



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4140 Selected Topics in FRSD COURSE OUTLINE – FALL 2024

1. CALENDAR DESCRIPTION

The advanced Selected Topics course explores topics or themes in Family Studies and Human Development that are especially relevant to the professional's role in advancing equity, inclusion, and social justice. Examples of topics include Critical Perspectives on Aging, Critical Perspectives on Disability, Cross-Cultural Perspectives, Critical Perspectives on Gender and Sexuality, Anti-Racism in Practice, and Indigenization in Practice. Specific topics being offered will be published prior to course selection.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	14 credits including
Co-Requisites(s):	
Restriction(s):	Restricted to students in BAsC.

2. COURSE DESCRIPTION

This course consists of two, one hour and twenty minute classes per week. Although this course may include a mix of lecture-style discussion, group presentations, and guest speakers, the focus of the course will be on active learning strategies. The most effective learning takes place through an active and constructive process (as opposed to a passive process). Students are therefore expected to do more than simply memorize material presented by the instructor; instead, the students and instructor will be constructing the course together. Students are invited to bring to class current examples from the media, personal experience, or other courses pertaining to current approaches and programs and contemporary issues relevant to the topic.

The advanced Selected Topics course explores topics or themes in Family Studies and Human Development that are especially relevant to the professional's role in advancing equity, inclusion and social justice.

Land Acknowledgement: As we gather, let us take time to reflect on our privilege to live and work in Guelph; a city built over rich Indigenous histories. We are guests here, and we should reflect upon the responsibility to care for this land, the people who live here today, and the generations to come. If our actions today can move us towards reconciliation, we should take pause and make those decisions with intention and gratitude. This place we call Guelph has served as traditional lands and a place of refuge for many peoples over time, but more specifically the Attiwonderonk, and the Haudenosaunee. This land is held as the treaty lands and territory with

the Mississaugas of the Credit First Nation. Guelph lies directly adjacent to the Haldimand Tract and is part of a long-established traditional hunting ground for the Six Nations of the Grand River. Many First Nations, Inuit, and Métis peoples who have come from across Turtle Island call Guelph home today (Source: [City of Guelph Land Acknowledgement](#)).

3. TIMETABLE

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Adam Davies, PhD, OCT, RECE (they/them)

Email: adam.davies@uoguelph.ca

Telephone: 519-824-4120 ext.

Office: MACS 326

Office Hours:

Teaching Assistant: N/A

Email: N/A

Office: N/A

Office Hours: N/A

5. LEARNING RESOURCES

Required Resource(s):

All learning resources for this course are posted on CourseLink.

Recommended Resource(s):

All learning resources for this course are posted on CourseLink.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Examine topics relevant to the professional's role in advancing equity, inclusion, and social justice.
2. Develop competency in the critical appraisal of selected topics in family relations and human development (FSDH).
3. Effectively communicate – in writing or orally – critical appraisal of FSDH topics, research or research articles.

7. TEACHING AND LEARNING ACTIVITIES

Week	Day	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Intro	September 5 th , 2024	Introduction to course content	Lee, N. (2020). Child. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i>	

			<p>(pp. 189-195). Sage.</p> <p>Pacini-Ketchabaw & Hennessy, S. (2020). Childhood. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (p. 299-305). Sage.</p> <p>Number of Pages: 12</p>	
1	September 10 th , 2024	Introduction to developmentalism as a concept	<p>Farley, L. & Dyer, H. (2022). Child Development. In J.N. Lester & M. O'Reilly (Eds.), <i>The Palgrave Encyclopedia of Critical Perspectives on Mental Health</i> (pp. 1-20). Cham: Springer International Publishing.</p> <p>Ali, A. (2020). Developmental Psychology. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 609-614). SAGE.</p> <p>Mills, C. (2020). Development. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 605-608). SAGE.</p> <p>Fendler, L. (2020). Developmentality. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 615-616). SAGE.</p> <p>Number of Pages: 30</p>	NO CLASS on SEPTEMBER 10TH – Complete assigned readings and we will discuss on Wednesday

1	September 12 th , 2024	Introduction to developmentalism as a concept	<p>O'Dell, L., & Brownlow, C. (2020). Stage Theories of Development. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1497-1500). SAGE.</p> <p>Rosen, R. (2020). Childhood Studies. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 345-350). SAGE.</p> <p>Peterson, E.B. (2020). Psy-Disciplines. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1310-1311). Sage.</p> <p>Yang, E.M. (2020). Arnold Gessel. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 835-837). Sage.</p> <p>Number of Pages: 13</p>	
2	September 17 th , 2024	The Enlightenment, positivism, and modern research	<p>Nelson, J. (2020). Positivism. In T. Teo (Ed.), <i>Encyclopedia of Critical Psychology</i> (pp. 1437-1444). Palgrave.</p> <p>Paley, J. (2020). Positivism. In L. Given (Ed.), <i>The SAGE Encyclopedia of Qualitative Research Methods</i>. Sage.</p> <p>Park, Y. S., Konge, L., & Artino Jr,</p>	

			<p>A. R. (2020). The positivism paradigm of research. <i>Academic medicine</i>, 95(5), 690-694.</p> <p>Garnier, P. (2020). Enlightenment and the Child. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 719-720). Sage.</p> <p>Number of Pages: 20</p>	
2	September 19 th , 2024	The Enlightenment, positivism, and modern research	<p>Rollo, T. (2020). Modernity. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1102-1104). Sage.</p> <p>Arndt, S. & Tesar, M. (2020). The Child in Philosophy. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1231-1235). Sage.</p> <p>West, K. (2020). Rousseau, Jean-Jacques. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1387-1390). Sage.</p> <p>Wall, J. (2020). Locke, John. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1072-1073). Sage.</p> <p>Number of Pages: 10</p>	
3	September 24 th , 2024	The historical emergence of statistics and eugenics – a connected history	<p>Mitsdarffer, M.L. & Cook, D. (2020). Quantitative Methods. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and</i></p>	

			<p><i>Childhood Studies</i> (pp. 1319-1323). Sage.</p> <p>Gillham, N. W. (2001). Sir Francis Galton and the birth of eugenics. <i>Annual review of genetics</i>, 35(1), 83-101.</p> <p>Number of Pages: 22</p>	
3	September 26 th , 2024	The historical emergence of statistics and eugenics – a connected history	<p>Cowan, R. S. (1972). Francis Galton's statistical ideas: the influence of eugenics. <i>Isis</i>, 63(4), 509-528.</p> <p>https://blog.petrieflom.law.harvard.edu/2021/07/23/covid-eugenics-health-based-discrimination/</p> <p>https://blogs.lse.ac.uk/impactofsocialsciences/2023/11/24/the-persistence-of-eugenics-in-mainstream-journals-highlights-major-gaps-in-research-integrity/</p> <p>Number of Pages: 25</p>	DECONSTRUCTING DEVELOPMENT assignment due at end of Week 3
4	October 1 st , 2024	The child studies and mental hygiene movements in Canada and internationally	<p>Varga, D. (2011). Look–normal: The colonized child of developmental science. <i>History of psychology</i>, 14(2), 137-157.</p> <p>Jones, K.W. (2020). Child Study. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 269-271). Sage.</p>	Please note these readings have mentions of colonialism, racism, and the history of developmental psychology and education in ableist/gendered/racialized hierarchies.

			<p>Varga, D. (2020). The legacy of recapitulation theory in the history of developmental psychology. In <i>Oxford Research Encyclopedia of Psychology</i> (pp. 1-23).</p> <p>Number of Pages: 40</p>	
4	October 3 rd , 2024	The child studies and mental hygiene movements in Canada and internationally	<p>Davies, A. W., Richardson, B., & Abawi, Z. (2024). Re-imagining the image of the educator in post-secondary early childhood education: calling for epistemic justice. <i>Pedagogy, Culture & Society</i>, 1-19.</p> <p>Wong, E. H. S. (2016). The brains of a nation. <i>Canadian Review of Social Policy</i>, 75, 1-29.</p> <p>Recommended: Davies, A. W., Watson, D., Armstrong, B., Spring, L., Brewer, K. C., Shay, B., ... & Adam, S. (2022). Exploring histories of ECEC to reconceptualize “normalcy” through mad studies: A critical proposition for early childhood education and care post-secondary programs. <i>EceLINK</i>, 6(2), 20-38.</p> <p>Number of Pages: 37</p>	Please note these readings have mentions of colonialism, racism, and the history of developmental psychology and education in ableist/gendered/racialized hierarchies.
5	October 8 th , 2024	The home economics movement, family studies, modern eugenics, and	<p>Kelly, E., Manning, D. T. A., Boye, S., Rice, C., Owen, D., Stonefish, S., & Stonefish, M. (2021). Elements of a counter-exhibition:</p>	Please note these readings have mentions of colonialism, racism, and the history of developmental psychology and

		residential schooling	Excavating and countering a Canadian history and legacy of eugenics. <i>Journal of the History of the Behavioral Sciences</i> , 57(1), 12-33. Kelly, E., Boye, S., & Rice, C. (2021). Projecting eugenics and performing knowledges. <i>Narrative art and the politics of health</i> , 37-62. Number of Pages: 46	education in ableist/gendered/racialized hierarchies.
5	October 10 th , 2024	The home economics movement, family studies, modern eugenics, and residential schooling	Davies, A. W., & Joy, P. (2023). Queerness and Queer Subjectivities in Home Economics: Navigating and Disrupting the Helping Professions in Higher Education. <i>Equity & Excellence in Education</i> , 56(1-2), 42-57. Weigley, E.S. (1974) It might have been euthenics. The Lake Placid conferences and the home economics movement. <i>American Quarterly</i> , 26, 79–96. Recommended: https://theconversation.com/universities-must-open-their-archives-and-share-their-oppressive-pasts-125539 Number of Pages: 32	
6	October 15 th , 2024	FALL BREAK	FALL BREAK	FALL BREAK

6	October 17 th , 2024	The emergence of child development theorists – early-to-mid twentieth century child development theorists and their problematics	<p>Morss, J. (2020). The Concept of Developmental Stage: Hall, Freud, and Piaget. <i>Oxford Encyclopedias, Psychology</i>. 1-14.</p> <p>Smith, L. (2020). Jean Piaget. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1242-1245). Sage.</p> <p>Harris, B. (2020). John Watson. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (p. 653). Sage.</p> <p>Henry, A. (2020). Erik Erikson. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 723-724). Sage.</p> <p>Van Oers, B. (2020). Lev Vygotsky. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1642-1645). Sage.</p> <p>Number of Pages: 35</p>	
7	October 22 nd , 2024	Child development theories and modern social services and education professions	<p>Baker, B. (1999). The dangerous and the good? Developmentalism, progress, and public schooling. <i>American Educational Research Journal</i>, 36(4), 797-834.</p> <p>Recommended: Johnston, L., Shoemaker, L., Land, N., Di Santo, A., & Jagger, S. (2020). Early</p>	

			<p>childhood education and care in Canada. In <i>Oxford research encyclopedia of education</i>. 1-29.</p> <p>Number of Pages: 37</p>	
7	October 24 th , 2024	Child development theories and modern social services and education professions	<p>Zaman, B. A., & Anderson-Nathe, B. (2021). Toward queer potentialities in child and youth care. <i>International Journal of Child, Youth and Family Studies</i>, 12(3), 104-128.</p> <p>LeFrançois, B. A. (2020). Psychiatrising children. In <i>Exploring childhood and youth</i> (pp. 177-190). Routledge.</p> <p>Recommended: Rollo, T. (2023). Democracy and Developmentalism: The Logics of Child Exclusion. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury Handbook of Theories in Childhood Studies</i> (pp. 30-43). Bloomsbury.</p> <p>Number of Pages: 47</p>	
8	October 29 th , 2024	Critiquing current practices in early childhood education – interrupting “Developmentally Appropriate Practice”	<p>Surtees, N. (2008). Teachers following children? Heteronormative responses within a discourse of child-centredness and the emergent curriculum. <i>Australasian Journal of Early Childhood</i>, 33(3), 10-17.</p> <p>Janmohamed, Z. (2010). Queering early childhood studies:</p>	

			<p>Challenging the discourse of developmentally appropriate practice. <i>Alberta Journal of Educational Research</i>, 56(3), 304-318.</p> <p>Parks, A.N. (2020). Developmentally Appropriate Practice. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 617-620). Sage.</p> <p>Number of Pages: 17</p>	
8	October 31 st , 2024	Critiquing current practices in early childhood education – interrupting “Developmentally Appropriate Practice”	<p>Walkerdine, V. (2003). Developmental psychology and the child-centred pedagogy: The insertion of Piaget into early education. In <i>Changing the subject</i> (pp. 166-216). Routledge.</p> <p>Langford, R. (2010). Critiquing child-centred pedagogy to bring children and early childhood educators into the centre of a democratic pedagogy. <i>Contemporary Issues in Early Childhood</i>, 11(1), 113-127.</p> <p>Recommended: Pierlejewsk, M. (2020). Education, Child-Centred. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (p. 699-670). Sage.</p>	

			Number of Pages: 64	
9	November 5 th , 2024	Queer and trans theories and their disruptions of child development	<p>Mukherjee, U. (2023). Queer Theory and Childhood Studies. In S. Balagopalan, J. Wall, & K. Wells (Eds.), <i>The Bloomsbury Handbook of Theories in Childhood Studies</i> (pp. 96-109). Bloomsbury.</p> <p>Vooris, J.A. (2020). Queer Children, Representations of. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1328-1329). Sage.</p>	
			Number of Pages: 14	
9	November 7 th , 2024	Queer and trans theories and their disruptions of child development	<p>Davies, A. W., Simone-Balter, A., & van Rhijn, T. (2023). Sexuality education and early childhood educators in Ontario, Canada: A Foucauldian exploration of constraints and possibilities. <i>Contemporary Issues in Early Childhood</i>, 24(4), 394-410.</p> <p>Bernardini, S. (2020). Queer Childhoods. In D. Cook (Ed.), <i>The Sage Encyclopedia of Children and Childhood Studies</i> (pp. 1324-1327). Sage.</p>	DIGITAL PRODUCT group assignment due at end of Week 9
10	November 12 th , 2024	Critical disability studies, mad studies, and critiques of normalcy	Davies, A. W., Brewer, K. C., & Shay, B. Sanism in early childhood education and care: Cultivating space for madness and mad	

			educators in ECEC. <i>eceLINK</i> . 1-16. Davies, A. W. (2023). Childhood innocence, Sanism, and the image of the child. In J. Garlen & N. Ramjewan (Eds.), <i>Refusing the Limits of Contemporary Childhood Beyond Innocence</i> . (pp. 79-109) Rowman & Littleman. Number of Pages: 46	
10	November 14 th , 2024	Critical disability studies, mad studies, and critiques of normalcy	Pyne, J. (2020). "Building a person": Legal and clinical personhood for autistic and trans children in Ontario. <i>Canadian Journal of Law and Society/La Revue Canadienne Droit et Société</i> , 35(2), 341-365. Number of Pages: 25	NO CLASS – will discuss Pyne reading and ABA on Tuesday, November 12 th . Please still complete the reading.
11	November 19 th , 2024	Challenging markers of 'health' – fat studies and dismantling healthism	Land, N. (2022). Tending, counting and fitting with post-developmental fat (s) in early childhood education. <i>Contemporary Issues in Early Childhood</i> , 23(1), 80-95. Number of Pages: 15	
11	November 21 st , 2024	Challenging markers of 'health' – fat studies and dismantling healthism	Quirke, L. (2016). Fat-proof your child": Parenting advice and "child obesity. <i>Fat Studies</i> , 5(2), 137-155. Number of Pages: 18	
12	November 26 th , 2024	Rethinking professional practice with children and	Bezaire, K. P., & Johnston, L. K. (2022). Stop 'under-mind-ing'	

		families – new directions	early childhood educators: Honouring subjectivity in pre-service education to build intellectual and relational capacities. <i>Contemporary Issues in Early Childhood</i> , 23(4), 435-451. Number of Pages: 16	
12	November 28 th , 2024	Rethinking professional practice with children and families – new directions	Karmiris, M., & Davies, A. (2024). Crippling the story of overcoming: An analysis of the discourses and practices of self-regulation in early childhood education and care (ECEC). <i>Studies in Social Justice</i> , 18(1), 91-102. Diaz-Diaz, C. (2023). Against the self-regulated child: Early childhood pedagogies in neoliberal times. <i>Global Studies of Childhood</i> , 13(4), 310-321. Number of Pages: 22	PERSONAL LEARNING REFLECTIONS DUE at end of Week 12 PERSONAL LEARNING REPORT due at end of semester Make-up day from October 15 th (missed for Fall Break)

Note: This is a draft schedule. As there will be different instructors teaching the course, the schedule is subject to change.

Please also note that the number of pages provided of reading per lecture are **approximate**, meaning that they are based on the page numbers in the reading itself, **not** the PDF page numbers. This breakdown is provided to assist you with planning your reading schedule.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Deconstructing Development Reflection	1,2	Week 3	20
Final Personal Learning Reflections	1,2	Week 12	20

Personal Learning Final Report	1,2	Week 12	25
Digital Product Group Assignment	1,2,3	Week 9	20

Assessment	LOs Addressed	Due Date	% of Final
Class Participation	1,2,3	Throughout	15
Total:			100%

Note: This is a draft of the assessment details. As there will be different instructors for the course, specific assessment activities may vary.

Personal Learning Plan & Learning Reflections

Please see handout with details on this assignment.

Deconstructing Development Assignment

Please see handout with details on this assignment.

Personal Learning Final Report

This report will summarize and extend the questions and insights you have addressed throughout the course in your learning reflection assignment. The format of this final assignment will be flexible so that students may tailor it to their own strengths, learning needs, interests, and ways of knowing. Examples of formats students may use include a formal academic report, scrapbook, digital story, or other artistic work. Please see handout with details on this assignment.

Digital Product

The digital product assignment will provide an opportunity for students to collaborate with peers to develop and share deeper insights into a topic of interest. This assignment will also provide an opportunity for students to develop and practice digital skills that are especially relevant in contemporary society. It also provides a non-traditional approach to learning and assessment that can be inclusive of different strengths (e.g. oral and writing skills) and ways of knowing. The details for this will vary by class. Examples of digital products include digital posters, podcast episodes, animated videos, etc. Support for these assignments can be provided through the library (<https://guides.lib.uoguelph.ca/DigitalAssignments#s-lg-box-16050862>).

The specifics of the digital product assignment will be developed by the course instructor. Typically, these assignments will involve submission and/or presentation of plans or drafts for instructor and/or class feedback.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

All deadlines have a grace period of 48 hours. This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline, and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

Emails asking for late submission during the grace period are not needed and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

Class Participation

Given that this is a smaller seminar-style class, participation is very important. However, it is important to acknowledge that participation looks different for all learners and that there are sometimes circumstances that can prevent attendance of seminars at times. As such, while I encourage you to attend every class, I am going to have you self-assess your participation in the class at the end of the semester. I will have you complete a self-assessment of your participation in class through both completing the readings, as well as participating in the class seminars, however participation looks to you (i.e., for some, it might look like verbal sharing in class, for others, it might look like active listening, etc.).

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

CSAHS Academic Misconduct Policy

The Academic Misconduct Policy is detailed in the Undergraduate Calendar. 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.

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.

Instructors shall not determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like Course Hero) on an assignment or exam.

Instructors can determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

10. UNIVERSITY STATEMENTS

Standard Statements for Undergraduate Courses

Academic Integrity

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The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

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. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website.

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

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements. See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

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.

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 undergraduate students 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 the Undergraduate Calendar - Dropping Courses

(<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

Email Communication

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.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness

Navigator(<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources

(<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to 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 (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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 designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

(<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)