



FRHD*3190 Administration of Programs for Children

Winter 2018

Section: DE01

Department of Family Relations and Applied Nutrition

Credit Weight: 0.50

Course Details

Calendar Description

This course examines the roles and responsibilities of administrators in programs for children with emphasis on the development of appropriate policies and procedures; management of human and financial resources; and internal and external communication within the context of multidisciplinary settings. Attention will be given to quality assurance, professional ethics, and continuing professional development.

Pre-Requisite(s): 7.00 credits including (1 of FRHD*2260, FRHD*2270, PSYC*2450)

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Final Exam

Date: Thursday, April 12, 2018

Time: 11:30 am ET to 1:30 pm ET

Location: On campus

Instructional Support

Instructor

Kimberly Squires

Email: ksquires@uoguelph.ca

Telephone: (519) 824-4120 Ext. 58147

Office: Child Care and Learning Centre, Building 125

Welcome to FRHD*3190! I look forward to working with you throughout the course and to hearing your unique perspectives on the leadership of programs for children. Having worked with children in both school and child care settings I have experienced many different administration and program styles. I am currently on the Administrative Team of the Child Care and Learning Centre as the Pedagogical Leader. In this role, I support the classroom teachers' professional development and teach the third year CYF child stream practicum course (FRHD*3200). My personal views on leadership are strongly situated in the belief that each learner is competent and has valuable experiences and opinions to share. I also firmly believe in the importance of giving students the opportunity to connect theory to practice through experiential learning. My hope is that you will see these views clearly reflected throughout this course's unique content and organization. Please remember that we are here as a resource for any questions or concerns that you may have. Best of luck in your progress throughout this course!

Teaching Assistant(s)

Name: Ann Wilke

Email: amolnar@uoguelph.ca

Learning Resources

Required Textbook

Title: Administering for Quality: Administering for Quality: Leading and Collaboration in Canadian Early Childhood Education Programs

Author(s): Karen Chandler

Edition / Year: 5th Edition / 2016

Publisher: Prentice Hall Canada

ISBN: 9780133119749

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://guelphcampus.coop/bookstore>

<http://www.bookstore.uoguelph.ca/>

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca/shared/login/login.html>

Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<http://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares/how-get-course-reserve-material>

Learning Outcomes

Course Learning Outcomes

In this course you will learn about the roles and responsibilities of administrators of early learning and care programs, including but not limited to the development of appropriate policies and procedures, management of human and financial resources, communication within the context of multidisciplinary settings, quality assurance, and continued professional development.

You will be working in small Professional Learning Communities throughout the course. This will allow you to have closer peer interactions and encourage more shared learning

opportunities. You will also have the opportunity to take on a leadership role within your learning community to gain experience with facilitating peer learning.

The course website will be our learning environment for this course, so it will be important for you to visit it on a regular basis. Make sure that you take the opportunity to familiarize yourself with it.

Finally, as you may already know, this course is a mandatory course for those students who plan to apply for registration with the College of Early Childhood Educators upon graduation from the Bachelor of Applied Science in Child, Youth and Family. This registration allows you to use the professional designation of Registered Early Childhood Educator. This course is heavily based on the administration of childcare programs within Ontario to ensure that you are qualified for the registration.

By the end of this course, you should be able to:

1. Evaluate the quality of early learning programs by applying relevant legislation, regulations and professional knowledge in group discussions and a collaborative project;
2. Execute effective communication and leadership through the design and delivery of peer learning experiences;
3. Examine the impact of relevant legislation, regulations and research on the development and management of early learning programs through independent learning activities, group discussions and a collaborative project; and
4. Demonstrate professional ethics in early childhood education through engagement in discussions and independent learning activities.

Teaching and Learning Activities

Course Structure

One goal that we have for this course is to provide learners with a variety of applied learning experiences. Why? For 2 reasons. First, not all learners in this course learn identically. What is easy and straightforward to one learner may be very challenging to another. Second, many learners are eager to understand how theory and application intersect in a variety of practice settings. It's not enough to memorize ideas – it is equally important to be able to make use them, thereby deepening your understanding.

To ensure that we create a successful course, we have to plan learning experiences for a variety of learning styles. We want to model for you a variety of learning strategies so that you will see that there are many ways to provide learning experiences for the adults in your circle of influence when you are an administrator. There are many times when the administrator is a teacher. When he or she works with staff, students or parents, often there is an instructional component. The strategy used to do so needs to fit the intended learner. An administrator should have an array of teaching methods at his or her disposal.

This course is divided into 12 units:

- Unit 01: Introduction
- Unit 02: Quality Early Childhood Education in Ontario
- Unit 03: Planning and Evaluating Program Goals
- Unit 04: Social Policy and Roles of Government
- Unit 05: The Canadian Government and Early Childhood Education
- Unit 06: Leadership in Early Childhood Programs
- Unit 07: Understanding a Social Systems Framework in Early Childhood Programs
- Unit 08: Human Resources
- Unit 09: Promoting Professionalism
- Unit 10: Policies and Procedures to Create Safe and Healthy Learning Environments
- Unit 11: Financial Matters
- Unit 12: Advocating for Canada's Children and Course Conclusion

In this course, you will participate in many different types of learning activities. Included will be:

- reading from the text and online
- completing exercises aimed at applying concepts learned
- solving problems presented through case studies and hypothetical situations
- participating in group discussions and negotiating online with classmates to foster critical reflection, analysis and inter-personal communication
- planning and implementing learning experiences for your peers

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction

Week 1 – Monday, January 8 to Sunday, January 14

Readings

- Textbook:

- Chapter 1
- Learning Communities pp. 100-103
- Ares: Article in Young Children - How a Professional Learning Community Changed a Family Child Care Provider's Beliefs and Practices
- Huffington Post Article – Day Care Disrespect: Why What We Call Child Care Matters

Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- **Unit 01: Activity 01** – Introducing Yourself to your PLC
Opens: Monday, January 8 at 8:00 am ET
Closes: Sunday, January 14 at 11:59 pm ET
- **Unit 01: Activity 02** – Signing up for PLC Teaching Activity
Opens: Monday, January 8 at 8:00 am ET
Closes: Sunday, January 14 at 11:59 pm ET

Unit 02: Quality Early Childhood Education in Ontario

Week 2 – Monday, January 15 to Sunday, January 21

Readings

- Ares: How Does Learning Happen (HDLH)? Ontario's Pedagogy for the Early Years.
- Supplementary readings:
 - An Introduction to "How Does Learning Happen? Ontario's Pedagogy for the Early Years" For Leaders
 - An Introduction to "How Does Learning Happen? Ontario's Pedagogy for the Early Years" For Educators
 - Early Learning for Every Child Today (ELECT): A Framework for Ontario Early Childhood Settings
 - Excerpts from ELECT

Activities

- **Unit 02: Activity 01** – Group Planning
Opens: Monday, January 15 at 8:00 am ET
Closes: Sunday, January 21 at 11:59 pm ET
- **Unit 02: Activity 02** – Your Philosophy of Learning
Opens: Monday, January 15 at 8:00 am ET
Closes: Sunday, January 21 at 11:59 pm ET

Unit 03: Planning and Evaluating Program Goals

Week 3 – Monday, January 22 to Sunday, January 28

Readings

- Textbook: Chapter 5
- Supplementary readings:
 - County of Wellington Child Care Programme Operating Criteria (2016)
 - Toronto Children's Services Operating Criteria

Activities

- **Unit 03: Activity 01** – Existing Philosophies of Learning
Opens: Monday, January 22 at 8:00 am ET
Closes: Sunday, January 28 at 11:59 pm ET
- **Unit 03: Activity 02** – PLC Group Philosophy of Learning
Opens: Monday, January 22 at 8:00 am ET
Closes: Sunday, January 28 at 11:59 pm ET

Unit 04: Social Policy and Roles of Government

Week 4 – Monday, January 29 to Sunday, February 4

Readings

- Textbook: Chapter 2
- Supplementary readings:
 - Global News Article – Child care costs in Canada: The most and least expensive cities
 - Child care in Canada Report
 - The Globe and Mail Article – Provinces should be wary of Quebec's daycare model
 - County of Wellington Child Care Programme Operating Criteria (2016)

- Toronto's Children's Services Operating Criteria

Activities

- **Unit 04: Activity 01** – Examining Local Childcare Programs
Opens: Monday, January 29 at 8:00 am ET
Closes: Sunday, February 4 at 11:59 pm ET
- **Unit 04: Activity 02** – Operating Criteria
Opens: Monday, January 29 at 8:00 am ET
Closes: Sunday, February 4 at 11:59 pm ET

Assessments

- **Professional Learning Communities Group Work Plan**
Due: Sunday, February 4 at 11:59 pm ET

Unit 05: The Canadian Government and Early Childhood Education

Week 5 – Monday, February 5 to Sunday, February 11

Readings

- Ares:
 - Regulations for the Child Care and Early Years Act
 - The Star Article – Ontario Tightens Rules Governing Unregulated Daycare
- Supplementary readings:
 - Child Care and Early Years Act
 - Modernizing Child Care Within Ontario

Activities

- **Unit 05: Activity 01** – Understanding the Child Care and Early Years Act
Opens: Monday, February 5 at 8:00 am ET
Closes: Sunday, February 11 at 11:59 pm ET

Unit 06: Leadership in Early Childhood Programs

Week 6 – Monday, February 12 to Sunday, February 18

Readings

- Textbook: Chapter 3
- Supplementary readings:
 - Occupational Standards for Child Care Administrators

- You Bet We Still Care! Research Study (2013)
- You Bet I Care! Research Study (2000)

Activities

- **Unit 06: Activity 01** – Professional Development Opportunities
Opens: Monday, February 12 at 8:00 am ET
Closes: Sunday, February 18 at 11:59 pm ET
- **Unit 06: Activity 02** – Week 6 PLC Teaching Activity
Opens: Monday, February 12 at 8:00 am ET
Closes: Sunday, February 18 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 6 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, February 18 at 11:59 pm ET
- **PLC Teaching Activity** Week 6 Facilitation
Opens: Monday, February 12 at 8:00 am ET
Closes: Sunday, February 18 at 11:59 pm ET

Winter Break: Monday, February 19 to Sunday, February 25

Unit 07: Understanding a Social Systems Framework in Early Childhood Programs

Week 7 – Monday, February 26 to Sunday, March 4

Readings

- Textbook: Chapter 4

Activities

- **Unit 07: Activity 01** – Week 7 PLC Teaching Activity
Opens: Monday, February 26 at 8:00 am ET
Closes: Sunday, March 4 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 7 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, March 4 at 11:59 pm ET
- **PLC Teaching Activity** Week 7 Facilitation
Opens: Monday, February 26 at 8:00 am ET
Closes: Sunday, March 4 at 11:59 pm ET

- **PLC Teaching Activity** Week 6 Reflection
Due: Sunday, March 4 at 11:59 pm ET

Unit 08: Human Resources

Week 8 – Monday, March 5 to Sunday, March 11 (40th Class Day: Friday, March 9)

Readings

- Textbook: Chapter 6
- Supplementary readings:
 - National Occupational Classification (NOC)
 - Video - How to Hire a New Employee: Training the New Employee

Activities

- **Unit 08: Activity 01** – Hiring Decisions
Opens: Monday, March 5 at 8:00 am ET
Closes: Sunday, March 11 at 11:59 pm ET
- **Unit 08: Activity 02** – Week 8 PLC Teaching Activity
Opens: Monday, March 5 at 8:00 am ET
Closes: Sunday, March 11 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 8 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, March 11 at 11:59 pm ET
- **PLC Teaching Activity** Week 8 Facilitation
Opens: Monday, March 5 at 8:00 am ET
Closes: to Sunday, March 11 at 11:59 pm ET
- **PLC Teaching Activity** Week 7 Reflection
Due: Sunday, March 11 at 11:59 pm ET

Unit 09: Promoting Professionalism

Week 9 – Monday, March 12 to Sunday, March 18

Readings

- Textbook: Chapter 7
- Supplementary readings:
 - College of Early Childhood Educators' Code of Ethics and Standards of Practice

- College of Early Childhood Educators' Expectations for Practice Module

Activities

- Watch video: AECEO's Professional Pay for Professional Work (found in **Ares**)
- **Unit 09: Activity 01** – Week 9 PLC Teaching Activity
Opens: Monday, March 12 at 8:00 am ET
Closes: Sunday, March 18 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 9 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, March 18 at 11:59 pm ET
- **PLC Teaching Activity** Week 9 Facilitation
Opens: Monday, March 12 at 8:00 am ET
Closes: Sunday, March 18 at 11:59 pm ET
- **PLC Teaching Activity** Week 8 Reflection
Due: Sunday, March 18 at 11:59 pm ET

Unit 10: Policies and Procedures to Create Safe and Healthy Learning Environments

Week 10 – Monday, March 19 to Sunday, March 25

Readings

- Textbook: Chapter 8
- Supplementary readings:
 - Toy Regulations of Canada Consumer Product Safety Act
 - Canadian Toy Testing Council Toy Report 2014

Activities

- **Unit 10: Activity 01** – Creating Policies and Considering their Impact
Opens: Monday, March 19 at 8:00 am ET
Closes: Sunday, March 25 at 11:59 pm ET
- **Unit 10: Activity 02** – Week 10 PLC Teaching Activity
Opens: Monday, March 19 at 8:00 am ET
Closes: Sunday, March 25 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 10 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, March 25 at 11:59 pm ET
- **PLC Teaching Activity** Week 10 Facilitation
Opens: Monday, March 19 at 8:00 am ET
Closes: Sunday, March 25 at 11:59 pm ET
- **PLC Teaching Activity** Week 9 Reflection
Due: Sunday, March 25 at 11:59 pm ET

Unit 11: Financial Matters

Week 11 – Monday, March 26 to Sunday, April 1

Readings

- Textbook: Chapter 9
- Supplementary reading: Starting Strong II: Early Childhood Education and Care Report by the Organisation for Economic Co-operation and Development

Activities

- **Unit 11: Activity 01** – The Budget as a Reflection of the Philosophy (optional)
Opens: Monday, March 25 at 8:00 am ET
Original Posting Due By: Sunday, April 1 at 11:59 pm ET
Reply Posting Due By: Friday, April 6 at 11:59 pm ET
- **Unit 11: Activity 02** – Week 11 PLC Teaching Activity
Opens: Monday, March 26 at 8:00 am ET
Closes: Sunday, April 1 at 11:59 pm ET

Assessments

- **PLC Teaching Activities** Week 11 Participation & Feedback
Due: All activities, posts and feedback must be completed by Sunday, April 1 at 11:59 pm ET
- **PLC Teaching Activity** Week 11 Facilitation
Opens: Monday, March 26 at 8:00 am ET
Closes: Sunday, April 1 at 11:59 pm ET
- **PLC Teaching Activity** Week 10 Reflection
Due: Sunday, April 1 at 11:59 pm ET
- **Collaborative Group Project:** Child Care Centre Recruitment Plan
Due: Sunday, April 1 at 11:59 pm ET

- **Self and Peer Evaluation for Collaborative Group Project**
Due: Sunday, April 1 at 11:59 pm ET

Unit 12: Advocating for Canada's Children and Course Conclusion

Week 12 – Monday, April 2 to Friday, April 6

Readings

- Textbook: Chapter 10
- Supplementary reading: Ontario Coalition for Better Child Care Student Outreach Kit

Activities

- **Unit 11: Activity 01** – The Budget as a Reflection of the Philosophy (optional)
Opens: Monday, March 25 at 8:00 am ET
Original Posting Due By: Sunday, April 1 at 11:59 pm ET
Reply Posting Due By: Friday, April 6 at 11:59 pm ET
- **Unit 12: Activity 01** – Creating an Advocacy Action Plan
Opens: Monday, April 2 at 8:00 am ET
Closes: Friday, April 6 at 11:59 pm ET

Assessments

- **PLC Teaching Activity** Week 11 Reflection
Due: Friday, April 6 at 11:59 pm ET
- **PLC Participation Self-Evaluation**
Due: Friday, April 6 at 11:59 pm ET

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Professional Learning Communities Participation	15%	1, 2, 3, 4
Professional Learning Communities Group Work Plan (Group Assessment)	5%	2, 4
Professional Learning Communities Teaching Activities	20%	2, 3
Collaborative Group Project: Child Care Centre Recruitment Plan (Group Assessment)	30%	1, 3
Final Exam	30%	1, 3, 4
Total	100%	

Assessment Descriptions

Professional Learning Communities Participation

Throughout the semester you will participate in small Professional Learning Communities (PLC). You will engage in activities guided by the instructor and also participate in approximately 5 PLC Teaching Activities that your peers will organize.

Professional Learning Communities Group Work Plan (Group Assessment)

The purpose of the Group Work Plan is to ensure that you have a common ground to work on within your Professional Learning Communities. Since you will be working in these learning communities so extensively throughout the semester it is important for you to have clearly established group norms and expectations that you are all aware of and have agreed to. It will also be important for you to develop a common understanding of your beliefs and priorities related to early learning and care since this will impact the focus of your activities and learning throughout this course. You will do this through the creation of your group philosophy statement. Finally, this plan will also help you sort out some administrative tasks, such as the schedule of dates for your teaching activities.

Professional Learning Communities Teaching Activities

This assignment has two parts: the facilitation of your teaching activity and the reflection of how your teaching activity went. These teaching activities should provide an interactive learning experience for your peers. For instance, posting a simple discussion question to your PLC without any connection to an outside resource would not be enough of a learning activity. The activity should involve some sort of applied task and

learning that your peers could then report back to your PLC in a discussion format. You will be provided with a discussion board that you will use to lead your activity.

Collaborative Group Project: Child Care Centre Recruitment Plan (Group Assessment)

The purpose of this project is to give you the opportunity to think like an administrator of an early learning and care program. You will work in your Professional Learning Community to create a recruitment plan for an early learning and care program that would be influenced by your PLC's philosophy statement and the HDLH document. Your recruitment plan should include a job posting and interview guide. You will review three candidate's cover letters, choose one that you would hire and explain your reasoning for your decision.

Final Exam

This course requires you to write a traditional sit-down final exam. Final exams are written on campus at the University of Guelph or at alternate locations for students at a distance. The final exam for this course will be comprehensive (i.e., it will cover the entire course), and concern material covered in the textbook, the readings, and concepts from the online units (including our discussions).

It is assumed that all DE students will be writing their final examination on campus at the University of Guelph. University of Guelph degree and associate diploma students must check [WebAdvisor](#) for their examination schedule. Open Learning program students must check the [Open Learning Program Final Examination Schedule](#) for their examination schedule.

If you are studying at a distance, you can request to write your final exam at an alternate location. It is recommended that you make arrangements as early as possible in the semester since changes cannot be guaranteed after the deadline. Exam schedules for off-campus exams will be emailed by Week 9 of the course. For more information, please visit [Final Exams](#).

<https://webadvisor.uoguelph.ca>

<http://opened.uoguelph.ca/student-resources/Open-Learning-Program-Final-Exam-Schedule>

<http://opened.uoguelph.ca/student-resources/final-exams>

Course Technologies and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<http://spaces.uoguelph.ca/ed/system-requirements/>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Course Technologies

Ares

The library's Ares Course Reserve system is a software solution that provides you with access to digital resources used in your course. The system also provides information on print resources placed at the physical reserve desk at the library. Accessibility and privacy policy statements do not exist for this software.

CourseLink

Distance Education courses are offered entirely online using CourseLink (powered by D2L's Brightspace), the University of Guelph's online learning management system (LMS). By using this service, you agree to comply with the [University of Guelph's Access and Privacy Guidelines](#). Please visit the D2L website to review the [Brightspace privacy statement](#) and [Brightspace Learning Environment web accessibility standards](#).

<http://www.uoguelph.ca/web/privacy/>

<https://www.d2l.com/legal/privacy/>

<https://www.d2l.com/accessibility/standards/>

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours during the week.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<http://spaces.uoguelph.ca/ed/contact-us/>

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face

settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

University Standard Statements

University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Email Communication

University of Guelph Degree Students

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

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated on the Schedule section of this course outline. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Copies of Assignments

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

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

accessibility@uoguelph.ca

<https://wellness.uoguelph.ca/accessibility/>

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

jessica.martin@uoguelph.ca

Academic Misconduct

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 discourages misconduct. 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.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.