

2016-2017 Diploma Program Calendar

The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2016-2017 academic year, including the Summer Semester 2016, the Fall Semester 2016 and the Winter Semester 2017.

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

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

Ridgetown Campus

Guelph Campus

The University is a full member of:

- The Association of Universities and Colleges of Canada

Contact Information:

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

Revision Information:

Date	Description
March 15, 2016	Initial Publication

UNIVERSITY
of GUELPH

CHANGING LIVES
IMPROVING LIFE

Disclaimer

University of Guelph 2016

The information published in this Diploma Calendar outlines the rules, regulations, curricula, programs and fees for the 2016-2017 academic year, including the Summer Semester 2016, the Fall Semester 2016 and the Winter Semester 2017.

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, 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.

Published by: Undergraduate Program Services

Introduction

Collection, Use and Disclosure of Personal Information

Personal information is collected under the authority of the University of Guelph Act (1964), and in accordance with Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) <http://www.e-laws.gov.on.ca/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 Training, Colleges and Universities, and Statistics Canada, for statistical and planning purposes, and is disclosed to other individuals or organizations in accordance with the Office of Registrar Services Departmental Policy on the Release of Student Information. For details on the use and disclosure of this information call the Office of Registrar Services at the University at (519) 824-4120 or see <http://www.uoguelph.ca/registrar/registrar/index.cfm?index>.

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

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

Amendments made to the MTCU Act, authorizing the collection and use of personal information from colleges and universities by the Minister of Training Colleges and Universities, 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 Training Colleges and Universities website: <http://www.tcu.gov.on.ca> (English) or <http://www.tcu.gov.on.ca/fre/> (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 MTCU Notice of Disclosure Activities is posted at <http://www.tcu.gov.on.ca/pepg/publications/NoticeofCollection.pdf>

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

Authority to Disclose Personal Information to Statistics Canada

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

Notification of Disclosure of Personal Information to Statistics Canada

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

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 the Registrar's office.

Name Changes

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

Student Confidentiality and Release of Student Information Policy Excerpt

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

Complete policy at <http://www.uoguelph.ca/policies>.

Learning Outcomes

On December 5, 2012, the University of Guelph Senate approved five University-wide Learning Outcomes as the basis from which to guide the development of undergraduate degree programs, specializations and courses:

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

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

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

1. Critical and Creative Thinking

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

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

2. Literacy

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

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

3. Global Understanding:

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

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

4. Communicating

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

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

5. Professional and Ethical Behaviour

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

In addition, **Professional and Ethical Behaviour** includes, but is not limited to, the following outcomes: **Teamwork, Ethical Reasoning, Leadership, and Personal Organization and Time Management**

Table of Contents

II. The University	2
Academic Organization	2
University of Guelph-Humber	2
Mission Statement	2

II. The University

The University of Guelph combines a tradition dating back 125 years with a progressive outlook that has made it one of Canada's leading research institutions. Our roots go back to the Ontario Agricultural College, Ontario Veterinary College and Macdonald Institute. These three colleges were the basis of the new university, established in 1964, and remain essential components of a much expanded and diversified institution that now includes programs in the physical and biological sciences, the arts, the social sciences, and family and social relations.

Academic Organization

[College of Arts](#)

[College of Biological Science](#)

[College of Management and Economics](#)

[College of Physical and Engineering Science](#)

[College of Social and Applied Human Sciences](#)

[Ontario Agricultural College \(including the regional campus\)](#)

[Ontario Veterinary College](#)

[University of Guelph Humber](#)

For a listing of Centres and Institutes associated with the University of Guelph, see <http://www.uoguelph.ca/research/>

University of Guelph-Humber

The University of Guelph-Humber is a joint venture developed by Humber College Institute of Technology and Advanced Learning and the University of Guelph. Located in Toronto on Humber College Institute of Technology and Advanced Learning's North Campus, it offers a range of academic programs leading to a university honours degree and a college diploma in four years.

For more information about the University of Guelph-Humber, see the web site at <http://www.guelphhumber.ca>.

Mission Statement

The University of Guelph is a research-intensive, learner-centred university. Its core value is the pursuit of truth. Its aim is to serve society and to enhance the quality of life through scholarship. Both in its research and in its teaching programs, the University is committed to a global perspective.

The University offers a wide range of excellent programs, both in theoretical and applied, disciplinary and interdisciplinary, associate diploma, undergraduate and graduate, in the arts, humanities, social sciences, natural sciences, as well as professional fields. Among these, it recognizes agriculture and veterinary medicine as areas of special responsibility.

The University attracts students, faculty, and staff of the highest quality. 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.

The University of Guelph is determined to put the learner at the centre of all it does, recognizing that research and teaching are intimately linked and that learning is a life-long commitment. The University eagerly promotes collaboration among associate diploma, undergraduates, graduate students, faculty, staff, and alumni, as well as with our local and international community, other educational institutions, government and business.

The University of Guelph is committed to the highest standards of pedagogy, to the education and well-being of the whole person, to meeting the needs of all learners in a purposefully diverse community, to the pursuit of its articulated learning objectives, to rigorous self-assessment, critical inquiry, and active learning. The University of Guelph educates students for life and work in a rapidly changing world.

The University of Guelph invites public scrutiny of the fulfillment of its mission, especially by the people of Ontario, to whom it is accountable.