



FRHD*1100 Life: Health and Well-Being

Winter 2026

Section: DE01

Department of Family Relations and Applied Nutrition

Credit Weight: 0.50

Course Details

Calendar Description

This course integrates the theory, application and research of various aspects of health-related topics across the lifespan, emphasizing relevance to the lives of young adults.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods.

Method of Delivery: Distance Education (asynchronous online)

Final Exam – In Person

Date: Saturday, April 18

Time: 2:30 – 4:30 pm

Note: Please read the important information about exam timing in the **Assessment Description** section under **Final Exam** in this Outline.

Instructional Support

Instructor

Dr. Susan Chuang, PhD

Email: schuang@uoguelph.ca

Office Hours via Zoom: Students may request an individual zoom meeting with Dr. Chuang. Send an email to arrange a time and date. See also **Communicating with Your Instructor.**

Teaching Assistants

Name: Ishaa Chopra

Groups 1 - 5

Email: ichopra@uoguelph.ca

Name: Atara Lipetz

Groups 6 - 7

Email: alipetz@uoguelph.ca

Name: Teegan Moher

Groups 8 - 11

Email: @uoguelph.ca

Name: Shahrzad Yazdani Hematabadi

Groups 12 - 16

Email: yazdanih@uoguelph.ca

Learning Resources

Required Textbook

Title: An Invitation to Health

Author(s): Hales, D. and Lauzon, L.

Edition / Year: 7th Edition / 2025

Publisher: Cengage

ISBN: The MindTap ISBN 9781778413216 includes full access to the eBook.

Cost of Textbook and Learning Resources

You need the MindTap version with the embedded quizzes as these are account for a portion of your grade. You can purchase it directly from Cengage here:

<https://www.cengage.ca/c/mindtap-instant-access-multi-term-for-tunk-s-an-invitation-to-health-7e-7e-hales-lauzon/9781778413216/> for \$99.95. You can also purchase it at the University Bookstore and Campus Co-Op bookstore for the same price.

The prices in other locations may differ from that at the bookstore and prices at the bookstore are subject to change.

For more information about the textbook and how to access the online resources for our course, see: https://www.cengage.com/coursepages/University_FRHD1100F25

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 may 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

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

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

1. Describe traditional and contemporary views of, and research on, health and wellness concepts, including mental, emotional, nutritional, physical, social, environmental, and spiritual dimensions;
2. Identify and evaluate values, attitudes, behaviours, and lifestyle changes that impact health and wellbeing;
3. Provide examples of how the dimensions of wellness are interconnected, as well as how they are connected to overall personal health and wellbeing;
4. Identify and access health and wellness services and resources, on and off campus;

5. Develop strategies to support your current and ongoing personal health, wellness and academic success.

Teaching and Learning Activities

Method of Learning

This course will use a modular approach where you will learn about various issues on health and wellness. The units include activities, videos, and thought-provoking questions to stimulate your learning related to the unit content.

Course Structure

This course is divided into 12 distinct units.

- Unit 01 Introduction to Health and Wellness
- Unit 02 Transition to University
- Unit 03 Psychosocial Health (Mental Health)
- Unit 04 Personal Stress Management
- Unit 05 Alcohol and Tobacco Use
- Unit 06 Drug Use and Misuse
- Unit 07 Personal Nutrition
- Unit 08 Physical Activity for Fitness and Health
- Unit 09 Social Support and Relationships
- Unit 10 Gender, Sexuality and Sexual Health
- Unit 11 Environmental Health
- Unit 12 Spiritual Health

Expectations

The online material for each unit has been designed to complement the textbook reading. Be aware, however, that not all of the assigned chapter reading will reappear in the online material. Likewise, there will be some vital information in the unit online material that will not be covered in the textbook. **You need to do the readings of the assigned chapters before you engage with the online material that is provided in the units.**

Each unit is made up of two to three major topic sections and will use several tools to communicate the subject matter of this course, including instructional text, learning activities, diagrams/charts, pictures/visuals, and academic readings. The typical structure of each unit will be comprised of several sections, including:

- **Unit Introduction and Learning Outcomes:** You should begin every unit by reading this section. The introduction sets the stage for the unit and the outcomes will help guide your efforts as you work your way through the unit. In addition, an interactive activity, **Test Your Knowledge**, aims to get you thinking about some of the concepts you have just learned. The activity is replete with references that you are encouraged to visit and to learn more about the concepts. The references are located below the activity, “Review Primary Sources Cited in Your Knowledge Activity.”
- **Unit Content:** After reading the required Chapter, review the instructor’s notes on the key issues in the unit to guide you through the learning process. These notes are organized in a thematic fashion and broken down into 2-3 major topics. Typically, the last section refers specifically to health information targeted to university students.
- **Unit Flashcards:** The collection of flashcards is centered around the key concepts of the Unit. By Clicking on the flashcards will turn them over. This is optional but a way to help you remember the key definitions. Note: There are no flashcards for Unit 02, as there are no readings for Unit 2.
- **Unit Conclusion:** This section reviews the main ideas and key take-away points of the unit. At the end of this section, you will find a list of the sources cited in the unit. You are encouraged to review the sources for further reading.

There will be reoccurring activities in each unit. One such activity will be **Reflection Break Activity**. Pay attention to this “green” callout box, as the questions/resources provided will help you think about the readings and materials you have just reviewed and apply them to your context. These activities take the form of reflections and are designed to help you gauge understanding of the materials covered in the unit. For each unit in which there is a “reflection break” activity, you are encouraged to complete it, using the questions provided as a guide. While these activities are **not** graded, your engagement in these exercises may help you verify knowledge and reflect on your learning experience towards meeting the learning outcomes.

You will also find a number of embedded videos throughout the course. They aim to offer visual case scenarios and/or other relevant information that are directly or indirectly related in support of unit content.

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.



ALL assignments

Start time: 12:01 am ET

End time: 11:59 pm ET (due dates)

Unit 01: Introduction to Health and Wellness

Week 1 – Monday, January 5 to Sunday, January 11

Readings

- Textbook: Chapter 1
- Website: Unit 01

Activities

- Familiarize website yourself with the course website and online learning by reviewing **Help & Resources** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks)

Assessments

- Complete the “Concept Checks” and Video Quizzes
- **Discussion 1 (Not graded but mandatory)**
Opens: Monday, January 5
Closes: Sunday, January 11
- **Concept and Video Quizzes**
Opens: Monday, January 5
Closes: Sunday, January 18

Unit 02: Transition to University

Week 2 – Monday, January 12 to Sunday, January 18

Readings

- Textbook: None
- Website: Unit 02

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks)

Assessments

- None

Unit 03: Psychosocial Health (Mental Health)

Week 3 – Monday, January 19 to Sunday, January 25

Readings

- Textbook: Chapter 2
- Website: Unit 03

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**
Opens: Monday, January 5
Closes: Sunday, January 25
- **Pre-Course Wellness Assessment and Reflection**
Due: Friday, January 23

Unit 04: Personal Stress Management

Week 4 – Monday, January 26 to Sunday, February 1

Readings

- Textbook: Chapter 3
- Website: Unit 04

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**
Opens: Monday, January 5
Closes: Sunday, February 1
- **Discussion 2 (graded)**
Opens: Sunday, January 25
Closes: Sunday, February 1

Unit 05: Alcohol and Tobacco Use

Week 5 – Monday, February 2 to Sunday, February 8

Readings

- Textbook: Chapter 12

- Website: Unit 05

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**

Opens: Sunday, January 11

Closes: Sunday, February 8

Unit 06: Drug Use and Misuse

Week 6 – Monday, February 9 to Friday, February 13

Winter Break: Monday, February 16 to Friday, February 20

Note: This is a shortened learning week due to the Winter Study break. Please note the due dates carefully.

Readings

- Textbook: Chapter 11
- Website: Unit 06

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**

Opens: Sunday, January 18

Closes: Friday, February 13 at 5:30 pm  ** Different date and time!

- **Discussion 3 (graded)**

Opens: Sunday, February 8

Closes: Tuesday, February 24  Extended dates!

Unit 07: Personal Nutrition

Week 7 – Monday, February 23 to Sunday, March 1

Readings

- Textbook: Chapters 5 and 6
- Website: Unit 07

Activities

- Complete Relevant Activities

Assessments

- **Discussion 4** (graded)
Opens: Sunday, February 22
Closes: Sunday, March 1
- **Concept and Video Quizzes**
Opens: Sunday, February 8
Closes: Sunday, March 1

Unit 08: Physical Activity for Fitness and Health

Week 8 – Monday, March 2 to Sunday, March 8

Readings

- Textbook: Chapter 4
- Website: Unit 08

Activities

- Complete Relevant Activities

Assessments

- **Concept Checks and Video Quizzes**
Opens: Sunday, February 8
Closes: Sunday, March 8

Unit 09: Social Support and Relationships

Week 9 – Monday, March 9 to Sunday, March 15

Readings

- Textbook: Chapters 7 and 14
- Website: Unit 09

Activities

- Complete Relevant Activities

Assessments

- **Discussion 5** (Graded)
Opens: Monday, March 9
Closes: Sunday, March 15
- **Concept and Video Quizzes**
Opens: Sunday, February 22
Closes: Sunday, March 15

Unit 10: Gender, Sexuality and Sexual Health

Week 10 – Monday, March 23 to Sunday, March 29

Readings

- Textbook: Chapter 8
- Website: Unit 10

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**

Opens: Sunday, March 8

Closes: Sunday, March 29

Units 11 and 12: Environmental & Spiritual Health

Week 11 – Monday, March 30 to Monday, April 6

Readings

- Textbook: Chapters 16 and 17
- Website: Units 11 and 12

Activities

- Complete Relevant Activities

Assessments

- **Concept and Video Quizzes**

Opens: Sunday, March 15

Closes: Sunday, April 5

- **Post-Course Wellness Assessment and Reflection**

Due: Sunday, March 29

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
Pre-Course Wellness Assessment and Reflection	10%	2, 4, 5
Post-Course Wellness Assessment and Reflection	15%	2, 4, 5
Online Discussions (4 weeks, 3 graded X 8.3%)	20%	2, 3, 4, 5
Concept Quizzes (Best 10 of 13; 1% each)	10%	1, 2, 3, 5
Video Quizzes (Best 10 of 13; 1% each)	10%	1, 2, 3, 5
Final Exam – In Person	35%	1, 2, 3, 5
Total	100%	

Assessment Descriptions

Pre/Post-Course Wellness Assessment and Reflection (10% and 15%)

The purpose of this assignment is for you get an overview of your current wellness at two points in time, at the beginning (pre-course) and the end (post-course) of the semester.

Pre-Course: The first reflection allows you to see your starting point related to the dimensions of wellness and will give you the opportunity to reflect on wellness goals you may have for the semester.

Post-Course: The final reflection provides an opportunity for you to reflect on the content of the course and how it relates to your personal wellness, assessing whether and how your wellness improved or declined since the beginning of the semester, and what your future strategies are to support your wellness.

These reflections are individual assessments. See the Assessments tab for a detailed description of these assignments, formatting requirements, and the grading rubrics.

Online Discussions (20%: 3 X 6.67%)

A key component of this course is the online discussions. These enable you to stay connected to course material and to create a supportive learning community with your classmates. The collaborative nature of online discussions enables you to learn from each other and to consolidate your own course specific knowledge.

There will be five (5) online discussions, each focusing on specific topic. The Week 1 Discussion is an ungraded discussion for group introductions and setting ground rules for online discussions. Your contributions and participation will be graded in the other THREE (3 out of 4) discussions. You will be assessed on:

- a. the timeliness of your responses,
- b. the depth and breadth of answer(s), and
- c. how well you incorporate the course material with the discussion topics.

The questions for each discussion are posted to respective discussion forums:

1. Week 1 Discussion 1: Introductions (not graded, but mandatory)
2. Week 4 Discussion 2: Personal Stress Management (graded)
3. Week 6 Discussion 3: Drug Use and Misuse (graded)
4. Week 7 Discussion 3: Personal Nutrition (graded)
5. Week 9 Discussion 4: Social Support, Relationships, and Communication (graded)

Concept and Video Quizzes (2 x 10%)

In each chapter of the online textbook, there are short quizzes throughout the content to check your knowledge and understanding. There are also short videos to have you apply your knowledge.

Concept Quizzes – “Study It - Review Quiz”: At the end of the chapter, there are 10 concept questions to test your understanding of the concepts. You need to do at least 10 (of 13).

Video Quizzes – “Apply it”: Each chapter has a short video and three question quiz. You can continue to watch the video as you review the questions. You need to do at least 10 (of 13).

Final Exam – In Person (35%)

The final exam will consist of multiple-choice questions that cover **Unit 06** through **Unit 10** (textbook chapters: 4, 5 ,6, 7, 8, 11, and 14). There will be 15 questions per chapter for a total of 105 questions. The options will be up to D.

This will be an in person CLOSED book exam.

** There will be deductions/penalties for not filling the scantron properly, misplacing the scantron, or other issues. See CourseLink for details.

Course Technology Requirements 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).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

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

Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

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.

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.
- **Direct email to the instructor:** If students have a question or an issue that is personal, please directly email the instructor (e.g., accommodations for the quiz).

Communicating with Your Teaching Assistants

A part of the Teaching Assistants' work will be to monitor student questions and answer the posts. Please first read the syllabus and the Assessments (under "Content" in CourseLink). If you still have questions, please ask the question in the section:

- Pre/Post-Wellness Assessment and Reflection
- Online Discussions
- Concept Checks and Video Quizzes
- Final Exam
- General Questions
- MindTap: technological issues – please call/email Cengage or CourseLink for support.

Note that a TA will post the answer in **2 to 3 business days**. Make sure that you are specific about your question/concern.

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;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All individual written 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](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

There is NO opportunity to submit discussion posts late as other students will not be able to read them and respond to them.

For Reflection papers, there will be a deduction of 10% per day. Individual written assessments will be accepted up to one week following the due date and with calculated penalties.

Extensions

No extensions will be granted for Discussion posts or Concept and Video quizzes.

Extensions for Reflection papers will be considered for medical reasons or other extenuating circumstances. However, since the assignments were given at the beginning of the semester, there will be an automatic late deduction of 5% per day.

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>

Turnitin Originality Check

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 individual assignments submitted to the **Dropbox** tool 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.

Standard Statements for Open Learning Program Students

Open Learning program (OLP) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students and should consult the [Open Learning Program Calendar](#) or the [Open Learning Program Counsellor](#) for information and guidance on academic and administrative policies, procedures, and services, including academic accommodations and accessibility.

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

counsellor@OpenEd.uoguelph.ca

Standard Statements for Undergraduate Courses

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/en/students/open-learning-program-calendar.asp>

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 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 outlined in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

Accessibility

University of Guelph Degree Students

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](#).

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 Open Learning program Counsellor](#). 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 Open Learning program Counsellor](#) 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.

counsellor@OpenEd.uoguelph.ca

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

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar#Dropping-Courses>

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/>

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](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

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

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

<https://wellness.uoguelph.ca/shine-this-year>

University of Guelph Degree Students

Consult 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/>

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).

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 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](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

<http://www.uoguelph.ca/registrar/calendars/>

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/>

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