the student in understanding injury/disease states. The course will focus on selected pathophysiological states that are commonly confronted in practice and is designed to promote an understanding of the decisions related to assessment and initiation of therapeutic treatments.

*Prerequisite(s):* KIN\*3060, KIN\*3250

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4070 Sports Nutrition W (3-0) [0.50]**

This course will investigate the critical role that nutrition plays in optimizing human athletic performance. The focus will be on high performance athletes, although consideration may be given to recreationally active individuals. The course will cover adaptations at the cellular, tissue and whole body level and use this information to develop practical recommendations for athletes before, during, and after competition. Students will have the opportunity to critically analyze current dietary practices and gain a better understanding for the complex interplay between nutrition and exercise.

*Prerequisite(s):* KIN\*3030, KIN\*3110

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4100 Fitness Assessment for clinical Populations W (3-2) [0.50]**

This is the capstone course in the series of fitness and lifestyle, and exercise prescription courses. The focus of this course is to provide students with the tools and skills required to select and perform fitness assessments and exercise prescriptions for individuals with medical conditions, chronic disease or disabilities. Students will continue their study of fitness assessment and exercise prescription progression, with emphasis on increasing physical activity/exercise for the purposes of improving health, function and activities of daily living. Students will continue to learn and apply their knowledge of physiology and biomechanics of exercise and knowledge of specific diseases towards the design, execution and monitoring of effective exercise prescription programs.

*Prerequisite(s):* AHSS\*1310, KIN\*2020, KIN\*3110

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4150 Professional Skills for Kinesiologists W (3-1) [0.50]**

This course introduces students to important concepts in the profession of Kinesiology. Topics include career opportunities in Kinesiology, the legal and ethical implications working as a regulated health professional, core competencies and the scope of practice as defined by the College of Kinesiologists of Ontario. Students will be exposed to clinical screens/assessments, special orthopaedic tests and therapeutic exercise for a variety of conditions. An emphasis will be placed on preparing students to enter the profession of Kinesiology.

*Prerequisite(s):* KIN\*3020, KIN\*3110, KIN\*4030

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4200 Exercise Prescription for Clinical Populations W (3-2) [0.50]**

This course will provide students with the tools and skills required to identify functional limitations and prescribe exercise from a therapeutic/corrective perspective. Students will learn to identify musculoskeletal limitations via manual muscle testing and the analysis of posture, gait and basic movement patterns. Building upon the assessment of functional limitations, students will learn appropriate corrective strategies and progressions. Students will also learn therapeutic exercise progressions for pre and post operative orthopaedic patients and strategies to transition clients from a rehabilitative program into a general fitness program.

*Prerequisite(s):* KIN\*3200

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**KIN\*4300 Kinesiology Thesis I S,F,W (3-0) [1.00]**

This is the first of two courses intended to facilitate completion of an undergraduate thesis project and the development of research-related skills. The major goals of this course are to increase knowledge and applied research skillsets in a specific area of kinesiology; enhance the understanding of research principles and project coordination; increase understanding of the ethical issues in a research context; and enhance scientific writing and presentation skills. Under the supervision of a faculty member, the student will develop a research proposal and make a formal presentation describing their proposal to the class.

*Prerequisite(s):* KIN\*3090, [SCMA\*2070 or (SCMA\*2110, SCMA\*3080)]. Minimum cumulative average of 70%

*Restriction(s):* Registration in B.A.Sc. (KIN) program. Program Head consent required.

**KIN\*4310 Kinesiology Thesis II S,F,W (3-0) [1.00]**

This is the second of two courses intended to facilitate completion of an undergraduate thesis project and the development of research-related skills. The major goals of this course are to increase knowledge and applied research skillsets in a specific area of research in kinesiology, enhance understanding of how a research principles and project coordination, increase understanding of statistical analysis and management/interpretation of data, and enhance research writing and presentation skills. Under the supervision of a faculty member, the student will carry out a research project and present their findings through a poster presentation to the class and in the writing of a thesis.

*Prerequisite(s):* KIN\*4300, minimum cumulative average of 70%

*Restriction(s):* Registration in B.A.Sc. (KIN) program. Program Head consent required.

**KIN\*4400 Independent Research Study in Kinesiology W (3-0) [1.00]**

The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare a research report or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 10.00 credits including SCMA\*2070 or (SCMA\*2110, SCMA\*3080)

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

## Media Studies

<b>MDST*1010 Internet Survey &amp; Research F (3-0) [0.50]</b>
This course is a hands-on overview of the world of online research. Students will be introduced to the variety of resources offered through the Internet for research purposes. They will also discover how to sort through the increasing amount of online material efficiently and productively. Spreadsheets and databases will be examined for use as tools for the media professional.
<b>MDST*1020 Communications Perspectives F (3-0) [0.50]</b>
This course provides an overall introduction to communication examining the communication process from a theoretical and historical perspective. Students study communication in oral and literate societies before examining the impact of technological change, from the introduction of the printing press to the digital age. <i>Equate(s):</i> AHSS*1060 <i>Restriction(s):</i> AHSS*2190. Registration in the B.A.A. (MS) program.
<b>MDST*1030 Visual Communication and Design W (3-1) [0.50]</b>
This course is an introduction to the theory and practice of visual design as a form of social communication in print and broadcast media. The course enables students to develop skills in visual design and to develop the critical tools necessary to apply those skills.
<b>MDST*1050 Introduction to Media Writing F (3-0) [0.50]</b>
This interdisciplinary course covers the theory and practice of writing and editing for media publications and public relations purposes. It examines the usefulness of these types of communication and analyzes the differences in journalistic and public relations intent. Students study and practice writing news stories, news releases, speeches, and other forms of media writing.
<b>MDST*1070 Photography and Digital Imaging F (3-0) [0.50]</b>
This course introduces students to the contexts necessary to understand the roles and purposes of photography and their impact on the mass media. It examines the evolution of photography in its historical context through to modern electronic image-making. Students combine practical photo-based projects with the art and vocabulary of image-making, critiquing and photographic communication.
<b>MDST*1080 Introduction to Journalism &amp; Public Relations W (3-0) [0.50]</b>
In this course students will learn about the historical and social contexts of journalism. They will explore critical theories about the news media and examine the impact and implications of technological change. This course also will delve into the basic principles and theories of public relations in order for students to better understand the dynamics of the relationship between journalists and public relations practitioners. <i>Prerequisite(s):</i> MDST*1050
<b>MDST*2000 News Gathering F (3-0) [0.50]</b>
This course examines the role of the journalist in communicating public intelligence and the basic principles of news writing. Emphasis is placed on recognition of news values and on the development of clear, concise writing, research skills and effective interviewing techniques. <i>Prerequisite(s):</i> MDST*1010, (MDST*1050 or MDST*2080)
<b>MDST*2020 Media Structure and Policy F (3-0) [0.50]</b>
Students study the diverse organizational and industrial structures of the press, electronic media and cultural industries and examine the ways in which those industries have been controlled by regulatory policies and agencies. With the emergence of the Internet and new information technologies in a globalizing world, students assess whether the traditional role of the state in regulating media continues to be relevant or even possible. <i>Prerequisite(s):</i> AHSS*1060 or MDST*2080
<b>MDST*2030 News Editing and Writing F (2-3) [0.50]</b>
Students focus on the fundamental elements of writing, style and copy editing which form the basis of all print journalism. Students identify and fix common spelling, grammar and syntax errors in their own and colleagues' writing and communicate the needed changes in a clear and positive manner using standard copy editing symbols. An understanding of news values aids in the selection and ranking of stories for front and inside pages. Assessment of audience and regional differences guides students in news judgment and selection. Newspaper design principles, headline and outline writing, and knowledge of the readability and legibility of typographic and design elements help students create complete newspaper pages. <i>Prerequisite(s):</i> MDST*1030, MDST*1070, (AHSS*1060 or MDST*1020), (MDST*1050 or MDST*2080)

<b>MDST*2040 Media Relations F (3-0) [0.50]</b>
Students examine the role and practices of the media as they relate to public relations. They learn how to develop targeted media relations strategies to achieve organizational goals, and learn the tools required by public relations practitioners to proactively and reactively work with the media. Using a combination of lectures and writing labs, students gain a theoretical understanding of media relations while creating relevant communication to targeted media. <i>Prerequisite(s):</i> MDST*1080
<b>MDST*2050 Specialized Reporting W (3-0) [0.50]</b>
This course introduces students to the concept and practices of specialized reporting. Students examine the structure of government in Canada, Ontario and municipalities. They learn how to cover Queen's Park, municipal councils, the police and the courts, using journalistic skills and research methods to get the information they need. The course also discusses how to cover business (including the business of sports and the arts) and labour news, and studies how economic forces create and shape such news stories. Students also begin studying opinion writing – both editorial and critical reviews. <i>Prerequisite(s):</i> MDST*2000, MDST*2030
<b>MDST*2060 Marketing Communications F,W (3-0) [0.50]</b>
Students develop an understanding of marketing objectives as key elements of Public Relations. Students examine the marketing mix and analyze integrated marketing communication. Application of planning techniques and forecasting trends is covered. <i>Prerequisite(s):</i> MDST*1080
<b>MDST*2070 Digital Design I W (2-2) [0.50]</b>
This course introduces students to the current tools used in the development of visual design and develops skills in practical manipulation of these applications. The course also develops skills in research and critical analysis related to culturally-based communication in local, national and international contexts. <i>Prerequisite(s):</i> MDST*1030
<b>MDST*2080 Media Writing F (3-0) [0.50]</b>
This interdisciplinary course covers the theory and practice of writing and editing for media. It examines the usefulness of these types of communication and analyzes the differences in intent. Students study and practice writing news stories, news releases, and speeches for a variety of media platforms. <i>Prerequisite(s):</i> 2.00 credits <i>Restriction(s):</i> MDST*1050
<b>MDST*2130 Photographic Practices: Theory and Printing F (3-2) [0.50]</b>
This course introduces students to the theory of digital and chemical based materials and processes and the practical application of digital printing. Exposure, shooting and file management are examined in an effort to help students become proficient at producing quality images with their digital cameras. The densitometry of traditional media and digital file technologies are investigated and tested to understand the limitations and dynamic range of the associated materials. Digital inkjet output is explored, giving the student the necessary skill in producing correctly sized and tonally expressive prints. <i>Prerequisite(s):</i> MDST*1070 <i>Restriction(s):</i> Registration in B.A.A. (MS) program.
<b>MDST*2210 Image Processing: Capture and Manipulation F,W (3-2) [0.50]</b>
This course will introduce students to historical photographic practices and image processing, theory, practice and technique using digital cameras. Students will learn to use manual controls of digital cameras to control exposure, movement and depth of field as well as learn basic techniques of file management, digital and historical printing procedures, image software use and lighting techniques. Design and composition will be emphasized. The course is designed to provide students with the skills to use image capture as a tool for self-expression and visual communication, to encourage visual literacy and creativity and to help students become proficient at producing quality digital images. <i>Prerequisite(s):</i> MDST*1070 <i>Restriction(s):</i> Registration in B.A.A. (MS) program.
<b>MDST*2510 Studio Lighting Fundamentals F (3-2) [0.50]</b>
In this course students cover the fundamentals of applied studio lighting, an essential component of photographic techniques. They are introduced to lighting controls and lighting patterns for the human anatomy and tabletop products. Students also study lighting in the contexts of history and issues related to business. <i>Restriction(s):</i> Registration in B.A.A. (MS) program.

**MDST\*3000 Magazine Writing, Editing, and Research W (3-2) [0.50]**

Students explore all aspects of magazine writing and editing in this course, including developing sources, leads, interviews, and research techniques. Students also analyze the current Canadian magazine market and the impact of the magazine industry in Canadian society. Theories of media and technology examined in previous courses are applied as students choose feature-writing topics, study audience analysis, and debate media ethics.

*Prerequisite(s):* MDST\*2000

**MDST\*3010 Fundraising Principles and Practice F (3-5) [0.75]**

In this course students demonstrate knowledge of communication strategies for work in various public relations sectors, including non-profit, corporate, foundation, and branches of government. Students study how to prepare grant proposals, sponsorship requests, relationship marketing initiatives, capital campaign strategies, and planned giving programs, and acquire practical skills associated with evaluating requests and proposals. They also analyze the historical and social contexts of fund raising. Assigned field placement activities are part of this course.

*Prerequisite(s):* MDST\*2010

**MDST\*3020 Television Broadcasting W (3-2) [0.50]**

This course introduces students to the particular styles of writing and gathering news for radio and television, and to the differences between writing for the ear and for the eye. Students also learn how to use cameras, sound, and editing equipment and will shoot and edit their own video. The course examines the work of professional reporters working at local television stations, and requires students to analyze and critically evaluate the effectiveness of newscasts.

*Prerequisite(s):* MDST\*2000

**MDST\*3030 Event Management W (3-1) [0.50]**

Special Events play a vital role in virtually every sector of public relations. In this course students develop their analytical, organizational, and creative thinking skills as they individually prepare detailed special event plans and, as a group, organize, execute, and evaluate an event on behalf of an external client. They develop event themes, select appropriate venues, prepare budgets, explore protocol and etiquette issues, and select appropriate evaluation techniques. Students also tour a facility to examine its administrative, catering and meeting/convention services facilities.

*Prerequisite(s):* MDST\*1080

**MDST\*3040 Perception, Power, and the Media F (3-0) [0.50]**

Using an interdisciplinary approach, this course critically examines how the media construct, reinforce, and maintain perceptions of the world and attitudes towards society. The link between media-constructed perception and social and political power is examined and critiqued. Students are encouraged to evaluate their own roles as both citizens and future media practitioners.

*Prerequisite(s):* 7.50 credits

**MDST\*3060 Public Affairs F (3-0) [0.50]**

In this course, students will acquire a working knowledge of the roles and functions of governments in governing Canada, from a public affairs perspective. Students will analyze the range of strategies and comprehensive communications tools that are utilized by the public affairs community to influence change in government, as part of a major research paper and in group presentations. On the government side, students will study how Canada's multi-party, three level political systems coincide with bureaucratic structures to drive major decision-making and the parliamentary legislative process.

*Prerequisite(s):* 10.00 credits

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*3080 Writing for Public Relations I F (0-4) [0.50]**

This course concentrates on the development of the specific types of writing skills required of public relations professionals with an emphasis on work that is clear, concise, and complete. Students have the opportunity to analyze and write several public relations vehicles including news stories, features, public service announcements, biographies, brochures, newsletters and news releases.

*Prerequisite(s):* MDST\*1080, (MDST\*1050 or MDST\*2080)

**MDST\*3100 Corporations and Agencies F (3-0) [0.50]**

In this course students study about large corporations, public relations agencies and small business. Course material covers a wide variety of business concepts and terminology including accounting, finance, structure and legal considerations. Students expand their knowledge by reading the business section of the daily newspaper. Given parameters, students work in teams to develop and present a business plan for their own Public Relations agency.

*Prerequisite(s):* MDST\*1080

*Restriction(s):* Registration in B.A.A. (MS) program.

**MDST\*3110 Intermediate Theory and Location Photography W (3-3) [0.50]**

This course is designed to develop students' proficiency in professional portable and studio electronic flash photography. Exposure control through digital and traditional "Zone System" is also studied along with Digital colour management as it applies to analog and digital photography. Assignments require students to apply the principles and practices taught in this course.

*Prerequisite(s):* 7.50 credits, MDST\*2510

**MDST\*3120 Digital Design II W (3-0) [0.50]**

The course focuses on process, word/image interaction, meaning, hierarchy and the impact of dimensional form on effective communication. Students will learn to distill complex ideas into concise and convincing two and three-dimensional elements through a series of experimental projects. All studio-based assignments require research and presentations that include verbal, written and visual components. The course will integrate current software and tools in both physical and virtual environments.

*Prerequisite(s):* MDST\*2070

**MDST\*3130 Applied Commercial and Studio Portraiture F (3-2) [0.50]**

In this course students explore more advanced lighting and camera techniques as applied to both commercial catalogue and studio portraiture. The course also is designed to provide students with an understanding of the business side of both commercial and portrait photography and the evolution of styles in these fields. In addition, it offers insights into career opportunities.

*Prerequisite(s):* 7.50 credits, MDST\*2510

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*3140 Intermediate Commercial and Studio Portraiture W (3-3) [0.50]**

This course continues to examine the advanced lighting techniques used in advertising, commercial, and consumer portrait photography. Composition of photographs, layouts, business, history, projects and critiques challenge the student to enter into a professional level of production in these fields. Some location work with a professional photographer is included in this course.

*Prerequisite(s):* MDST\*3110, MDST\*3130

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*3150 Advanced Prepress and Digital Imaging F (3-3) [0.50]**

This advanced editing course is a continuation of earlier Photoshop activities and is designed to add to the working proficiency of the student in this software. In addition, the student acquires in-depth knowledge of how the digital studio of today handles its production flow and prepress needs.

*Restriction(s):* Registration in B.A.A. (MS) program.

**MDST\*3160 Industrial Location Production W (3-3) [0.50]**

This course is designed to provide the advanced techniques associated with location photography. In addition, students are exposed to advanced location lighting associated with architecture, location fashion, editorial and interiors photography.

*Prerequisite(s):* MDST\*3110, MDST\*3130

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*3170 Writing for Public Relations II W (3-1) [0.50]**

Students build on the skills learned in MDST 3080 Writing for Public Relations I. Writing for both traditional and electronic public relations vehicles is examined. Students have the opportunity to analyze and write several public relations vehicles including news releases, pitch letters, feature articles, promotional brochures and on-line newsletters. In-depth research for assignments is required.

*Prerequisite(s):* MDST\*3080

**MDST\*3180 Radio Broadcasting F (3-2) [0.50]**

This course introduces students to the radio industry in Canada, and the unique characteristics of radio as an information medium. Students study the basic skills required to produce various forms of information radio, including broadcast writing, interviewing and the use of sound and clips. They also practice audio editing, using digital software. The course provides an overview of journalistic radio formats, compares private and public radio, and requires students to analyze and evaluate their differences.

*Restriction(s):* Registration in B.A.A. (MS) program.

**MDST\*3200 Photo-Based Practices F (3-2) [0.50]**

This course introduces students to a variety of historical and photo-based techniques comparing those with the techniques used in the digital world of the 21st century. Creative cross-pollination and appropriation between the fine art and commercial photography markets are explored from yesterday and today. Students experiment with alternative approaches exploring the future direction of the photographic process.

*Prerequisite(s):* AHSS\*2170, MDST\*2510

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*3210 Videography I F (3-2) [0.50]**

This introductory, intensive hands-on course engages students in the techniques associated with planning, shooting and editing video for corporate communication purposes. Students will work with industry standard production equipment and software to produce technically proficient short documentary and dramatic projects in a variety of formats. In the process, they will learn the terminology, mechanics and aesthetics of planning, lighting, shooting, editing.

*Prerequisite(s):* 10.00 credits

**MDST\*3220 Client Relations & Project Management W (3-0) [0.50]**

In this course students will acquire the business planning and project management skills required for business. Topics include business planning, use of project management software, strategic thinking, project planning principles, conflict resolution, problem-solving and negotiation skills.

*Prerequisite(s):* 12.50 credits

**MDST\*3230 Fundamentals of Media Management F (3-0) [0.50]**

This course provides an overview as well as a foundation in the fundamentals of media management. The basic functions of media as a business and management to be examined include: operations, human resources, advertising sales and marketing, finance, and strategic management. Business ownership, competition within a digital environment, and the political and economic realities of media as a business in Canada today will also be discussed.

*Prerequisite(s):* AHSS\*1080, MDST\*2020, [(AHSS\*1060, AHSS\*2190) or MDST\*1020]

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*3250 Web Design for Digital Communication I F (3-0) [0.50]**

In this course students will acquire the knowledge needed to respond to a requirements document and build a Web site, using Cascading Stylesheets (CSS), XHTML and JavaScript. Students will be required to write, edit, and create content.

*Prerequisite(s):* AHSS\*3080

**MDST\*3260 Production Design I W (3-0) [0.50]**

This course provides an introduction to the creative aspect of production design in visual communication. The creative process is traced from the creative brief to the finished artwork in a variety of media platforms.

*Prerequisite(s):* MDST\*2070

**MDST\*3270 Fundamentals of Media Marketing F (3-0) [0.50]**

This course provides an overview as well as a foundation for further studies of all aspects of marketing as practiced in Canada today. Product, price, promotion and distribution frameworks are examined both as separate and integrated subsets of the marketing mix within strategies oriented toward satisfying consumer wants and needs to achieve organizational objectives. Students will develop a specific marketing plan as well as related marketing strategies.

*Prerequisite(s):* AHSS\*1080, MDST\*2020, [(AHSS\*1060, AHSS\*2190) or MDST\*1020]

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*3280 Media Advertising I F (3-0) [0.50]**

This course provides an overall introduction to the function of advertising. The course examines the advertising process, its role, use, methods, purposes and limitations in addressing the strategic objectives of organizations or companies. The role and responsibilities of client management and agencies are discussed with focus on the development of ethical and socially responsible advertising programs. Media planning and budgeting as well as selecting the right media mix is highlighted.

*Prerequisite(s):* AHSS\*1080, MDST\*2020, [(AHSS\*1060, AHSS\*2190) or MDST\*1020]

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*3290 Media Advertising II W (3-3) [0.50]**

This course is a practical extension of the concepts and theories learned in Media Advertising I. The integrated relationship between sales and creative is explored. Students will be introduced to working in a fast paced environment that reflects the standards and needs of the advertising industry while creating effective and persuasive messages for use in the print, broadcast and online media platforms.

*Prerequisite(s):* MDST\*3280

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*3310 Media Organizational Leadership W (3-0) [0.50]**

In this course, students will examine a number of theories pertaining to leadership as well as describe and evaluate specific leadership styles. Through and case studies, students will analyze different perspectives on how leadership is evolving in a variety of large, small, and corporate media organizations within Canada and internationally.

*Prerequisite(s):* AHSS\*1060, AHSS\*1080, AHSS\*2190, MDST\*2020

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*3350 Web Design for Digital Communication II W (3-2) [0.50]**

Using industry best-practices and techniques, students will learn how to make richly interactive and animated websites to host their own media and content. Students will be exposed to some basic development in the current most popular languages, to help take their websites to the next level. Animation and design techniques to support both old and new browser technologies will be explored.

*Prerequisite(s):* MDST\*3250

**MDST\*3370 Media Professional Selling I W (3-0) [0.50]**

This course details strategic selling principles and models. Students develop skills required for planning and making sales calls, and providing follow-up to clients. The course covers prospecting, conducting sales meetings, making sales presentations and negotiating. Emphasis is on developing confidence and professionalism in the selling interaction and enhancing communications, listening, team participation and problem solving skills.

*Prerequisite(s):* AHSS\*1080, MDST\*2020, [(AHSS\*1060, AHSS\*2190) or MDST\*1020]

*Restriction(s):* Registration in the B.A.A. (MS) program (MB) specialization

**MDST\*4040 Multimedia Journalism F (3-2) [0.50]**

In this advanced level course, students build on previous print, radio, television and web skills to produce two multimedia projects. After reviewing the current theories about and various uses of multimedia communication in Canada, students select one topic for each project. Each student then develops a print, radio, or television item covering different aspects of the topic. Each student will have an opportunity to work in at least two different media.

*Prerequisite(s):* AHSS\*3080, MDST\*3180

**MDST\*4050 Examining Public Relations Sectors W (3-0) [0.50]**

In this course students have the opportunity to develop their organizational, analytical and critical thinking skills. Given parameters, students are responsible for selecting and briefing speakers, organizing and facilitating seminars, that address issues from a public relations perspective, and analyzing the merit of the information provided.

*Prerequisite(s):* MDST\*2010

*Restriction(s):* Registration in the B.A.A. program.

**MDST\*4060 Journalism Internship W (1-16) [1.50]**

Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession.

*Prerequisite(s):* 15.00 credits

*Restriction(s):* Registration in the B.A.A. (M.S.) program (J) specialization.

**MDST\*4070 Public Relations Internship W (1-16) [1.50]**

Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession.

*Prerequisite(s):* 15.00 credits

*Restriction(s):* Registration in the B.A.A. (MS) program (PR) specialization.

**MDST\*4080 Globalization and the Global Media F (3-0) [0.50]**

In this course students examine how contemporary "globalization" and international relations link with revolutionary transformations in the global media, communications technology, and cultural industries. The course surveys and critically evaluates the major debates, critical perspectives, and theories pertaining to the political economy, history, and social-cultural aspects of globalization, global communication and media culture. By doing so, the course equips students with skills, knowledge, and attitudes that are required to communicate in globalized work environments.

*Prerequisite(s):* 10.00 credits

*Restriction(s):* Registration in the B.A.A. program.

<b>MDST*4110 Advanced Editorial and Digital Editing F (3-3) [0.50]</b>
In this course students photograph interior spaces and people for professional publications and corporate annual reports. The business of location photography is studied as well as layout design for publication. The digital image-editing component of this course allows students to use various techniques and image-making strategies. Advanced techniques and colour management is also taught. <i>Prerequisite(s):</i> MDST*3140, MDST*3150, MDST*3160 <i>Co-requisite(s):</i> MDST*4140 <i>Restriction(s):</i> Registration in the B.A.A. program.
<b>MDST*4130 Image Arts Internship W (1-16) [1.50]</b>
Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A. (MS) program (IA) specialization.
<b>MDST*4140 Advanced Commercial and Corporate Photography F (3-3) [0.50]</b>
Illustrative commercial and corporate portraiture places an emphasis on photographing advertised product and business style portraits shot on location. A variety of illustrative photographic techniques and styles are studied and professional quality images produced. <i>Prerequisite(s):</i> MDST*3140, MDST*3150, MDST*3160 <i>Co-requisite(s):</i> MDST*4110 <i>Restriction(s):</i> Registration in the B.A.A. program.
<b>MDST*4170 Videography II W (3-2) [0.50]</b>
In this course students build on skills and knowledge learned in Videography I to create a range of professional quality corporate communications videos. Working in production crews, students learn to create effective studio and location-based videos by writing proposals, scripts, storyboards and other planning documents for projects they will shoot and edit. Students learn to sweeten, edit, mix and output sound for their videos in a variety of new media channels such as DVD, internet, iPod, and mobile phones. <i>Prerequisite(s):</i> MDST*3210
<b>MDST*4180 Visual Communication Internship S,W (1-16) [1.50]</b>
Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession. <i>Prerequisite(s):</i> 15.00 credits <i>Equate(s):</i> MDST*4130 <i>Restriction(s):</i> Registration in the B.A.A. (MS) program (VC) specialization.
<b>MDST*4190 Media Business Internship W (1-16) [1.50]</b>
Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A. (MS) program (MB) specialization
<b>MDST*4200 Digital Communication Internship W (1-16) [1.50]</b>
Students gain practical experience in their area of specialization by completing an internship, which is normally 240 hours, in a media-related environment. Instructors and placement staff meet with students to review the internship process and requirements. All internships require the completion of a portfolio including various written components that prepare students for the workplace and consolidate their understanding of their profession. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A (MS) program (DC) specialization
<b>MDST*4210 Media Practices W (3-3) [1.00]</b>
Through a multi-platform, multi-disciplinary approach this course exposes students to the full breadth of media in the 21st century. Working within their area of emphasis, students will collaborate with students in other media disciplines on a major media endeavour. This course will reflect the consolidation and vertical integration of media in the twenty-first century while providing students with an immersive media environment. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A. (MS) program.

<b>MDST*4240 Videography III F (3-3) [0.50]</b>
This course introduces students to advance techniques in audio/video production. Through the use of lighting techniques, tri-pods, shot composition, dollies and camera movement students build on their portfolio of video making skills in a multi-camera mobile environment. <i>Prerequisite(s):</i> MDST*4170 <i>Restriction(s):</i> Registration in the B.A.A. (MS) program (DC) specialization.
<b>MDST*4250 Web Design for Digital Communication III F (3-2) [0.50]</b>
In this course students will arrange, write and update blogs. They will also study how small-to-medium sized organizations operate sophisticated Web sites through open source content management systems (OSCMS). In addition, students will also learn to install, configure, and operate a Web site for a proposed organization using an OSCMS. <i>Prerequisite(s):</i> MDST*3350
<b>MDST*4260 Production Design II F (3-3) [0.50]</b>
This course expands on the concepts introduced in Production Design I by examining the production process. Students learn the different tools designers use to create final art for a variety of media platforms <i>Prerequisite(s):</i> MDST*3260
<b>MDST*4370 Media Professional Selling II F (3-0) [0.50]</b>
This course is an extension of the concepts and theories learned in Media Professional Selling I. The course examines the merits of different media platforms as advertising vehicles and the consultative approach to selling different platforms either separately or in conjunction with each other. The course provides students with a deeper understanding of media in the digital age. <i>Prerequisite(s):</i> MDST*3370 <i>Restriction(s):</i> Registration in the B.A.A. (MS) program (MB) specialization.
<b>MDST*4500 Applied Research Project F (3-0) [1.00]</b>
The fourth year capstone course in the Media Studies program provides students with the opportunity to explore an area of the field in an independent project. This course synthesizes both theoretical and practical learning acquired throughout the program and provides an opportunity for students to develop their portfolio in preparation for further studies or professional work. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A. (MS) program.
<b>MDST*4900 Independent Study in Media Studies S,F,W (3-0) [0.50]</b>
The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Registration in the B.A.A. (MS) program. Instructor consent required.
<b>MDST*4910 Independent Study in Media S,F,W (3-0) [0.50]</b>
The independent study course is designed to provide senior undergraduate students with an opportunity to pursue library, field research or project under faculty supervision and to prepare a research report of literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Instructor consent required. Registration in the B.A.A. program.

# Psychology

<b>PSYC*1130 Developmental Psychology W (3-0) [0.50]</b>
This course will provide an introduction to the major theories of developmental psychology. Emphasis will be placed on the processes of development including physical growth, perception, cognition, personality and interactions with the social environment. The application of developmental psychology to educational and social issues will be discussed. <i>Prerequisite(s):</i> AHSS*1110 <i>Co-requisite(s):</i> AHSS*1120
<b>PSYC*2030 Research Methods in Psychology F (3-0) [0.50]</b>
This course is a general introduction to contemporary research methods in Psychology. The relationship between theory and research will be explored. Qualitative and quantitative approaches to research in the behavioural sciences will be discussed and introductory terminology and concepts defined. Current models of data collection, experimental design and analysis will be examined. Issues related to research including literature review, research ethics, and report writing will be contextualized within the field of Psychology. <i>Prerequisite(s):</i> 3.00 credits <i>Equate(s):</i> SCMA*2040
<b>PSYC*2120 Quantification in Psychology I F (3-0) [0.50]</b>
This course is an introduction to statistical methods and research. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120
<b>PSYC*2130 Social Psychology F (3-0) [0.50]</b>
This course is an introduction to the content and methodology of social psychology. Content includes social perception, attraction, conflict, conformity, aggression, group dynamics, and attitude change. Methods include examples of important social psychological experiments and both surveys and correlation analysis which are the most common methods of investigation. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120
<b>PSYC*2150 Personality W (3-0) [0.50]</b>
This course reviews the major personality theories, their development and research findings and comparisons and criticism of each. Details of the theories lives and impact will be briefly reviewed. The status and future of personality research methodology will also be examined. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120
<b>PSYC*2160 Neuroscience W (3-0) [0.50]</b>
This course is an introduction to the anatomical, physiological and neurochemical structure and function of the nervous system. The course emphasizes the link between brain mechanisms and behaviour. Of particular interest will be the acquisition of environmental signals, the control of movement, the regulation of food and water, sleep, sex and the psycho-physiological aspects of stress and emotion. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120
<b>PSYC*2180 Psychology of Exercise F,W (3-0) [0.50]</b>
This course investigates the psychosocial influences and consequences of exercise. Students will examine exercise behaviour, explore intervention approaches aimed at modifying exercise behaviour, and study the impact of exercise on various mental health states such as stress, anxiety, depression, emotional well-being, self-concept/self-esteem, and health-related quality of life.
<b>PSYC*2190 Adult Development &amp; Aging F (3-0) [0.50]</b>
This course examines theories and research relating to the psychology of adult development and aging. Major topics include biological and psychological theories of aging; age changes in cognition, personality and social relations; cultural factors; and end-of-life issues. <i>Prerequisite(s):</i> PSYC*1130
<b>PSYC*2200 Cognitive Psychology W (3-0) [0.50]</b>
This course is designed to be an introduction to the fundamental phenomena and theories of cognition, including: information processing, perception, attention, memory, language, and problem solving. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120
<b>PSYC*2210 Psychology of Learning F (3-0) [0.50]</b>
This course provides an introduction to the basic principles and concepts of learning. Theories of classical and operant conditioning will be explored, in addition to selected theories of motivation and memory. Basic neurobiological mechanisms underlying various learning and memory processes will also be introduced. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120

<b>PSYC*3120 Quantification in Psychology II F (3-0) [0.50]</b>
This course is a continuation of Quantification in Psychology. The course is an advanced introduction to statistical methods and research. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120, PSYC*2120 <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*3130 Psychological Measurement F (3-0) [0.50]</b>
This course is an introduction to psychological measurement and the measurement procedures presently used in psychology. Coverage will include such topics as reliability, validity, test construction, and the measurement of ability, personality, attitudes, interest and achievement. <i>Prerequisite(s):</i> PSYC*2120, (SCMA*2040 or PSYC*2030)
<b>PSYC*3140 Abnormal Psychology F (3-0) [0.50]</b>
This course examines current theory and research in the field of abnormal psychology in terms of various models (biological, behavioural, social and psychodynamic). Selected topics may include: stress and anxiety, affective disorders, schizophrenia, personality disorders and mental health. <i>Prerequisite(s):</i> PSYC*2150
<b>PSYC*3150 Drugs and Behaviour W (3-0) [0.50]</b>
This course develops a critical understanding of contemporary psychological approaches to addiction. Students are introduced to psychological theories of addiction from the fields of biological, behavioural, social and cognitive psychology, and the research and clinical evidence that support them. Students consider the relative contribution of each approach to the understanding, treatment and prevention of both drug-related addictions and selected addictive behaviours, such as gambling and eating. <i>Prerequisite(s):</i> 10.00 credits, AHSS*1110, AHSS*1120
<b>PSYC*3160 Learning Difficulties and Disabilities W (3-0) [0.50]</b>
The course covers applied and theoretical aspects of learning disabilities and other disabilities that interfere with learning and lays a foundation for work in the area of education and intervention with children and adolescents who have exceptional learning needs. <i>Prerequisite(s):</i> 10.00 credits, AHSS*1110, AHSS*1120, PSYC*1130
<b>PSYC*3170 Persuasion and Facilitation W (3-0) [0.50]</b>
This course will expose students to persuasion, and facilitation, which has been of interest to human beings through the ages. From the ancient Greeks to the executives on Madison Avenue, persuading and influencing others has been a primary concern. This course is designed to expose students to the theories, principles, and strategies relevant to persuasion and will help students become familiar with empirical investigations on persuasion and compliance-gaining. The course also focuses on how empirical findings and theory may be applied to our daily interactions. <i>Prerequisite(s):</i> PSYC*2130 and 10.00 credits
<b>PSYC*3180 Applied Study in Psychology: Community Mental Health F,W (1-6) [0.50]</b>
In this course, students combine academic study with 100 hours of workplace experience in a community-based setting. Students will be required to complete a paper that integrates relevant psychological theories and research with their workplace experiences. Workplace positions can be voluntary or paid placements that begin no later than week two of the semester and end no earlier than week twelve. Students are responsible for securing a workplace position in consultation with the appropriate University of Guelph-Humber Field Placement Officer prior to the start of classes. <i>Prerequisite(s):</i> 10.00 credits, including AHSS*1110 and AHSS*1120 <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program. Program Head consent required.
<b>PSYC*3190 Case Studies and Qualitative Methods W (3-0) [0.50]</b>
This course provides a comprehensive overview of the foundations and philosophies of qualitative methodologies in psychology and their place in psychological research. The different paradigms of qualitative methodology and the ways in which qualitative and quantitative methods are similar, different, and complementary are examined. Practical experience in carrying out qualitative research is achieved as students undertake a range of in class qualitative methods exercises. <i>Prerequisite(s):</i> PSYC*2120, (PSYC*2030 or SCMA*2040)

<b>PSYC*3200 Psychology of Group Dynamics W (3-0) [0.50]</b>
The purpose of this course is to provide an overview of the fundamental aspects of human behaviour in groups of various sizes (from dyads to entire cultures). The investigation of human behaviour in group situations will be investigated from theoretical, empirical, and applied perspectives. The topics that will be explored include issues of group development, performance, and leadership. The course is designed to engage students with the material experientially through the integration of small group activities with lectures and audiovisual presentations. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120, PSYC*2130
<b>PSYC*3230 Research Communication and Proposal Writing W (3-0) [0.50]</b>
This course will guide students through the successful preparation and submission of proposals for the purposes of: research grant funding, funding of services and interventions, publication, and psychology conference submission. Academic writing skills and APA style will be emphasized throughout including how to present ideas and plans clearly, concisely and persuasively. Students will work collaboratively to critique and improve each other's work and to develop presentation and proposal writing skills. <i>Prerequisite(s):</i> AHSS*1110, AHSS*1120, PSYC*2120, (PSYC*2030 or SCMA*2040)
<b>PSYC*3530 Health Psychology W (3-0) [0.50]</b>
This course covers research in health psychology. Possible topics include the interplay of psychosocial factors, behaviour, and physical health; pediatric health psychology; health interventions at the individual, family, group or community levels. <i>Prerequisite(s):</i> PSYC*2130
<b>PSYC*3540 Ethics in Psychology F (3-0) [0.50]</b>
This course examines the ethical responsibilities of and issues confronted by psychologists in clinical and academic settings, as well as psychology researchers practising in a variety of professional contexts. Some issues include: professional and personal boundaries, dual relationships, confidentiality and privacy issues, conflicts of interest, psychometry and the reporting of test results, forensic assessments, trust and deception in the context of research, and scientific integrity. <i>Prerequisite(s):</i> 5.00 credits <i>Restriction(s):</i> AHSS*2200
<b>PSYC*3580 Forensic Psychology S,F,W (3-0) [0.50]</b>
This course will examine a number of issues related to the interaction between psychology and law. The methods, theories, and findings of social psychology, cognitive psychology, and developmental psychology as applied to legal processes will be emphasized. Included among the issues to be examined are: theories of criminal behaviour; aggression and violence; the psychological foundations of police investigations; the psychology of eyewitness testimony; the psychological impact of victimization; legal issues related to mental health; and the role of psychological factors in the trial process. <i>Prerequisite(s):</i> 5.00 credits including AHSS*1110
<b>PSYC*3600 Field Study S (3-0) [1.00]</b>
This field study option is designed to provide senior undergraduate students with an opportunity to pursue an applied course of study while engaging with an organization or local community. The topic selected will be determined in agreement between the student and the faculty member with expertise in the area. The projects will involve students, under the supervision of a faculty advisor, working with a community or industry partner. The course format and description of projects will depend on the type of organization and selected topic. <i>Prerequisite(s):</i> 12.00 credits and 75% cumulative average <i>Restriction(s):</i> This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations or semester levels during certain periods. Please see the Psychology website for more information. Instructor consent required.
<b>PSYC*3610 Organizational Psychology U (3-0) [0.50]</b>
This course examines current theories and practices in organizational psychology. Selected topics may include motivation, turnover, absenteeism, leadership, job design, work attitudes, organizational justice, organizational development, and change. <i>Prerequisite(s):</i> PSYC*2130
<b>PSYC*3620 The Psychology of Sport U (3-0) [0.50]</b>
This course examines individual and group behaviour in physical activities and sports. Emphasis will be placed on understanding psychological concepts which are pertinent to sports, e.g., motivation, social and personality development, cognition, leadership and group dynamics. <i>Prerequisite(s):</i> AHSS*1110

<b>PSYC*3630 Psychology and Education U (2-1) [0.50]</b>
This course examines the theoretical and empirical bases for learning and teaching and their application to an array of contexts, particularly the fields of education and parenting. The content addressed includes various theories of teaching and learning, cognitive and moral development, and motivation, as well as instructional planning, classroom management, and assessment of student learning. The course focuses on the current, and sometimes controversial, issues which are at the forefront of research on the relationship between principles and educational practice. <i>Prerequisite(s):</i> AHSS*1170 or PSYC*1130
<b>PSYC*3640 The Psychology of Death and Dying U (3-0) [0.50]</b>
This course is an examination of the theory, issues and research in the psychology of death and dying. Emphasis upon the cognitive operations used to process about death and the influence of death constructs in daily life. Topics include the development of death constructs throughout the life-span, death anxiety in society, the needs of a dying person, the psychology of grieving, and unexpected losses, such as death by suicide or miscarriage. <i>Prerequisite(s):</i> 1 of : AHSS*1110, PSYC*1130, PSYC*2130, PSYC*2150
<b>PSYC*4110 History of Psychology F (3-0) [0.50]</b>
This course is a survey of the personalities and issues involved in the shaping of modern psychology. The course provides a background, context and vocabulary for the research and practices of psychology today. The historical antecedents, major theoretical systems, successes and failures leading to the modern era of Psychology will be discussed. <i>Prerequisite(s):</i> 14.00 credits <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4120 Culture and Diversity F (3-0) [0.50]</b>
This course evaluates theories of how people are influenced by their social environment and culture. It offers students the opportunity to develop the knowledge, attitudes, and skills necessary for effective applications of psychological science a multi-cultural, multi-racial society. <i>Prerequisite(s):</i> 10.00 credits including PSYC*2130 <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4130 Applications of Psychology F (2-1) [0.50]</b>
This course will acquaint students with the ways in which psychological research and techniques can be applied to areas such as law, business, education, and the health sciences. This senior seminar course will offer students an opportunity to gain in-depth familiarity with research applications in their field of interest. <i>Prerequisite(s):</i> 10.00 credits <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4160 Mediation and Conflict Resolution W (3-0) [0.50]</b>
This course focuses on the research and theories underlying the skills and techniques used to reach resolution in a variety of conflict situations. Through lectures, group work and role-playing, students study the fundamental principles of negotiation, mediation and conflict resolution. Students have the opportunity to reflect on their own style of conflict resolution and the relevance of course material to their own lives. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4170 Theories of Psychotherapy I F (3-0) [0.50]</b>
This course is the first of two courses designed to examine the philosophy and theory of providing psychotherapy services to clients. Focusing on theory, students learn a number of therapeutic frameworks and their application in the field. A critical examination of their key concepts, assumptions, therapeutic goals, and techniques is included as are factors common to all. <i>Prerequisite(s):</i> 14.00 credits <i>Restriction(s):</i> FCSS*2000, FCSS*4000, Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4180 Theories of Psychotherapy II W (2-1) [0.50]</b>
This course will build on the theoretical knowledge attained in Theories of Psychotherapy I through lectures, and interactive discussion. Students will participate in active listening exercises and personal reflection exercises. Ethical and cross-cultural issues will also be explored. <i>Prerequisite(s):</i> PSYC*4170 <i>Restriction(s):</i> FCSS*2000, FCSS*4000, Restricted to the B.A.Sc.(PSYC) program.
<b>PSYC*4200 Honours Seminar in Psychology W (3-0) [1.00]</b>
This seminar course will provide senior psychology students with an opportunity to engage in discussion addressing the theoretical and applied aspects of the discipline of psychology. The seminar will allow students to synthesise prior learning in psychology with current issues as presented by the instructor. <i>Prerequisite(s):</i> 15.00 credits <i>Restriction(s):</i> Restricted to the B.A.Sc.(PSYC) program.



**PSYC\*4210 Thesis I F (3-0) [0.50]**

This course is an opportunity for students to gain first-hand experience in carrying out a piece of psychological research. In this first of these two thesis courses, the focus will be on defining a research question, conducting a comprehensive review of the relevant literature and designing a research study in Psychology. Under the supervision of a faculty member, the student will develop a research proposal and make a formal PowerPoint presentation describing their proposal to the class.

*Prerequisite(s):* AHSS\*1110, AHSS\*1120, PSYC\*3130

*Restriction(s):* Minimum grade point average of 75% in all Psychology course attempts. Restricted to the B.A.Sc.(PSYC) program. Program Head consent required.

**PSYC\*4220 Thesis II W (3-10) [1.00]**

This course focuses on implementing the research proposed in Thesis I. Under the supervision of a faculty member, individual students conduct an approved study in the proposed setting, analyze the data collected, report on the research in a formal presentation and write a thesis paper.

*Restriction(s):* Minimum grade point average of 75% in all Psychology course attempts. Restricted to the B.A.Sc.(PSYC) program. Program Head consent required.

**PSYC\*4230 Independent Study in Psychology S,F,W (3-0) [0.50]**

The independent study option is designed to provide senior undergraduate students with an opportunity to pursue library or field research under faculty supervision and to prepare an integrated paper or literature review. Formal agreement between the student and the faculty supervisor is required, as is approval of the program head.

*Prerequisite(s):* 15.00 Credits and 75% grade point average

*Restriction(s):* Instructor consent required. Program Head consent required.

**SCMA****SCMA\*1000 Business Statistics W (3-0) [0.50]**

This course provides an introduction to business and economic statistics to be used by persons employed in the fields of management, accounting, marketing, business and public administration. It examines descriptive and inferential techniques used in quantitative business research. Topics covered include sampling, data organization, hypothesis testing and measures of association to provide the student with skills needed to perform basic analyses and to understand research literature.

**SCMA\*1030 Biology of Aging F (3-0) [0.50]**

This course familiarizes learners with basic concepts concerning the biological basis of aging and how it affects key body systems; interventions that may modify the rate of aging; developmental and treatment issues in old age; and the psychological, environmental, socio-economic, gender and cultural issues which may influence physiological aspects of aging. Included is an overview of the biological processes underlying aging at the molecular, cellular, organismal and population levels, presented in a comparative and evolutionary context. Distinctions between normal and abnormal processes are discussed using a body systems approach. Specific diseases common to advanced age are reviewed along with various treatment methods.

**SCMA\*1040 The Science of Everyday Life F (3-0) [0.50]**

Students examine the basic sciences through presentations and demonstrations of every day items and issues. This includes familiar objects and areas of knowledge, such as automobiles, airplanes, computers, drugs, and the recently completed human genome project. The course also covers the representation of scientific issues in the mass media, and the ethical and political dimensions of forensic science, the environment, and food.

**SCMA\*1050 Astronomy: Discovering Our Place in the Universe W (3-0) [0.50]**

Using both historical and contemporary data, students examine the planets, the life cycle of stars, the nature of galaxies, and the origin and future of the cosmos. An understanding of the scientific process, from raw data to the formulation of physical laws, provides an underlying thread to the course. Students describe and explain the evolution of astronomical knowledge, and apply their understanding through direct observation.

**SCMA\*1060 Calculus for Computing F (3-2) [0.50]**

This course introduces students to the principles and applications of mathematical theories in computing. Topics will include basic symbolic computation with functions of a single variable, differentiation and integral calculus. Students are encouraged to use the symbolic mathematical packages for developing these skills.

**SCMA\*1090 Foundations of Social Science W (3-0) [0.50]**

This course introduces students to the philosophical and historical foundations of the social sciences. Through class discussions and lectures students will be encouraged to question and analyze the "taken for granted" elements basic to the development of the social sciences. The theses of the course are that "social science" is one of many ways of "making sense" of our experience and that this "sense making" exercise must be based upon an understanding and integration of theories in all of the social sciences.

**SCMA\*1110 Discrete Math W (3-2) [0.50]**

This course is an introduction to discrete structures and formal methodologies used in computer science, including Boolean algebra, propositional and predicate logic, finite set theory, functions, relations, graph theory and proof techniques.

**SCMA\*1120 Cell Biology F (4-2) [0.50]**

This course provides the student with a basic understanding of cell biology. Topics include the chemistry of the cell, cell structure and function, membrane transport, cell cycle, gene structure and function, inheritance, gene expression, and nucleic acid replication.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**SCMA\*1500 Introductory Mathematics for Kinesiology F (3-1) [0.50]**

This course reviews mathematical operations and applications. Topics to be covered include algebra, elementary functions and their graphs, trigonometry, vectors, and introductory calculus. Emphasis will be placed on modeling and applications arising in physics and basic biomechanics.

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**SCMA\*1290 The Wonders of Science F (3-0) [0.50]**

With topics ranging from the cosmos to the atom, this course seeks to enhance students' scientific literacy. It is designed to be interdisciplinary, drawing from fields such as biology, chemistry, ecology, physics, geology, and astronomy. This course recognizes the civic importance of a scientifically-informed society, a society able to think critically and speak responsibly about the use and misuse of science in public affairs, while also presenting an opportunity for students to learn about the universe and themselves.

*Restriction(s):* SCMA\*1040

**SCMA\*2000 Quantitative Methods in Business F (3-0) [0.50]**

Quantitative Methods provides a study of appropriate mathematical models that are applied to business situations including production, finance and marketing. Quantitative Methods to be examined include Decision Analysis, Linear Programming, Forecasting and Project Management. The course also provides an introduction to simulation modeling.

*Prerequisite(s):* SCMA\*1000

*Restriction(s):* Registration in the B.B.A. program.

**SCMA\*2020 Basic Concepts of Anatomy and Physiology F (3-2) [0.50]**

This course introduces the student to the study of human anatomy and physiology. An integrated and systemic approach provides the student with the background concepts to understand anatomical and physiological development for children and adolescents.

*Offering(s):* Also offered through Distance Education format.

*Restriction(s):* Registration in the B.A.Sc. (ECS) program.

**SCMA\*2040 Research Methods for Social Science F,W (3-0) [0.50]**

This course is a general introduction to the contemporary research methods that are employed in the social sciences. Emphasis will be placed on understanding the process of social research and how it relates to theory development and problem investigation. Qualitative and quantitative techniques and applications will be discussed. Other topics will include: ethics and politics of social research, the nature of causation, conceptualization, operationalization, development of hypotheses, and sampling techniques. Research examples will be a key aspect of the lectures and seminars.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* 3.00 credits

*Restriction(s):* Not available to students registered in B.A.Sc. (PSYC) program.

**SCMA\*2050 The Science of Healthy Living F (3-0) [0.50]**

This course examines the scientific bases for practices that are consistent with improving, maintaining or enhancing healthy living. Evidence-based population health research is discussed as the mechanism for identifying factors that influence health in population or sub-population groups. The scientific method for developing hypotheses and theories is explored as it relates to recommendations for psychological wellness, healthy eating, active living and healthy weights. The evidence for lifestyle risk factors as contributors to the development of chronic disease is discussed. Assignments evaluate the scientific evidence for popular diets and alternative health care practices.

*Restriction(s):* KIN\*1010

**SCMA\*2080 Mathematics and Biophysics F (4-0) [0.50]**

This course reviews mathematical operations and introduces concepts of physics that will be of value to students in the Fitness, Health and Human Kinetics Program. In particular, topics of physics that enable the description of motion and the forces that affect motion will be considered.

*Prerequisite(s):* SCMA\*1500

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

**SCMA\*2110 Research Methods for Kinesiology S,W (3-0) [0.50]**

This course is a general introduction to contemporary research methods that are employed in kinesiology and the health sciences. Emphasis will be placed on understanding research design and the scientific method, and how it relates to theory development. Quantitative and qualitative techniques and applications will be discussed. Other topics will include: ethics and politics of health research, the nature of causation and correlation, conceptualization, data characteristics, conventions, and organization, operationalization of variables, development of hypotheses, and sampling techniques. Research examples will be a key aspect of the lectures.

*Prerequisite(s):* 0.50 credits

*Restriction(s):* SCMA\*2070, Registration in B.A.Sc. (KIN) program.

**SCMA\*3000 Probability & Statistics W (3-0) [0.50]**

Probability, statistical inference and process control are presented, with a specific emphasis on the role of statistics and probability in computer and network performance modelling and monitoring, reliability and fault-tolerance. The course introduces elementary data analysis. Students are introduced to systematic methods for producing data: study design; the scientific method. Theoretical concepts are explored: normal distribution; the concept of independence, methods for calculating probabilities; conditional probabilities and Bayes' theorem; discrete distributions, including binomial; expected values; variances and covariances of random variables; continuous random variables. An understanding of statistical inference is developed: populations; samples; estimates; comparing means of two continuous variables; inference for count data; correlation and regression. Students are introduced to statistical process control: causes of variation; control charts for variables data.

*Prerequisite(s):* 4.00 credits, SCMA\*1010, SCMA\*1020

*Restriction(s):* Registration in the Bachelor of Applied Computing program.

**SCMA\*3010 Research Methods in Business F (3-0) [0.50]**

This course examines contemporary research methods employed in business. Emphasis is placed on understanding the process of business research and how it relates to theory development, problem investigation, and management questions. Qualitative and quantitative techniques and applications are discussed. Other topics include ethics and politics of research, the nature of causation, conceptualization, measurement, development of hypotheses, data description, statistical analysis, sampling techniques, and preparation of case studies. Research examples and case studies are key aspects of the lectures and seminars.

*Prerequisite(s):* 7.50 credits, SCMA\*1000

**SCMA\*3040 Quantitative Methods for Social Science F (3-1) [0.50]**

The course introduces descriptive and inferential techniques used in quantitative social research. Students will acquire the skills needed to perform statistical analyses and to read the research literature. A standard statistical computer package will be used to perform data analyses. Topics include: data organization, sample description, hypothesis testing and measures of association.

*Offering(s):* Also offered through Distance Education format.

*Prerequisite(s):* SCMA\*2040

**SCMA\*3080 Statistics for Kinesiology F (3-1) [0.50]**

This course addresses the basic principles of data analysis in the context of health research. Students will gain an understanding of the rationale, value and limitations of descriptive and inferential statistics. Students will gain direct experience in data analysis through laboratory activities while learning how to report findings in accordance with empirical standards. Topics to be covered include: data collection, displaying and summarizing data, analysis and interpretation of descriptive data examining relationships between variables, cause-and-effect analyses, and non-parametric data analysis.

*Prerequisite(s):* SCMA\*1500, SCMA\*2110

*Restriction(s):* SCMA\*2070 Registration in B.A.Sc. (KIN) program.

**SCMA\*3100 Biomechanics W (3-2) [0.50]**

This course integrates material established in KIN\*1040 and SCMA\*2080 to facilitate the study and understanding of human movement. Emphasis is on the mechanisms through which the components of the musculoskeletal system interact to create movement.

*Prerequisite(s):* KIN\*1040, SCMA\*2080

*Restriction(s):* Registration in B.A.Sc. (KIN) program.

## XII. General Information

### Centre for International Programs

The Centre for International Programs, the first of its kind in Canada, aims to facilitate, stimulate and support a continuously growing range of University involvement in international activities. This goal is accomplished by developing and maintaining contacts with university partners around the world, supporting study abroad programs, and providing liaison with government agencies, private sector companies and non-governmental organizations. The Centre provides information on international opportunities and resources to students and faculty, and manages the University's student exchange programs. The Centre contributes to university policy on internationalization and serves as a focal point for links with other universities, government agencies, and private sector firms wishing to cooperate with the university in international activities.

### Diversity and Human Rights

This located at the north side of the campus at Fielding House, 15 University Avenue East. All enquiries are confidential. Office hours are Monday-Friday: 8:45a.m.- 4:45p.m. Phone: 824-4120, ext. 53000; TTY: 767-0615; Website: <http://www.uoguelph.ca/hre>.

*"The University of Guelph Diversity and Human Rights (DHR) is dedicated to the removal of all systemic barriers, discrimination and harassment and will engage in advocacy within the university community towards this end."*

*(Mission Statement, Diversity and Human Rights)*

The University of Guelph prohibits harassment or discrimination in work, study, residential and university life on the basis of: **race, colour, ancestry, place of origin (where you were born), ethnic background, citizenship, creed (religion), sex, disability, sexual orientation, age, marital status, and family status.** In some cases, discrimination includes unfair treatment on the basis of the receipt of public assistance or a pardoned criminal offense.

The Ontario Human Rights Code and the Canadian Human Rights Act, as well as the University's Sexual and Gender Harassment Policy and Procedure and Interim Human Rights Procedure, prohibit harassment or discrimination on the basis of these grounds. The University of Guelph is currently developing a comprehensive human rights policy and complaints procedure to integrate and replace these existing policies and procedures.

The University's human rights policies and complaint procedures are available on the DHR Web Page at <http://www.uoguelph.ca/hre/>.

### Definitions

**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.

**Discrimination** is defined as the denial of equal treatment, civil liberties, and/or opportunity to a group or member of the group on the basis of: race, colour, ancestry, place of origin, ethnic background, citizenship, creed (religion), sex, disability, sexual orientation, age, marital status, family status and, in some cases, receipt of public assistance or a pardoned criminal offense. Discrimination may be systemic wherein the policies and practices that have become standard in established institutions appear to be neutral but result in the exclusion of certain groups.

### Inquiries and Complaints

Members of the University community (including students, staff and faculty) have the right to seek confidential advice and information about concerns or complaints regarding harassment or discrimination. The DHR may assist individuals to resolve complaints by serving as a resource to the parties involved, providing mediation, or facilitating the University's human rights concern and complaint resolution procedures.

In addition, any party may consult with the DHR regarding an administrative, managerial or curriculum decision which may relate to a human rights or equity issue. The DHR also provides human rights education and training and works in partnership with the University constituents on matters of educational and employment equity.

### Services

The DHR provides the following services to members of the University: information and advice regarding discrimination and harassment; facilitation of an internal human rights complaint procedure; mediation to resolve complaints; resource information on human rights and equity issues; training and education; participation on university committees; and research development and evaluation of equity initiatives.

### Policy on Intellectual Property

The University of Guelph (the "University") is one of the most research intensive universities in Canada, and has a long history of high-quality, innovative research that changes lives and improves life. The University is committed to enabling and supporting the people and partnerships that advance the quality, pre-eminence and societal value of the University's research and creative endeavors.

It is recognized that in the course of research, new Intellectual Property will be created that may be commercially valuable and that may require patent or other protection in order to reach its full potential. Accordingly, the goal of this Policy is to encourage the creation of Intellectual Property and to facilitate its development and commercialization, while preserving the principles of academic and intellectual freedom.

No Personnel will be obliged to engage in the commercial exploitation of the results of their University Activities or to provide commercial justification for it, except as required in any grant application, award, or Contract.

The fundamental principle of this Policy is that, subject to the specific exceptions set out herein, Intellectual Property is owned by those who create it.

This Policy replaces the Inventions Policy (1991), the Copyright Policy (1989) and the Software Creation Policy (1989). It does not replace or supersede any other policy or collective agreement.

This Policy is effective as of May 1, 2014 and is not retroactive. This Policy applies to all Personnel.

### Section 1: Definitions

1. "Commercialization" means the patenting, marketing, manufacturing, sale, distribution, licensing, sublicensing, transferring, granting of rights of use or leasing of Intellectual Property or products or services covered by, claimed by, or incorporating Intellectual Property.
2. "Contract" means a written agreement between the University and a Personnel and/or a third party. Contract shall also mean the terms or conditions under which funding is provided to the University to support the Personnel's University Activities.
3. which funding is provided to the University to support the Personnel's University Activities.
4. "Copyright" means the rights granted under the Copyright Act, RSC 1985, c-42, as amended from time to time.
5. "Creator" means the person or persons who creates, conceives, designs, discovers, develops, invents or authors Intellectual Property.
6. "Intellectual Property" means any result of intellectual or artistic activity and includes, but is not limited to Works, Tangible Research Property, software, databases and database layouts, Inventions, industrial or artistic designs, trade-marks, trade names, domain names, integrated circuit topographies, know-how and trade secrets, whether or not registerable or registered or protected under the law.
7. "Invention" means the rights associated with any patentable or potentially patentable idea, discovery or know-how and any associated or supporting technology that is required for development or application of the idea, discovery or know-how.
8. "Moral Rights" means the Canadian statutory rights of an author of a work in which Copyright subsists to be associated with the work and to prevent the distortion, mutilation or modification of the work to the prejudice of the honour and reputation of the author.
9. "Net Revenue" equal those gross receipts that the University is entitled to retain from Commercialization activity, less: (i) the University's out-of-pocket costs and fees associated with securing, maintaining and enforcing intellectual property protection such as patenting and litigation expenses, (ii) out-of-pocket costs incurred by the University in the licensing of the intellectual property and (iii) any out-of-pocket expenses in making, shipping or otherwise distributing Tangible Research Property.
10. "Personnel" means one or more individuals carrying on the University Activities, paid or unpaid and who is/are not a Member as defined in the Collective Agreement between the University of Guelph and the University of Guelph Faculty Association. Personnel include but are not limited to, Professor Emeriti, staff, students, sessional lecturers, post-doctoral fellows, volunteers and adjunct faculty. In the absence of a Contract governing new Intellectual Property created during their visit, visiting scientists and visiting students are considered Personnel for the purpose of this Policy.
11. "Principal Investigator" means the Personnel who is identified as principally responsible for the performance and supervision of research associated with a Contract.
12. "Tangible Research Property" means plant germplasm, cell lines, organisms, proteins, plasmids, DNA/RNA, chemical compounds, transgenic animals and other materials useful for research or for commercial purposes for which patent applications are not filed or, if filed, do not issue.
13. "University Activities" means activities which are carried on by Personnel in the course of their employment or association with the University, or using University funds, facilities, equipment or other resources.

14. "Work" means original literary, dramatic, musical and artistic work and includes every original production in the literary, scientific or artistic domain, whatever may be the mode or form of its expression such as websites, books, texts, articles, monographs, glossaries, bibliographies, cartographic materials, modular posters, study guides, laboratory manuals, correspondence course packages, interactive textbooks, course work delivered on the Internet, including distance education, multimedia instructional packages, syllabi, tests and work papers, lectures, musical and/or dramatic compositions, choreographic works, performers' performances, unpublished scripts, films, filmstrips, charts, transparencies, other visual aids, video and audio tapes and cassettes, computer programs, live video and audio broadcasts, programmed instructional materials, drawings, paintings, sculptures, photographs, and other works of art.

## Section 2: Copyright

1. Copyright belongs to Personnel who create Work, even if it is produced during the course of their University Activities, except in those cases where:
  - a. there is a pre-existing Contract that assigns the ownership rights to the University or to a third party; or
  - b. the Work is produced according to Section 2.2.
2. No Personnel shall claim any rights, and the University reserves to itself the ownership rights in any Works that are:
  - a. encompassed within section 2.1(a) above;
  - b. produced by Personnel at the specific request or direction of the University;
  - c. produced by Personnel employed for the express purpose of creating or producing Works, or where there is an explicit requirement in a Personnel's job description for this responsibility;
  - d. an assessment, grading, report or correspondence produced pursuant to Personnel's University Activities;
  - e. Works provided to a Personnel to assist him/her in carrying out his/her duties and modified by the Personnel, such as a laboratory manual; or
  - f. produced and designed to assist in the day-to-day administration of the University's affairs.
3. Personnel shall not be required to waive their Moral Rights.
4. In the event that Work is the creation of more than one Personnel, the provisions of this Policy shall apply on a pro rata basis to all the Creators of the Work, unless a written agreement among the Creators, or a Contract states otherwise.
5. Where a Work is owned by a Personnel, Personnel may enter into an agreement with the University, at each party's discretion, for the performance of commercialization activities such as evaluation, marketing and negotiation of licenses. The Creator(s) will be entitled to receive seventy-five percent (75%) of Net Revenues received by the University as a result of successful commercialization of a Work owned by a Personnel.
6. The University may, at any time, elect to terminate or relinquish its rights in any Work. In the event that the University or assignee relinquishes its rights in any Work, all Intellectual Property rights shall revert back to the Creator(s). In the event that any Creator is deceased, the rights shall revert to the estate of that Creator.
7. All Personnel who own Copyright pursuant to this Policy hereby grant to the University:
  - a. a nonexclusive, royalty-free, irrevocable and non-transferable license to use such works in other, non-commercial teaching and/or scholarly, research or creative activities of the University, subject to copyright requirements of academic journals and other vehicles of scholarly publication; and
  - b. in the case of written works submitted as partial fulfillment of the requirements for completing a degree at the University, the non-exclusive right to reproduce, translate, and/or distribute the written work worldwide in print and electronic format and in any medium, including but not limited to audio or video.

This license shall not apply to a Personnel's personal documents, including unpublished lecture notes, course notes, lab notes or any work-in-progress.

## Section 3: Inventions and Tangible Research Property

1. Inventions and Tangible Research Property belong to Personnel who create the Invention or Tangible Research Property, even if it is produced during the course of their University Activities, except in those cases where:
  - a. there is a pre-existing Contract that assigns the ownership rights to the University or to a third party; or
  - b. the Invention or Tangible Research Property is created according to Section 3.2.
2. No Personnel shall claim any ownership, and Personnel hereby assign ownership to the University in any Inventions or Tangible Research Property that is:
  - a. encompassed within section 3.1(a) above;
  - b. produced by Personnel at the specific request or direction of the University; or
  - c. produced by Personnel employed for the express purpose of creating or producing Inventions or Tangible Research Property, or where there is an explicit requirement in a Personnel's job description for this responsibility.

3. Prior to proceeding with a patent application or Commercialization activity, Personnel shall provide written disclosure to the University of any Invention made by him/her. Such disclosure shall assert whether ownership of the Invention is claimed by Personnel according to this Policy and the Personnel's intention to pursue Commercialization independently or with the assistance of the University. If the University fails to challenge in writing the assertions of the Personnel within three (3) months of the receipt of disclosure of the Invention, the University shall be deemed to have accepted as accurate the assertions set out in the disclosure. Failure by a Personnel to disclose an Invention shall not terminate or waive any potential claim by the University regarding Intellectual Property rights.
4. Subject to section 3.3, where Personnel own an Invention or Tangible Research Property according to this Policy, they may, at their sole discretion, make arrangements for protection and Commercialization at their sole expense and benefit.
5. Where an Invention or Tangible Research Property is owned by Personnel, Personnel may enter into an agreement with the University, at each party's discretion, for the performance of commercialization activities such as evaluation, patent protection, marketing and negotiation of licenses. The Creator(s) will be entitled to receive fifty percent (50%) of Net Revenues as a result of commercialization of an Invention or Tangible Research Property by the University.
6. Where an Invention is owned by the University, Personnel may enter into an agreement with the University, at each party's discretion, for the performance of commercialization activities such as evaluation, patent protection, marketing and negotiation of licenses. The Creator(s) will be entitled to receive fifty percent (50%) of Net Revenues as a result of Commercialization of an Invention by University.
7. Where Tangible Research Property is owned by the University according to Section 2, University reserves to itself all ownership rights and revenues.
8. The University reserves to itself and Personnel shall grant a fully paid-up, non-exclusive, royalty-free, irrevocable and non-transferable license to use any Personnel-owned Invention or Tangible Research Property made, discovered or developed using the University's facilities, support personnel, support services, equipment or materials, for academic and research purposes.
9. In the event that an Invention or Tangible Research Property is the creation of more than one Personnel, the provisions of this article apply on a pro rata basis to all the Creators unless a written agreement or Contract states otherwise.
10. The University may, at any time, elect to terminate or relinquish its rights in any Invention or Tangible Research Property. In the event that the University or any other assignee relinquishes its rights in any Invention, all Intellectual Property rights shall revert back to the Creator(s). In the event that any Creator is deceased, the rights shall revert to the estate of that Creator.

## Section 4: Additional Items

1. The Principal Investigator has the duty to inform any collaborators or co-investigators, including all Personnel involved in the research, of the terms of any Contract governing the research, including terms related to ownership or Commercialization of Intellectual Property.
2. The name "University of Guelph" and abbreviations thereof, and the logos of the University of Guelph and their component parts, are trademarks and service marks of the University and are owned by the University. Personnel will take all reasonable and practicable steps to ensure that the name of the University and such other trade-marks and service marks are not used in connection with Intellectual Property without the prior written agreement of the University. No statement made by a Personnel with respect to Intellectual Property may, in any way, imply approval, promotion or use of such Intellectual Property by the University without the prior written agreement of the University. Notwithstanding the foregoing, nothing shall prevent Personnel from stating his/her employment, rank and title in connection with Intellectual Property.
3. This Policy is effective as of its implementation, and all Contracts between a Personnel and the University made prior to this date will be governed under the terms of those Contracts and the applicable policies in place at the time of the Contract.
4. Subject to Section 5, the Vice-President (Research) is responsible for making such determinations as are necessary under this Policy.

## Section 5: Dispute Resolution

1. It is recognized that disputes may arise between the University and Personnel with respect to Intellectual Property and the implementation of this Policy. When disputes arise, every effort shall be made by all parties acting in good faith to resolve disputes at the lowest possible level.
2. If a dispute cannot be resolved informally, the matter will be referred to the Vice President (Research) (or his/her delegate), who will consult with others as appropriate and issue a written decision.

## Section 6: Policy Review and Procedures

1. The Vice President (Research) is authorized to develop and up-date procedures to aid implementation of the Policy.
2. Amendments to the Policy require the approval of the Board.

3. The Board of Governors will review this Policy at least every five (5) years.

## Policy on Non-Academic Misconduct

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. The University of Guelph-Humber has developed a policy that sets out the University's expectations regarding conduct as members of the University of Guelph and Humber College community. Please click onto the following URL to view the Policy on Non-Academic Misconduct: <http://www.uoguelph.ca/studentaffairs/home/documents/2013PolicyonNon-AcademicMisconductFINAL.pdf>

### 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**<sup>1</sup>.

<sup>1</sup> 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 laws<sup>2</sup> 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

<sup>2</sup> 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

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 Ridgetown campus.

**Process - Regional** Process and Procedures for the Ridgetown campus is 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](mailto:st_affs@uoguelph.ca).

## Statistics Canada - Notification of Disclosure

Statistics Canada is the national statistics agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education and labour force activity.

The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information being released in any way that would identify a student.

Students who do not wish to have their information released are able to ask Statistics Canada to remove their identification and contact information from the national database. For further information, please see Statistics Canada's web site at <http://www.statcan.ca> or write to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R.H. Coats Building, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

## University ID Cards

A University ID Card is issued to each student registered at the University. The following regulations apply:

1. The University of Guelph-Humber Card must have: the University of Guelph-Humber logo; the cardholder's surname, first name and identification number; a colour photograph of the cardholder; a bar code for Library check-out privileges; a magnetically encoded stripe on the back of the card; and a brief summary of the rules and regulations for use of the card.
2. The Card is the property of the University of Guelph-Humber.
3. The Card is not transferable and the cardholder will be responsible for all use made of the Card unless and until written notice is received by the Office of Registrarial Services.
4. Presentation of the Card will be required before certain University services will be extended. University services may be denied to an individual who does not present a valid card.
5. The Card may not be retained as collateral for any University service except for those services holding and displaying a permit, signed by the Registrar authorizing the withholding of the student, faculty or staff identification card for short periods while that person is utilizing the services offered.
6. A University Card will be issued to each new student. New students who do not obtain a card must contact the ID Card Centre at Registrarial Services (GH108) for assistance.
7. The University of Guelph-Humber ID Card colour photo must show a clear, front view of the applicant's full face. Hats, headbands or sunglasses may not be worn in the photo. The applicant's eyes must be open and looking directly ahead. Head coverings worn for religious or medical reasons can be worn but must not cover any part of the applicant's face. The head covering must not obscure or obstruct a full front view of the applicant's face, nor can it cast a shadow on the face. Persons with a niqab or burka who require their University ID Card be issued at the University of Guelph-Humber campus will have a female staff member photograph and verify the individual's identity in a private setting.
8. Loss or finding of the University Card should be reported to the ID Card Centre at Registrarial Services.
9. A service charge will be levied for replacement cards.

## XIII. Summary of Attendance

### November 1, 2017 Resource Planning and Analysis

#### Guelph-Humber Undergraduate Programs (UGH) - Full-time Enrolment by Semester Level

Program	1	2	3	4	5	6	7	8+	Total
BAMS	165	9	163	17	170	8	129	45	706
BASC	540	27	565	74	552	69	508	40	2,375
BBA	241	11	230	36	241	53	289	54	1,155
<b>UGH Full-time Enrolment</b>									<b>4,236</b>

#### Guelph-Humber Undergraduate Programs (UGH) - Part-time Enrolment by Semester Level

Program	1	2	3	4	5	6	7	8+	Total
BAAG	0	1	24	23	47	20	0	0	115
BAMS	0	1	2	3	5	8	3	7	29
BASC	10	9	12	30	111	72	38	96	378
BBA	4	6	17	7	15	12	26	53	140
Non-Degree	1	0	0	0	0	0	0	3	4
<b>UGH Part-time Enrolment</b>									<b>666</b>

#### Total University Enrolment

Type of Enrolment	Total
UGH Full-time Enrolment	4,236
UGH Part-time Enrolment	666
<b>Total UGH Enrolment</b>	<b>4,902</b>



## XIV. Administration and Faculty

### Office of the Vice-Provost

**J. Walsh**, Vice-Provost and Chief Academic and Executive Officer, B.A. (THAMES POLYTECH.), M.B.A., PH.D. (W. ONT.)

**G. Bragues**, Assistant Vice-Provost & Program Head, Business, B.A. (HONS). (TOR.), M.A. (TOR.), M.B.A. (YORK), PH.D. (BOSTON)

**M. Arent**, Faculty Appointments Coordinator, BUSINESS ADMIN.DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

**G. Bernardi-Dengo**, Department Head, Finance and Administration, M.A. (GUELPH)

**C. Somerville**, Manager, Finance and Administration, B.COMM. (RYERSON), C.P.A., C.G.A.

**B. Dabrowska**, Administrative Assistant, B.ED. (BROCK)

**B. Di Memmo**, Finance and Administration Coordinator, LEGAL ASSISTANT DIP. (HONS.) (SENECA)

**J. Gustavel**, Department Head, Academic Services, B.A. (YORK), M.A. (RYERSON/YORK)

**S. Karia**, Faculty Appointments Coordinator, B.A. (W. LAUR.)

**A. Lalka**, Administrative Assistant, B.SC. (HONS) (W. ONT.)

**F. Lutchmansingh**, Administrative Assistant

**S. Arora**, Study Abroad Coordinator and Administrative Assistant, BUSINESS ADMIN. DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

**S. Scalmato**, Administrative Assistant, HOTEL AND RESTAURANT MANAGEMENT DIP. (HUMBER)

### Administrative Officers

#### Academic Services

**J. Gustavel**, Department Head, Academic Services, B.A. (YORK), M.A. (RYERSON/YORK)

**M. Arent**, Faculty Appointments Coordinator, BUSINESS ADMIN. DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

**S. Karia**, Faculty Appointments Coordinator, B.A. (W. LAUR.)

#### Faculty Support Officers

**P. Belza**, Faculty Support Officer: Justice Studies, Kinesiology, LAW CLERK DIP. (HUMBER), R.P.N. (SENECA)

**A. Osburne**, Faculty Support Officer: Early Childhood Studeis, Family & Community Social Services

**L. Colacci**, Faculty Support Officer, Media Studies, E.C.E. DIP. (HUMBER), B.A.SC. (HONS.) (GUELPH)

**V. Navarro**, Faculty Support Officer, Electives, B. COMM. (GUELPH)

**D. Scipio** Faculty Support Officer, Business

**B. Pompey**, Faculty Support Officer, Psychology

**A. Sam**, Sr. Faculty Support Officer & Events Coordinator, E.C.E. DIP. (HUMBER), B.A.SC. (HONS.) (GUELPH), B.ED. (YORK)

#### Academic & Campus Technology Services

**R. Pacanowski**, Manager, Academic & Campus Technology Services, B.F.A. (RYERSON), M.A. (RYERSON/YORK)

**G. Carney**, Audio Visual Technology Specialist

**E. De Roche**, Educational Technologies Specialist, B.Sc. (MCM.), B.ED., M.EE. (OTT.)

**A. Dratwa**, Image Arts Technologist

**Vacant**, Digital Communications Technologist

**M. Shan**, Information Technology Specialist

**M. Tavares**, Media Technologies Specialist, B.A. (RYERSON)

**R. Thomson**, Information Technology Specialist

#### Finance & Administration

**G. Bernardi-Dengo**, Department Head, Finance and Administration, M.A. (GUELPH)

**C. Somerville**, Manager, Finance and Administration, B.COMM. (RYERSON), C.P.A., C.G.A.

**B. Di Memmo**, Finance and Administration Coordinator, LEGAL ASSISTANT DIP. (HONS.) (SENECA)

**S. Scalmato**, Administrative Assistant, HOTEL AND RESTAURANT MANAGEMENT DIP. (HUMBER)

#### Library Services

**N. Birch**, Department Head, Library Services, B.A. (TOR.), B.ED. (QU.), M.I.ST (TOR.), O.C.T.

**J. Easter**, Liaison Librarian, B.A. (MCM.), M.L.I.S. (W.ONT.)

**S. Hunter**, Liaison Librarian, B.A. (MCM.), M.L.I.S. (DAL)

Last Revision: April 16, 2018

**M. Lau**, Liaison Librarian, B.A. (S.FRASER), M.L.I.S. (W.ONT.)

**I. Safroneeva**, Library Technician, B.L.S. (KIEV NAT'L UNIV. OF CULTURE AND ARTS, UKRAINE)

**E. Tufts**, Liaison Librarian

**R. Vila**, Library Technician, B.A. (AGRICULTURAL UNIV. TIRANA, ALBANIA), M. SC. (CIHEAM, FRANCE), LIT DIP (SENECA)

#### Office of Registrarial Services

**G. Kerr**, Campus Registrar, B. A., M.A. (MANIT.)

**A. Annisi**, Scheduling & Records Coordinator

#### Academic Advising and Registration

**K. Zammit**, Manager Advising and Registration, B.SC. (TOR.)

**N. Corpuz-Kasinia**, Academic Advisor, S.S.W. DIP. (HUMBER), B.A.SC. (GUELPH), B.ED (WINDSOR)

**H. Lieu**, Academic Advisor BUSINESS ADMIN. DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

**L. Josephs**, Registrarial Services Associate, MARKETING ADMIN. DIP. (SENECA)

**L. Manku**, Academic Advisor, B.A. (WINDSOR)

**C. Nicholas**, Academic Advisor, B.A. (GUELPH)

**A. Salamon**, Academic Advisor, P.R. DIP (HUMBER), B.A. (YORK), M.A. (CMU)

**C. Samrah-Sergnese**, Academic Advisor B.A. (YORK)

#### Admissions Services

**R. Mathur**, Manager, Student Admissions, B.A (TOR.)

**M. Hunter**, Admissions Coordinator, B.A.SC. (GUELPH),

**M. Pryemaska**, Admissions Associate, BUSINESS ADMIN. DIP. (HUMBER), B.B.A.(HONS.) (GUELPH)

**U. Rajpal**, Admissions Coordinator, BUSINESS ADMIN. DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

#### Student Financial Services

**J. Walker**, Manager Student Financial Services, B.A. (ACAD.)

**M. Choudhry**, Registrarial & Financial Aid Coordinator, B.COMM, M.A. (GUELPH)

**U. Puran**, Financial Services Associate, POLICE FOUNDATIONS DIP. (HUMBER), B.A.SC. (GUELPH)

#### Student Recruitment

**M. Melo**, Manager, Recruitment, JOURNALISM DIP. (HUMBER) B.A. (HONS.) (GUELPH)

**K. Bilenduke**, Liaison Events Coordinator, MEDIA COMMUNICATIONS DIP. (HUMBER), B.A. (HONS.) (GUELPH)

**S. Ho**, Recruitment and Admissions Associate, B.A. (WESTERN)

**K. Hortopan**, Communications Specialist, B.SC. (TOR.)

**T. Westlake**, Liaison Outreach Coordinator, POLICE FOUNDATIONS DIP. (HUMBER), B.A.Sc. (Hons) (GUELPH)E

**E. Wright**, Liaison Communications Coordinator, B.A. (OTT.)

#### Student Life, Career and Alumni Services

**L. Murdock**, Department Head, Student Services, B.A. (GUELPH), M.A. (R.ROADS)

#### Career & Placement Services

**S. Thomas**, Manager, Career & Placement Services, B.A (W.LAUR.)

**I. Alam**, Career Services Coordinator, SSW DIP. (SENECA), BA (HONS.) (TO.)

**V. Cubacub**, Field Placement Coordinator, GENERAL ARTS AND SCIENCE DIP. (HUMBER), B.A.SC. (HONS.) (GUELPH),

**J. Mastroianni** Career & Placement Services Coordinator, E.C.E.DIP. (HUMBER), B.A.SC. (HONS.) (GUELPH), R.E.C.E.

**M. Patrizi**, Career & Placement Services Coordinator, B.A. (RYERSON)

**J. Rich**, Field Placement Coordinator, MEDIA COMMUNICATIONS DIP. (HUMBER), B.A.A. (HONS.) (GUELPH)

**A.Scully**, Career Services Coordinator, B.A. (HONS.) (W.LAUR.)

**M. Waghorn**, MEDIA COMMUNICATIONS DIP. (HUMBER),B.A.A. (HONS.) (GUELPH)

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**N. Curtis**, Student Life, Career and Alumni Office Coordinator,

**L. DeFleuriot**, Alumni Advancement Coordinator, BUSINESS ADMIN. DIP. (HUMBER), B.B.A. (HONS.) (GUELPH)

**B. Devlin**, Student Life Coordinator, B.SC. (GUELPH), B. ED. (QU.)

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## Web Services

**A. Annamunthodo**, Analyst/Webmaster

**G. Nikitaras**, Multimedia Image/Video Producer, B.F.A. (YORK)

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## Program Heads

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### Business

**G. Bragues**, Assistant Vice-Provost and Program Head, B.A. (HONS.), M.A. (TOR.), M.B.A. (YORK), PH.D. (BOSTON)

**J. Medak**, Assistant Program Head, B.A. (W.LAUR.), M.B.A. (MCM.), C.A., C.P.A., P.M.P.

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### Early Childhood

**N. Martyn**, Program Head, B.A. (TOR.), M.ED., ED.D. (OISE/UT)

**E. Merenda**, Assistant Program Head, E.C.E. DIP. (HUMBER), B.A.SC. (HONS.) (GUELPH), M.A. (RYERSON)

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### Family & Community Social Services

**P. Sherman**, Program Head, B.A. (YORK), PG Dip. Child Studies (TOR.), Ph.D. (LANCASTER)

**D. Kydd**, Assistant Program Head, B.A. (W.LAUR.), M.ED. (TOR.)

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### Justice Studies BASc & Justice and Public Safety BAA

**G. Ellis**, Program Head, LAW ENFORCEMENT DIP (SENECA), B.A. (WAT.), M.A. (R.ROADS), PH.D. (TOR.)

**G. Hanna**, Assistant Program Head, POLICE FOUNDATIONS LEADERSHIP DIP. (HUMBER), B.A.A. (GUELPH), M.A. (R.ROADS), PH.D (NIPPISSING)

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### Kinesiology

**L. Auger**, Program Head, B.SC., M.Sc. (BROCK), PH.D. (GUELPH), R.KIN.

**A. Coutinho**, Assistant Program Head, B.A. (SPECIALIZED HONS.), M.SC. (YORK), PH.D. (EDINBURGH)

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### Media Studies

**J. Chomyn**, Program Head, JOURNALISM PRINT & BROADCAST DIP. (HUMBER), B.G.S. (TRU), M.A. (GUELPH)

**K. Ulyyott**, Assistant Program Head, B.A. (SASK.), M.A. (W. ONT.)

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### Psychology

**D. Danto**, Program Head, B.A. (YORK), PH.D. (DUQUESNE)

**A. Sandford**, Assistant Program Head, B. SC ( KENT) , B.ED ( YORK) , PH.D (ABERDEEN)

# Glossary

## Academic Evaluation

The Academic Evaluation Report is a report of a student's academic progress towards the completion of a specified program and specialization.

## Academic Sanction

Academic sanction is the penalty applied to students who fail to make payment, or suitable arrangements for payment, of their University account. Students on academic sanction may not receive semester examination results or official transcripts; may not receive clearance to graduate; and/or may not be allowed to register for a subsequent semester.

## Academic Session

See Academic Term.

## Academic Term

An academic term is an independent academic period of 15 weeks, half of an academic year. Also referred to as a semester (see definition below).

## Academic Year

An academic year is two semesters; undergraduate traditionally classified as first year (freshman), second year (sophomore), third year (junior), or fourth year (senior). Under the semester system this classification has less meaning than under a whole year system but is occasionally used to indicate the level at which a student has arrived.

## Add Period

The add period opens prior to the beginning of the semester where students are permitted to add courses for the current semester.

## Assigned Grade

An assigned grade is a numerical grade based on the instructor's recommendation and granted at the discretion of the Program Committee to students who have not completed course requirements.

## Audit

An audit is registration in a course for which degree or diploma credit is not sought. Audited courses are not reported on the official transcript or academic record.

## Baccalaureate

Baccalaureate refers to an undergraduate degree awarded by the University upon successful completion of the requirements of a program.

## Certificate (degree level)

See Secondary Area of Study.

## Class Days

Class days are used to express deadlines. Class days are calculated from the start of the regular class schedule. (See Schedule of Dates).

## Class Level

Class level is a determination of a student's progression in an academic program by credit weights with increments of 2.50 credits.

## Clearance to Graduate

Clearance to graduate denotes that an applicant for graduation has satisfied all program requirements and is recommended for graduation.

## Cohort Year

Cohort year refers to the academic calendar year for your first admission to the university OR the calendar year for subsequent admission to a new program or readmission to the same program or a new program. Tuition fees are assessed based on this assigned year.

## Compassionate Grounds

Compassionate grounds are reasons of a serious personal nature which, subject to the approval of a committee or authorized person, justifies a variation of the rules in the case of a particular student.

## Core course

A core course is one which is listed in a schedule of studies in the Undergraduate Calendar and identified as being a required course for a program.

## Corequisite

A corequisite is a course where the content is integrated with that of another course such that the courses must be taken simultaneously.

## Course

A course is an organized unit of study extending over a semester, (e.g. Economics ECON\*1100).

## Course Attempt

A course attempt reflects the situation where a student has completed courses either satisfactorily or unsatisfactorily.

## Course Equate

Equate indicates a course identical to the one under which it is listed. The course may have been re-numbered or may be cross-listed under two subject areas. **Students will not be permitted to register in both equated courses.**

## Course Level

Course level denotes the seniority of a course. 1000-level and 2000-level courses are considered first and second year courses. 3000-level and 4000-level courses are considered senior level courses.

## Course Load

Course load denotes the total weight of the credits in which a student is enrolled determining part-time or full-time status. Courses taken via Letter of Permission are not used to calculate course load.

## Course Restriction

A restriction is a "rule" that is placed on the computer system (Colleague) at the direction of an academic program so that particular students may or may not register in particular courses. The course may be restricted because there is sufficient over-lap in content with another course so that it is inappropriate for the student to take a similar course for credit. In a different instance, the course may be restricted by "Instructor Consent" so that the student must discuss the special requirements of the course with the instructor before enrolling. Or, alternatively, the restriction may reflect a "Priority Access" designation for enrolment management purposes. (See Priority Access).

## Course Section

A course section is a subgroup of a course that denotes time and location.

## Course Selection

Course selection is the process by which students select course sections for the succeeding semesters.

## Credit

A credit is a unit of academic measurement equivalent to a single-weighted one-semester course.

## Credit Standing

Credit standing (CRD) denotes that the student has successfully completed a course, but was not assigned a numerical grade.

## Cumulative Average

Cumulative Average is calculated by dividing the weighted course total by the total credit attempts over all semesters (see Weighted Course Total).

## Degree Program

See Program and Baccalaureate.

## Deferred Privilege

A deferred privilege (DEF) is a temporary extension of time granted at the discretion of a Program Committee to a student for completion of the requirements of a course, normally for illness or compassionate reasons.

## Diploma (degree-level)

See Secondary Area of Study.

## Diploma Program Calendar

The Diploma Program Calendar is an annual publication containing official information about Associate Diploma Programs and regulations of the University of Guelph and its colleges at Alfred, Kemptville, and Ridgetown.

## Drop Period

The drop period for single semester courses starts at the beginning of the add period and extends to the 40th class day where students are permitted to drop a course for the current semester.

The drop period for two semester courses starts at the beginning of the add period in the first semester and extends to the last day of the add period in the second semester. See Two-Semester Courses.

## Elective

An elective is a course, acceptable within the program but chosen at the discretion of the student.

## Equate

See Course Equate.

## Faculty Advisor

See Chapter VII - Academic Advising.

## Grade Report

A grade report is released by the Registrar to each student at the conclusion of a semester via WebAdvisor. It notes the courses attempted and the grades assigned (if applicable).

## Hiatus

See Withdrawal.

## In-course Student

In-course refers to a student enrolled in a program of study at the University.

## Mailing Address

The mailing address is a temporary address used for mailing if one is recorded; otherwise the home address is used.

## Minor

See Secondary Area of Study.

## New Student

New student refers to a student who has never before been registered at the University of Guelph.

## Prerequisite

A prerequisite is a prior requirement for entry into a course. Where a course is specified as a prerequisite, pass standing in the course is required.

## Priority Access

Priority Access is the process by which a department implements course restriction rules in order to limit registration in a course where enrolment demand habitually exceeds course capacity and where there is demonstrated need to restrict access to a particular cohort of students on a priority basis. In general, course restrictions are clearly defined in the calendar course listings so that students are advised in advance of the intended audience for the course.

## Program

A program is a structure of courses leading to a University degree (e.g. B.A.Sc. program).

## Program Counsellor

See Chapter VII - Academic Advising.

The program counsellor is someone who assists students in the development of educational plans which are realistic and compatible with their life goals by helping to identify and assess alternatives and consequences of decisions, and providing interpretation of regulations applying to the specific degree program.

## Registration

Registration is the official enrolment of students in the University for a particular semester, and includes the selection of course sections and the payment of tuition fees and, where appropriate, other University fees.

## Required to Withdraw

See Rustication.

## Restricted Elective

A restricted elective is a course which must be chosen from a stated group of courses to satisfy the program requirements.

## Restriction

See Course Restriction

## Rustication

A defined period of time during which the student is not eligible to register in their current academic program as a result of an academic review decision. After the period of rustication the student must apply for re-admission to the University of Guelph.

## Schedule of Dates

The schedule of dates is a list of significant dates at the University, approved by Senate.

## Schedule of Studies

A schedule of studies is the requirements for specializations, majors, minors, and various levels of concentration of study within a degree program, including programs without specialization. Schedules of studies are completed within a specific degree program and must normally be declared by the start of semester 3. Students need to be aware that progress within a program and graduation with a degree from that program depends upon a) the degree program requirements, and b) the requirements for the declared schedule of studies.

## Secondary Area of Study

An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed on an optional basis while fulfilling the requirements for the awarding of a degree, and may be recorded on the graduate's academic record. The curriculum of a secondary area of study may be composed of elements of the core course offerings of a major, or may be a coherent package of courses organized around a theme, a course of study that bridges two or more disciplines, and/or a training program for a particular skill. Secondary Area may be a minor or degree-level certificate or diploma.

## Semester

A semester is an independent academic period of 15 weeks, half of an academic year; similar to a term at other universities. Summer semester is from May to August. Fall semester is from September to December. Winter semester is from January to April. (see Weighted Course Total)

## Semester Average

Semester Average is calculated by dividing the weighted course total by the total credit attempts in the semester (see Weighted Course Total).

## Semester Level

See Class Level.

## Session

A session is an academic period of 7 weeks within the Summer semester, including 6 weeks of classes and 1 week of examinations. Courses presented during a session will be equivalent to a regular semester offering.

## Specialization

For specialization see schedule of studies.

## Subject

A subject is a defined sector of study composed of 1 or more courses within a discipline.

## Supplemental Privilege

Supplemental privileges are granted at the discretion of the Program Committee, and in consultation with the instructor, affording a student who has received a failing grade on the original course attempt, the opportunity to obtain credit for the course while retaining the original failing grade.

## Transcript

A transcript is an official document prepared by the Registrar recording a student's courses and grades.

## Two-Semester Course

A two-semester course is a course that is taken over 2 continuous semesters and counts as 2 course attempts for classification, continuation of study and calculation of fees. Two semester courses cannot be split.

## Undergraduate Calendar

The undergraduate calendar is an annual publication containing official information about the undergraduate academic programs and regulations of the University.

## Weighted Course Total

Weighted Course Total is the sum of the credit weights multiplied by the grade received in each course.

**Withdrawal**

Withdrawal of registration for an academic term after the start of classes.

**Withdrawal with Failure**

Withdrawal with failure may be applied to a course or an academic term. The notation "WF" will appear against the course(s) in the grade field on the official transcript.

## Revisions

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On the basis of information received from program committees, colleges or departments the 2018-2019 Guelph-Humber Calendar includes the following revisions:

### Note

Those who may have used the PDFs to download and print off these calendar sections are advised to re-print the revised sections accordingly. Please be aware sectioning, page numbering, table of contents may have changed.

## April 2, 2018

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Initial publication of the 2018-2019 University of Guelph-Humber Calendar.