



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4320 Social Policies for Children, Youth, & Families/ FRHD*4260 Social Policies COURSE OUTLINE – WINTER 2023

1. CALENDAR DESCRIPTION

This course focuses on current social policies, programs, and services that affect children's development and family well-being. Issues include policies that affect income security, parental effectiveness, social service provision, and community resources.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits
Co-Requisites(s):	FRHD*3040
Restriction(s):	None

2. COURSE DESCRIPTION

The focus of the course is on federal, provincial, and territorial social policies in Canada that affect child and youth development and family well-being. Policies, legislature, services, agency interventions, and community supports will be examined. International policies and conventions will be introduced where it is relevant to the Canadian context. Students are encouraged to develop an understanding of how social policies are currently debated, the multiple perspectives around social policies, and how to apply broader theoretical knowledge to those issues. Through critical perspectives, the course will examine key issues that affect the health and well-being of children, youth, and families.

This course consists of one, 2 hour and 50 minute class per week. Each week, time will be dedicated for a lecture component, and active learning where students engage with course material through *individual*, *collaborative* (i.e., working in groups for a common goal and assessed as a group), and/or *cooperative* learning (i.e., working together and assessed individually) formats. Active learning is particularly important for this course because students will learn about social policy and gain skills that can be applied in future opportunities and careers that focus on children, youth, and families.

3. TIMETABLE

Lecture:	Wednesday 7:00-9:50pm
Location:	MAC 149

Final Exam: There is no final exam for this course

4. INSTRUCTIONAL SUPPORT

Course Instructor: Valerie Trew

Email: trewv@uoguelph.ca

Telephone: 519-824-4120 ext. 52683

Office: University of Guelph Child Care & Learning Centre AND Virtual

Office Hours: Thursday 1:00 – 3:00 pm and as needed

Teaching Assistants: Julia Linares-Roake & Jessica Reid

Email: linaresj@uoguelph.ca jreid25@uoguelph.ca

Office: TBD

Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

Graham, J. R., Shier, M. L., & Delaney, R. (2017). *Canadian social policy: A new introduction* (5th ed.). Don Mills, ON: Pearson Canada Inc.

Recommended Resource(s):

Additional required and optional readings are listed in the course schedule section of this outline and available on CourseLink site in the Content section.

6. LEARNING OUTCOMES

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

1. Demonstrate a contextual understanding of current Canadian social policies and awareness of social issues relevant to children, youth, and families;
2. Explain the implications of social policies on the lives of children, youth, adults, and families by focusing on the social determinants of health for Canadians;
3. Illustrate knowledge of the relationships between levels of government and non-government bodies in developing and modifying existing social policies;
4. Demonstrate critical analysis skills by critiquing existing policies and offering solutions to policy dilemmas;
5. Design policy briefs, with a clearly stated purpose and position, presentation of perspectives and research support, and recommendations for strategic actions that advance the well-being of children, youth, and families; and
6. Contribute to a collaborative learning environment and demonstrate co-operative skills through in-class learning activities and group work

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
PART A: Social Policy Overview			
1 Jan 11	What is social policy?	Readings: 1. Chapter 1 2. Chapter 3	Chapter 1 Quiz: closes Jan 15 Chapter 3 Quiz: closes Jan 15
2 Jan 18	Influences on social policy development	Readings: 1. Chapter 2 2. Chapter 4	In-class engagement activity Chapter 2 Quiz: closes Jan 22 Chapter 4 Quiz: closes Jan 22
3 Jan 25	Making social policy	Readings: 1. Chapter 5 2. Chapter 6 3. Halfon, N., Larson K., & Russ S. (2010). Why social determinants? <i>Healthcare Quarterly</i> , 14(Sp), 8-20. doi:10.12927/hcq.2010.21979 4. Meili, R. (2014). Healthy, wealthy & why: The social determinants of health, explained.	In-class engagement activity Chapter 5 Quiz: closes Jan 29 Chapter 6 Quiz: closes Jan 29
PART B: Selected Policy Issues			
4 Feb 1	Social welfare policy	Readings: 1. Chapter 7 2. Battle, K. (2015). Child benefits in Canada: Politics vs. Policy. 3. Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. <i>Maturitas</i> , 69, 22-26.	In-class engagement activity Chapter 7 Quiz: closes Feb 5
5 Feb 8	Indigenous families: Policy considerations	Guest Lecturer: TBD Readings: 1. Chapter 8 2. Self-study: Please do initial research on the Truth & Reconciliation Commission. This can be sensitive content and you should have a working understanding of the history of residential schools in Canada and the recent TRC reports. 3. Additional video resources: What is Reconciliation Reconciliation Through Indigenous Education I'm not the Indian you had in mind	In-class engagement activity Chapter 8 Quiz: closes Feb 12

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
6 Feb 15	Child welfare policies and families in crisis	<p>Guest lecturer: Victoria Fritz, RSW</p> <p>Readings:</p> <ol style="list-style-type: none"> Chapter 9 Ministry of Child and Youth Services. (2016). <i>Ontario child protection standards</i>. Retrieved from https://www.ontario.ca/document/ontario-child-protection-standards-2016 (for reference only; you don't need to read the whole thing!) Ontario Association of Children's Aid Societies. (2017). <i>7 levers for change</i>. Retrieved from: https://www.oacas.org/publications-and-campaigns/oacas-annual-reports/annual-report-2017/ United Nations. (1989). <i>Convention on the rights of the child</i>. Retrieved from http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf 	<p>In-class engagement activity</p> <p>Chapter 9 Quiz: due Feb 17 (extended to Feb 19 if needed)</p> <p>Policy Backgrounder DUE Feb 17 at 11:59 pm:</p>
Week of Feb 18-24: Winter Break!			
7 Mar 1	Youth and Justice	<p>Guest Lecturer: Jessica Reid</p> <p>Readings:</p> <ol style="list-style-type: none"> Department of Justice Canada. (2013). <i>The youth criminal justice act: Summary and background</i>. Retrieved from http://www.justice.gc.ca/eng/cj-jp/yj-ij/tools-outils/pdf/back-hist.pdf Geobey, S. (2013). <i>The young and the jobless: Youth unemployment in Ontario</i>. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2013/09/Young_and_jobless_final3.pdf Youth Leaving Care Working Group. (2013). <i>Blueprint for fundamental change to Ontario's child welfare system</i>. Retrieved from https://www.ontario.ca/document/blueprint-fundamental-change-ontarios-child-welfare-system-final-report-youth-leaving-care-working Worling, J. (2013). What were we thinking? Five erroneous assumptions that have fueled specialized interventions for adolescents who have sexually offended. <i>International Journal of Behavioral Consultation and Therapy</i>, 8(3-4), 79-88. 	<p>In-class engagement activity</p> <p>Summative Quiz: closes Mar 5</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8 Mar 8	Thinking more broadly about social justice and well-being	<p>Guest Lecturer: Julia Linares-Roake</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Stoddart, M. C. J., Swiss, L., Power, N., & Felt, L. F. (2016). Taking Care of Companion Animals: Institutional Policies and Practices in Newfoundland and Labrador. <i>Society & Animals</i>, 24(5), 423–444. https://doi.org/10.1163/15685306-12341425 2. Laing, M. (2021). On being posthuman in human spaces: critical posthumanist social work with interspecies families. <i>International Journal of Sociology and Social Policy</i>, 41(3/4), 361–375. https://doi.org/10.1108/IJSSP-09-2019-0185 3. Webb, S. (2021). <i>What comes after the subject? Towards a critical posthumanist social work</i>. In Bozalek, V., & Pease, B. (Eds). <i>Post-anthropocentric social work: critical posthuman and new materialist</i>. Routledge. 4. Ko, S. (2019). Who is the human and who is the animal? Gender Studies meets Human-Animal Studies Lecture series. Humboldt-Universität zu Berlin. Retrieved December 8, 2022, from https://www.youtube.com/watch?v=TWkTeeejS8k. 	<i>In-class engagement activity</i>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9 Mar 15	Child care, early learning, and education policies	<p>Readings:</p> <ol style="list-style-type: none"> 1. Macdonald, D. & Friendly, M. (2017). <i>Time out: child care fees in Canada 2017</i>. Retrieved from https://www.policyalternatives.ca/timeout 2. McInturff, K. & Macdonald, D. (2015). <i>Time to grow up: family policies for the way we live now</i>. Retrieved from https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2015/01/Time_to_Grow_Up.pdf 3. Ontario Ministry of Education. (2017). <i>Ontario Early Years Policy Framework</i>. Retrieved from https://files.ontario.ca/renewed_early_years_child_care_policy_framework_en.pdf 4. Friendly, M. (2021, February 15). ECEC in Canada 2019: Summary and analysis of key findings. https://childcarecanada.org/publications/ecec-canada/21/02/ecec-canada-2019-summary-and-analysis-key-findings 5. Child Care Resource and Research Unit. (2021, April 26). Early learning and child care in the 2021 federal budget. https://childcarecanada.org/publications/briefing-notes/21/04/early-learning-and-child-care-2021-federal-budget 	<p><i>In-class engagement activity</i></p> <p>Knowledge Translation Tool DUE March 17 at 11:59 pm:</p>
10 Mar 22	Mental Health, Disability, and Aging	<p>Guest lecturer: TBD</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Please explore the Council of Canadians with Disabilities website (in particular, the social policy section): http://www.ccdonline.ca/en/socialpolicy/ 2. Mental Health Commission of Canada: Advancing the Mental Health Strategy for Canada - A Framework for Action (2017–2022) 3. Background Document: Public Consultation on Strengthening Canada’s Approach to Substance Use Issues. Government of Canada 4. Meeting the Care Needs of Canada’s Aging Population. Conference Board of Canada 	<p><i>In-class engagement activity</i></p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11 Mar 29	Work, families, and relationships	<p>Guest Lecturer: TBD</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Caring for children: social movements and public policy in Canada. Introduction and Chapter 1. Albanese, Patrizia; Langford, Rachel; Prentice, Susan. Imprint UBC Press, 2017 2. Chan, S., & Tweedie, D. (2015). Precarious work and reproductive insecurity. <i>Socialist Alternatives</i>, 34(4), 5-13. 3. Turcotte, M. (2013). <i>Family caregiving: What are the consequences?</i> Retrieved from http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11858-eng.pdf 4. Bala, N. (2015). Bringing Canada's Divorce Act into the new millennium: Enacting a child focused parenting law. <i>Queen's Law Journal</i>, 40, 425-482. 5. Boyd, J.E. (2018). <i>A brief overview of Bill C-78, an Act to amend the Divorce Act and related legislation.</i> Retrieved from https://www.oba.org/getattachment/News-Media/News/2018/June2018/Summary-of-Changes-Proposed-by-Bill-C-78/A-Brief-Overview-of-Bill-C78.pdf 	<p>In-class engagement activity</p> <p>Policy Recommendation & Analysis Assignment DUE Mar 31 at 11:59 pm:</p>
12 Apr 5	Knowledge sharing event	<p>Readings:</p> <p>No readings this week!</p>	<p>In-class poster presentations</p> <p>In-class engagement activity</p> <p>Bonus in-class engagement activity (1 bonus mark)</p>

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
In-class Engagement Activities	#6	Weeks 1-10, 12	20
Quizzes (10)	#1, #2, #3	Weeks 1-7	20
Policy Brief Assignment:			
Part 1: Policy Backgrounder (pair)	#1, #2, #5	February 17	20
Part 2: Knowledge Translation Tool (pair)	#2, #3, #4	March 17	20
Part 3: Policy Analysis & Recommendation (individual)	#1, #2, #5	March 31	20
Total:			100%

Overview of assignments:

In-class Engagement Activities – These activities will occur during class in weeks 2 to 12. Students are expected to be conscientious contributors to all classes. This includes an expectation that students will do the assigned readings in advance of the class and actively engage in the learning activities and discussions. As fourth year students, there is an expectation of independent learning and thinking. Students will be challenged to engage in debate and discussion on their own initiative. A variety of evaluation methods will be used including small group work, online in-class activities and discussions, online activities, self-assessment, and overall contributions to a positive learning environment. ***There will not be an opportunity to “make up” missed in-class participation assignments. Please note that the lowest grade will be dropped.***

Quizzes – Students will write 10 quizzes (in weeks 1 through 7); 9 corresponding to the assigned textbooks chapter readings for the week, plus a final, summative quiz on all 9 chapters. Each quiz has 10 multiple choice questions and must be completed independently. Students will have 12 minutes to complete each quiz. Students will have one attempt per quiz. Quizzes will open Thursdays at 12:01 am and close Sundays at 11:59 pm.

Policy Brief Part 1: Policy Backgrounder (pair) – This assignment will provide a foundational background for your Knowledge Translation Tool assignment. The purpose of this assignment is to help familiarize you with policies and programs. There will likely be too much information available on your chosen policy/program to include in a 2-page backgrounder, so you will need to summarize as well as be clear and concise in your writing.

For this assignment, working in pairs, you may choose a policy or program at the municipal, provincial, or federal level. You should choose a policy or program that is current and relevant to social issues, welfare, and justice (i.e. this course), not broad public policy (e.g. environmental policies, transportation and roads policies, etc.) unless clearly connected to social conditions or social justice issues (e.g. environmental racism/ sexism; agricultural policy affecting human health...).

Please consult with your course instructor if you are unsure about your chosen policy/program.

Please include the following in your assignment:

- **Introduction:**
 - Describe your selected policy or program in one sentence.
 - Identify what population would be interested in your particular policy or program and why (max two sentences)
- **Background:** this is the main section of your assignment. Within the background you must include the following 3 sections (please use headers to identify each of these sections):
 - Eligibility criteria: Provide details as to the specific eligibility criteria for your selected policy or program. This should include the inclusion/exclusion criteria.
 - Policy/program details: Provide information about the policy/program such as the application process, the benefits/supports provided (amount of funding, services, etc.), whether the benefits are taxable, duration of support, etc.

- Program or policy responsibility: What level of government is responsible, how is the program funded, how is the program delivered, etc.

NOTE: This part of the assignment only provides facts about your selected policy or program. You will not be providing critique about it at this point; your critique will be welcomed in Part 3 (so, consider writing down your thoughts in a separate document as you work through this part of the assignment). References should be in APA 7 format. Support for searching and citing grey literature is available on CourseLink.

Specifications: Carefully read the rubric outlining the evaluation criteria available on CourseLink. Your backgrounder should not exceed 2 double spaced pages, typed, 12-point Times New Roman font, with standard 1" margins (THIS DOES NOT INCLUDE REFERENCES OR TITLE PAGE).

Assignments must be submitted no later than 11:59 p.m. on the indicated due date using the Dropbox on CourseLink.

Policy Brief Part 2: Knowledge Translation Tool (pair)– For this assignment, in pairs, you will be taking what you learned from your policy backgrounder and creating a knowledge translation tool for a specific audience. The point of this assignment is to take complex information and translate it into language that is appropriate for your audience. It will be helpful to remember that this tool should be useful for your audience (this assignment is about synthesis of information in an applied format, not critique).

In pairs, students will distil key information about a particular policy/program from Part 1 into a user-friendly format for a particular audience. It is vital you consider your audience when you decide how best to share the policy/program details and in your choice of language.

Students are encouraged to be creative for this project – you are free to develop an infographic/print-based tool (maximum 2 pages), or a video or audio clip (maximum 2 minutes).

Be sure that your tool includes **one sentence (maximum)** about who the intended audience of your KTT is (tip: your audience will be the population that would be most interested in/affected by your chosen policy/program).

If there is another form that you are considering for your KTT, please consult the instructor to ensure it is appropriate.

Carefully read the rubric outlining the evaluation criteria available on CourseLink.

References should be in APA 7 format. Since these will be shared digitally, it is acceptable to include hyperlinks in your document. No title page is needed for this assignment.

There will be a knowledge sharing event during the Week 11 class during which you will have the opportunity to view each other's KT tools.

Specifications: Carefully read the rubric outlining the evaluation criteria available on CourseLink.

Assignments must be submitted no later than 11:59 p.m. on the indicated due date using the Dropbox on CourseLink.

Policy Brief Part 3: Policy Analysis & Recommendation – Important note: This assignment is to be completed individually. For this assignment, you will provide a critique of the policy or program you learned about in parts 1 and 2. While you previously provided facts about the policy/program, you will

now use what you have learned in this course to critique and provide a recommendation for moving forward. This assignment is your chance to demonstrate your critical thinking and reflective abilities, as well as your ability to apply content from the course.

At the beginning of your assignment, please include one sentence (maximum) naming and describing the program or policy you are critiquing. For example: the policy I am critiquing is NAME and outlines CONTENT OF THE POLICY (provide citation for the policy/program).

The bulk of this assignment will be your critique and recommendation for change. It will include the following two elements:

1. Critique of Policy/Program: Provide a critical analysis of the policy or program. For this analysis, you should include consideration of the pros/cons, gap/exclusions, and/or other critical considerations of the policy/program. You may provide unique critical considerations based on your own thoughts and you may also provide critiques based on the thoughts and analyses of others (with appropriate referencing).

2. Recommendation: Building on your critique of the policy/program, you will provide ONE recommendation for change to improve (or replace) the policy/program that will address some of the key problems you have identified with the existing policy/program. This recommendation should clearly connect to your critique. Be sure to very clearly identify the policy recommendation that you are making. For example, are you changing the policy/program or replacing it? Be sure to identify how the recommendation you are making will improve on the policy issue that the policy/program is meant to address.

At the end of your assignment, you should include one or two sentences (maximum) summarizing your change and its impact on the policy/program.

References should be in APA 7 format. Support for searching and citing grey literature is available on CourseLink.

Specifications: Carefully read the rubric outlining the evaluation criteria available on CourseLink. Your backgrounder should not exceed 1-2 double spaced pages, typed, 12-point Times New Roman font, with standard 1" margins (THIS DOES NOT INCLUDE REFERENCES OR TITLE PAGE).

Assignments must be submitted no later than 11:59 p.m. on the indicated due date using the Dropbox on CourseLink.

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

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:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

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.

10.UNIVERSITY STATEMENTS

E-mail 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.

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](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

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

Accessibility:

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

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

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

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The [Academic Misconduct Policy](#) is outlined 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.

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.

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 CourseHero) 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 see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

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.

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.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.