



Professional Practice Course
School of Environmental Design and Rural Development,
Ontario Agriculture College
RPD*6290*EL02 | Summer 2020

Updated version (May 12)

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Personal Meeting Availability:

You are welcome to contact me by e-mail, phone or zoom (Questions related to course administration should be directed to Wayne; questions related to individual modules should be directed to the Module Lead).

An introductory zoom meeting will be held Tuesday May 12 (noon) to review any questions connected to the course. Check your e-mail for details.

Zoom office hours will be hosted most Tuesdays between May 26 and July 7 (between 12 and 1).

Professional Planning Practice – Course Description

The Professional Practice Course is designed to enhance each student's repertoire of professional and practical skills; to foster personal commitment to professional development; and to encourage a commitment to life-long learning. The course will cover a variety of specific topics; however, students will also complete a self-analysis of their skills and personal needs (allowing students to pursue personal topics of interest).

Prerequisite: Planning Theory or enrollment in the MPlan program.

Course Administration

This course is offered as a distance course through CourseLink. Students will complete twelve (12) modules with flexible completion deadlines. The course consists of a self-directed part and an instructor-guided part. The instructor-guided facet of the course consists of a minimum eight modules of topics and activities. In contrast, in the self-directed component of the course, students may self-identify up to 4 topics of interest (students are not required to self-identify any modules and may complete 12 modules already identified below). Content for these self-directed modules may come from platforms such as the OPPI digital platform or LinkedIn-learning. Webinars, conferences or other content may be appropriate. Deliverables for the course are focused on actionable outputs that students can use to improve their employability in a planning or planning-related capacity.

Course Objectives:

The course has the following key objectives:

- To enhance the planning related skill set of participants.
- To address topics not otherwise covered in the RPD Program
- To follow a process of self-diagnosis to contribute to an ethic of professional development and life-long learning
- To integrate perspectives from different faculty and alumni.

Learning Outcomes

Upon completion of the course, participants will have/be able to:

- Demonstrate understanding and skills in a range of planning related topics
- A resume and sample letter of application (if you complete these modules)
- Be conversant with a range of communication strategies relevant to professional development and practice
- Be more conversant with planning ethics, Accreditation and CPL (Continuous Professional Learning)

Although the course will have an Ontario focus – students are welcome to use training/learning materials from elsewhere in Canada or other countries.

Course Materials (Readings, Videos, Presentations, Websites)

Note- We have used content that is freely available to students; however, to access some of the materials, such as OPPI Digital Learning, you will need to be a registered student member of OPPI.

Videos: Video interviews, PowerPoint presentations and related materials will be posted within CourseLink.

Websites: Key websites which have been identified for this course are:

- [OPPI Digital Learning platform](#)
- [Myers Briggs Personality Assessment](#)
- [LinkedIn Learning](#): (Sign-up instructions using university access [here](#))

- University of Guelph resources: <https://www.recruitguelph.ca/>
<https://www.uoguelph.ca/hr/>
<https://www.uoguelph.ca/wellnessatwork/>
<https://www.uoguelph.ca/ccs/>

Useful Texts

- [OPPI Professional code of practice](#)
- [OPPI Competency tree or Competency Standards for the Planning Profession](#)
- [National Compensation and Benefits survey](#)
- [OPPI Compensation and Benefits survey](#)
- [OPPI Ethics and Professional Course](#)

Summary of Proposed Course Requirements

The course will be evaluated on the following outputs:

Proposed Evaluation	Weight (%)	Tentative Deadline
<p>Professional Practice and Development Portfolio addressing 12 modules as outlined in the Assignment associated with each of the modules listed below. It also includes a “Self-evaluation of the course.”</p> <p>Please Note: Effort will be an important component of Grades. A quality effort demonstrates that you took the time to watch the individual videos and completed each of the assignments, giving them a sincere effort. Assuming a quality effort, students should expect a grade of at least 80%.</p>	<p>100%</p>	<p>No later than July 23</p> <p>(students are encouraged to finish earlier. Given the self-directed nature of the course it is possible to complete all requirements in a few weeks)</p>

Professional Practice and Development Portfolio

The *Professional Practice and Development Portfolio* will capture all outputs of the course and will be submitted upon the completion of the required 12 modules. Typical layout will include content that covers the selected 12 modules (some of this content will be in electronic format). Content will cover the assignment requirements listed below. Modules 1 and 10 are required. Output from Module 1 will include a skills diagnostic. Output from Module 2 for example will include a resume, and a sample cover letter. Each portfolio should include a table of contents indicating which module was completed and which assignment was selected. If a deliverable is digital (e.g. whiteboard video associated with module 13) you should include a screen shot from the video as part of your portfolio.

Specific details on deliverables connected to each module are detailed on course link and are briefly summarized here:

Module Topic	Expected deliverable to be captured in your portfolio
1. Skills Diagnostic (Required) (Understanding your personality to pitch yourself)	Skills Diagnostic exercise
2. Part A - Towards a successful Job Application	One-on-one appointment with career advisor and develop a Sample Resume and Cover Letter
3. Part B - Conducting and Attending Interviews as a Planning expert (Planning Interview 101)	Option 1: - Mock interview with career advisor and a reflection on lessons learned or challenges identified Option 2: Elevator Pitch audio/video
4. Part A - Professional Communications	Option 1: Develop a professional LinkedIn Account Option 2: Contribute to OPPI Student Blog (300-500 words) Option 3: Write a planning/research news story for publication on School/RPD newsfeed (200 words) <i>This item may be used for School promotion</i>
5. Part B - Professional Social media use and Media relations	Three communications via social media (e.g. Twitter – tweet @RPD and use #ruralplanning, LinkedIn post, etc.)
6. Strategic Planning	Identify Municipal Strategic Plan, identify required skills and provide reflection.
7. The role of GIS in Planning	Reflection on “My map of interest”
8. Essential GIS Skills	LinkedIn Certificate of completion
9. Managing work remotely	LinkedIn Certificate of completion
10. Ethics and Planning (Required)	Complete “9 Questions to Challenge You”
11. Skillset for planning and development outside of Canada	Job Search and Skill Set for International Planning and Development
12. Workforce Planning	Future of Work, Labour Force Projections and Jobs in the Market
13. Building digital toolbox	Whiteboard video (60-90 seconds) <i>This Item may be used for School promotion</i>
14 – 17 Open Session	For each module a summary reflection of content, and your key learnings (with options in format)

Self-evaluation of the course (see details below)

Self-evaluation of the Course

As part of your portfolio submission, students must submit a self-evaluation of the course (between 750 – 1,000 words). The evaluation could be presented in a question and answer format, addressing the questions listed below:

- Reflect on module 1 and identify which skillsets you were able to build as a result of this course?
- What did you select and why?
- How did your selected modules fulfill the OPPI competency tree?
- For future iterations of this course, what modules would you advise be added and which do you suggest be excluded?

Weekly Course Modules

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
<p>It is required that you complete this module.</p> <p>1. Getting Started and Skills Diagnostic</p>	<p>Module Lead: Wayne Caldwell and Sara Epp</p> <p>Getting Started: Listen to the Introductory Video with Wayne and Sara (video)</p> <p>Review the Course Outline</p> <p>Participate in the scheduled Zoom discussion to review any questions related to the course outline/ structure (Tuesday, May 12 at 12 noon)</p> <p>Listen to the Video Interview with Ryan and Victoria on LinkedIn Learning</p> <p>The Skills Diagnostic: Watch the video explaining the skills diagnostic exercise</p> <p>Complete a Personality assessment test here (reflect on this material as you complete the skills diagnostic)</p>	<p>Complete the Skills Diagnostic exercise</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
	Review the functional and enabling competencies for professional planners here (reflect on these as you complete the skills diagnostic)	
2. Part A - Towards a successful Job Application - The Resume and Cover Letter	<p>Module Lead: Wayne Listen to the Introductory Video with Wayne (video)</p> <p>Preparing Cover Letters and Resumes Review U of G materials on writing cover letters. Watch the U of G video on creating cover letters. Review U of G materials on preparing resumes Listen to Discussion with RPD Alumni Sally McMullen on resumes, and cover letter – a Planning perspective</p> <p>One-on-one virtual appointment with Career Advisor Book one-on-one virtual appointments with a Career Advisor for a variety of topics including resume/CV/cover letter reviews, job search strategies, LinkedIn reviews, interview prep (including live mock interviews), further education planning, and career planning. To book a Career Advising appointment:</p> <ul style="list-style-type: none"> - Login to Experience Guelph using your central ID and password. - Click on ‘Career’ on the left side, then ‘Appointments’, then ‘Book By Provider’. - From the list, identify the Career Advisor for your discipline, then scroll down until you see that provider’s name with a yellow ‘Book’ button underneath. - You can then indicate the type of appointment you would like to book and select a date/time that works for you. <p><i>Note:</i></p> <ul style="list-style-type: none"> - <i>For the summer months you can book appointments with any of the following:</i> <ul style="list-style-type: none"> • <i>Jana McDonald</i> • <i>Jill Ferguson</i> • <i>Brittney McManus</i> 	<p>Book a “One-on-One” appointment with career advisor (30 minutes).</p> <p>Develop (or revise) a Resume and Cover Letter.</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
3. Part B - Conducting and Attending Interviews (Planning Interview 101)	<p>Module Lead: Wayne Listen to the Introductory Video with Wayne (video)</p> <p>Preparing for an Interview</p> <ul style="list-style-type: none"> - Review University materials on Interview preparations - Review Sample Interview Questions - Preparing for a virtual interviews and phone interviews - Being likeable while negotiating your salary (3 minutes - note: municipal salary grids sometimes exist within a set framework) - The likability effect in networking for jobs (3 minute video) - Pitching yourself - Listen to the Video (on course link) with Pam Duesling on Interviews for Planners: Do’s and Don’ts and questions to expect. - For additional recorded webinars and articles go to virtual learning with career advisors <p>Complete Option 1 or Option 2</p> <p>Option 1: One-on-one virtual appointment with Career Advisor See Module 2 for instructions on booking one on one appointment with career advisor.</p> <p>You are advised to allow a few weeks before you need the mock interview completed to ensure you can book a preferred time. The system is set up to book half hour appointments, but <i>mock interviews, typically take an hour. Please book two back-to-back appointments and make a note that you would like a mock interview</i> with some info about the type of position you would like to practice for.</p> <p>Option 2: An elevator pitch is a brief, persuasive speech that you use to spark interest in yourself. A good elevator pitch should last no longer than a short elevator ride, hence the name. Complete (record- video or audio) one for yourself.</p>	<p>Option 1: Book a “One on One” appointment with career advisor (you need to book two back-to-back 30-minute sessions). Complete live mock interview (with career advisor) (reflect on the interview: what can you do to improve your interview skills- no more than 5 bullet points)</p> <p>Option 2: Elevator Pitch (approximately 60 seconds recorded video or audio file) (Submission of file in separate Dropbox folder, with note in your portfolio of this submission) Please find template for elevator pitch here.</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
4. Part A - Professional Communications	<p>Module Lead: Ashleigh Weeden Listen to introductory video by Ashleigh</p> <p>Review the following content:</p> <ul style="list-style-type: none"> • Lost in Translation: The Joy of a Jargon-free World • The Importance of a Good Conversation – and how to have one • Blogging to Build your Professional Profile <p>Additional resources:</p> <ul style="list-style-type: none"> - Responsible public speaking - Communicating with politicians - Communicating with indigenous communities - Communicating with Northern Ontario communities 	<p>Option 1: Develop a professional Linked in Account (include screenshots of your account in your portfolio)</p> <p>Option 2: Contribute to OPPI Student Blog</p> <p>Option 3: Write a planning/research news story (200 words) for publication on School/RPD newfeed (These items may be used for School promotion)</p>
5. Part B - Professional Social media use and Media relations	<p>Module Lead: Ashleigh Weeden Listen to introductory video by Ashleigh</p> <p>Review the following content:</p> <ul style="list-style-type: none"> • Media Relations: 10 Ways to have a Better Conversation • Social Media: How the Internet Enables Intimacy 	<p>Three communications via social media (e.g. Twitter – tweet @RPD with #ruralplanning, LinkedIn post, etc.). Include screenshots of your posts in your portfolio.</p>
6. Strategic Planning	<p>Module Lead: Wayne Listen to the Introductory Video with Wayne</p> <p>Strategic Planning – Foundations Listen to Interview with Mark Seasons (Professor in Planning, University of Waterloo) (on course link)</p>	<p>Search on-line: <i>Municipal Strategic Plan</i>. You will identify numerous examples. Select a municipality that is of interest to you.</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
	<p>Some Specializations within Strategic Planning: Select and listen to one of the following (these provide diverse perspectives and approaches to Strategic Planning):</p> <ul style="list-style-type: none"> - Service planning - Asset Management and Infrastructure resiliency - Organizational Culture <p>For further information: Watch this video on Strategic Planning foundations (1 minute) <i>(if you wish you can complete this course through LinkedIn)</i></p>	<p>Review the strategic plan.</p> <p>Reflect on skills required to develop this strategic plan.</p> <p>Reflect on your skills diagnostic (week 1).</p> <p>Identify your areas of strength and areas where you would want to work on your skill set to lead a strategic planning process.</p> <p>Summarize this in one page (maximum).</p>
<p>7. The role of GIS in Planning (Option A)</p>	<p>Module Lead: Sara</p> <p>Listen to the introductory video with Sara</p> <p>Review the following resource available via OPPI: GIS 101: Using GIS to assess development, urbanization and environmental features</p> <p>Watch Interview with a Planner video (posted to CourseLink)</p> <p>Review Ted Talk on Making Sense of Maps</p> <p>Explore municipal mapping – For example: (https://maps.niagararegion.ca/navigator/)</p> <ul style="list-style-type: none"> • Video exploring Niagara Navigator has been posted to CourseLink 	<p>“My map of interest”</p> <p>Submit a map.</p> <p>Identify the property where you live (or another property of interest to you), locate it on the municipal GIS system and identify 10 characteristics of your property through this system.</p> <p>You must submit the map you generate, and a one-page write up detailing the 10 characteristics.</p>
<p>8. Essential GIS Skills (Option B)</p>	<p>Module Lead: Sara</p> <p>Listen to the introductory video with Sara</p> <ul style="list-style-type: none"> • ArcGIS Essential Training (Windows compatible): https://www.linkedin.com/learning/arcgis-essential-training 	<p>Certificate or verification that this has been completed</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
	<ul style="list-style-type: none"> • If you have a basic understanding of ArcGIS, you make complete the advanced course in lieu of the essential course: https://www.linkedin.com/learning/arcgis-pro-essential-training • Q GIS training (Mac compatible): https://www.linkedin.com/learning/learning-qgis-2 	
9. Managing work remotely	<p>Module Lead: Wayne Caldwell with Victoria Agyepong</p> <ul style="list-style-type: none"> - Introduction to remote work management (PPT+ Zoom recording): Limitations and Opportunities of remote working; Preparing your remote location; Time management; Wellness at remote work and Workplace safety; Leading and team playing remotely - Responsible E-governance - Remote Troubleshooting - Remote public service (using social listening for research, insights, issues and crisis management) 	LinkedIn Completion Certificate for “Social Listening”
<p>It is required that you complete this module.</p> <p>10. Ethics and Planning (Required)</p>	<p>Module Lead: Wayne Caldwell</p> <p>Start Here: Before you do anything else: complete: 9 Questions to challenge you! (found in Course Link)</p> <p>Listen to the Introductory Video with Wayne</p> <p>Watch the following videos:</p> <ul style="list-style-type: none"> - Interview with Nic Brunet on his experience with ethics exam, overview of PSB accreditation process (video on course link) <p>Review:</p> <ul style="list-style-type: none"> - PSB exam prep package - Continuous Professional Learning - What Would Thomas Adams Do? Ethics for professional planners (58 minute video): <p>For Further Viewing (Optional):</p> <ul style="list-style-type: none"> - Ethics for Professional Planners - Part 1 (64 minute video) 	<p>Complete: 9 Questions to challenge you!</p> <p>Check your answers against the correct ones included in the <i>Professional Examination Preparation Package</i></p> <p>Hand in your completed 9 questions (with the correct answers in the margins. Don't worry you won't be graded on this!)</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
	<ul style="list-style-type: none"> - Ethics for Professional Planners - Part 2 (44 minutes) - How our Code Stacks Up (51-minute video) 	
11. Skillset for planning and development outside of Canada	<p>Module Lead: Silvia Sarapura and Wayne Caldwell</p> <p>Watch the introductory video with Wayne and Silvia and listen to Silvia discuss the skillset required for development planning (posted to course link) (42 minutes long)</p> <p>Watch the following videos (course link):</p> <ul style="list-style-type: none"> - Interview of Kelsey Lang (working in the U.S.) - Interview of Rhiannon Barbour (working in NZ and Scotland) (12 minutes). <p>- Gaining Planning experience outside Canada (OPPI video, 67 minutes)</p>	<p>Conduct a job search for an international position that might interest you. Identify 5 potential jobs and review your skills diagnostic. Listen to the comments offered by Silvia in the video. Are their additional skills you need to acquire for a desired international position?</p> <p>In one page identify the 5 jobs you noted and the additional skills you may need to acquire.</p>
12. Workforce Planning	<p>Module Lead: Ryan Gibson</p> <p>Listen to Introductory Video Posted on Course Link</p> <p>Understanding the Future of Work</p> <ul style="list-style-type: none"> • Read “The Future of Work: Five Game Changes” published by the Policy Horizons Canada. A brief video overviewing the report can be found on Youtube. • Think about how the themes discussed in The Future of Work influence planning and development professions in Canada or internationally. • Identify 2-3 skills sets you need to enhance or acquire to compete in this changing workforce landscape. <p>Examine the current workforce projections</p> <ul style="list-style-type: none"> • Look up 3-5 professions of interest in the National Occupation Classification (NOC) online portal. Search by key words for professions you are interested as a profession. Explore the key requirements for each profession, the educational requirements, and related professions. Write down the NOC code for each 	<p>Future of Work – Submit a list of key skill sets and/or capacities you need to acquire or enhance to compete in the future economy.</p> <p>Labour Force Projections: Submit a table outlining the professions (NOC codes) you investigated, average age of current workers, and where there is a future demand of each position.</p>

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Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
	<p>profession, such as 2153 for “urban and land use planners”.</p> <ul style="list-style-type: none"> Review the occupational projection for each of the 3-5 professions by their NOC code in the Canadian Occupational Projection System. What is the future projection for each profession? What is the average age of individuals in each profession? Is there a need in the market (ie: does the market project job openings exceed the projected number of job seekers?) <p>Finding the Jobs in the New Market</p> <ul style="list-style-type: none"> Contribute at least 7-10 online resources for where to locate jobs related to planning and development, whether in Canada or internationally. These hyperlinks will be collected and shared among everyone in the class. Please provide a brief description of the online resource that indicates what kind of professions might be posted. 	<p>Jobs in the Market: Submit 7-10 online resources where potential jobs will be posted with a one line description for each.</p>
<p>13. Building digital toolbox</p>	<p>Module Lead: Sara Epp</p> <p>Listen to introductory video with Sara</p> <p>Watch these videos:</p> <ul style="list-style-type: none"> - Telling your story on the web and Videoscribe - Creating interactive Presentations using Mentimeter - Improving the searchability of your social media content using Search Engine Optimization (SEO) 	<p>Whiteboard video (60-90 seconds)</p> <p>One of four topics:</p> <ol style="list-style-type: none"> Your research topic/interest Why you chose RPD What makes you a unique planner Your experience in RPD <p>(This Items may be used for School promotion)</p> <p>The whiteboard video should be saved in Videoscribe and a screenshot included in</p>

Modules	Content (Specific details are provided within CourseLink)	Assignment
Students must complete 12 of the following 17 modules. Modules 1 and 10 are required.		
		your portfolio as proof of completion.
14. Open Session - Topic 1	Module Lead: Contact Wayne if you have a question related to Open Sessions Students may identify and pursue up to 4 sessions of individual content. Content may come from a number of sources including LinkedIn Learning, OPPI Digital Learning platform, University of Guelph Resources, etc. Students may also use webinars or other professional opportunities. Topics do not need to be approved but do need to meet the following criteria:	Each module will include a summary reflection of content, and your key learnings.
15. Open Session - Topic 2		This may be presented in any number of formats from a written reflection (250 words) to a social media release to Videoscribe.
16. Open Session - Topic 3	1) Include content of at least 3 hours in duration (video, webinar, reading, presentation etc. You may use more than 1 item or source to fulfill the 3-hour requirement)	
17. Open Session - Topic 4	2) Be consistent with your self-diagnosis (Module 1)	

ADDITIONAL ITEMS FOR CONSIDERATION:

E-mail Communication:

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or a designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Graduate Calendar.

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This

applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

The use of the SAS Exam Centre requires students to book their exams at least seven days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph 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 encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: 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 faculty advisor.

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Recording of Materials

Presentations that are made concerning course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student or guest lecturer.

Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

Additional Costs:

Students should be aware of the potential for limited costs.

Student Learning-Focused:

The University is committed to promoting a learning environment that has the following outcomes – students well versed in creative and critical thinking, literacy, global understanding, communication, professional and ethical behaviour. See Chapter XIII of the Graduate Calendar 2019-2020. Also, this course is guided by materials within the overall University Secretariat dealing with matters such as Academic Appeals and Non-Academic Misconduct. Reference can be found on this at <https://www.uoguelph.ca/secretariat/office-services/student-judicial-services>

Course Policy on Group Work:

Please refer to the Academic Misconduct Policy or speak with the course instructor if you have any questions or concerns relating to group work policy (although the course has been designed to be largely self-directed).

University Policies

Academic Consideration:

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs. It 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 circumstances in the form of Academic Consideration. Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in Section II of the Graduate Calendar

<https://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/calendar.pdf>