

IES*4000 Indigenous Environmental Stewardship: Methodologies in Practice

Semester: F26

Lecture/Lab Hours: 5-0

Academic Unit: SES

Credit Weight: 0.50

Prerequisite: IES*2010, 12.50 credits

Restrictions: Enrolment in the B.IES

Equates: n/a

Distance Education: n/a

Experiential Learning: Course integrated

Methods of Presentation: Seminar, field trip

Land Acknowledgement

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 respect to our Anishinaabe, Haudenosaunee and Metis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Metis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

1. Course Details

Instructor: Dr. Lauren Sneyd

lsneyd@uoguelph.ca

Class: Monday 8:30-11:20

Location: MACS 235

1.1 Calendar Description

The course provides a broad survey of research methodologies including documentary, observational, qualitative, and quantitative approaches, exploring their key characteristics, strengths and weaknesses and ethical implications of producing and applying knowledge for Indigenous environmental stewardship. It provides the student with the skills and background necessary for project development, execution, report writing and presentation. It prepares students to undertake a practical project in environmental stewardship engaging Indigenous communities. In consultation with the faculty supervisor, students will develop a project proposal that sets out the parameters of the winter semester project and includes an annotated bibliography of relevant background materials.

1.2 Course Description

This course addresses methodologies and protocols for working with and among communities. It is an applied course building on the theory and technical skills gained through the program and focusing on the practice of environmental stewardship. It provides students with an introduction to materials, opportunities and challenges related to Indigenous research methodologies.

The course explores the realities associated with engaging with communities and practitioners and equips students with the abilities for successful collaborative project work. The course allows students to practice their core skills; project development, time management, report writing, communication through presentations. It prepares students to undertake a practical project in environmental stewardship engaging Indigenous communities. In consultation with the faculty supervisor, students will develop a project proposal that sets out the parameters of their project which will include an annotated bibliography of relevant background materials.

The course provides a broad survey of research methods including documentary, observational, qualitative, and quantitative approaches, exploring their key characteristics, strengths and weaknesses and ethical implications of producing and applying knowledge for Indigenous environmental stewardship.

In addition to enhancing student research skills the course will provide students with the opportunity to acquire and practice the capacity needed to navigate the complex interactions between different knowledge systems, world views and values involved in environmental stewardship. These skills are essential for assisting Indigenous and non-Indigenous communities to work respectfully and constructively together based on common learning and deeper cross-cultural understanding.

This course also examines the ethical dimensions of conducting research, and the challenges of working respectfully and effectively in and with Indigenous communities. The concepts of positionality, difference, identity and intersectionality and their application to a mutually respectful process of research and engagement will be introduced and practiced. Students will gain an understanding of the concepts, values, and skills related to effectively, respectfully and responsibly engaging with Indigenous communities and knowledge holder's community engagement and responsible global citizenship. Students will be challenged to identify a meaningful role for themselves in contributing to an Indigenous environmental stewardship project by developing a proposal for participating in a community engagement opportunity at the local, national or international scale. The project may involve research, implementation or knowledge exchange. Travel to meet with communities may be involved.

2. Learning Resources

2.1 Required Resources

Suggested readings available on Ares and on courselink:

Absolon, Kathleen E. *Kaandossiwin: How We Come to Know*. Fernwood Books, 2011.

Chilisa, B. *Indigenous Research Methodologies*. Sage Publications, 2011.

Gross, L.W. *Anishinaabe ways of Knowing and Being*. Routledge, 2016.

Joseph, B. *Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality*. Page Two Books, 2018.

*Kovach, M. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press, 2010.

McGregor, D., et al. *Indigenous Research: Theories, Practices, and Relationships*. Canadian Scholars' Press, 2018.

Wilson, S. *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing, 2009.

Windchief, S. and San Pedro, T. (Eds.). *Applying Indigenous Research Methods: Storying with Peoples and Communities*. Routledge, 2019.

Younging, G. *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples*. Brush Education, 2018.

3. Course Learning Outcomes

3.1 Course Learning Outcomes

By the end of this course you will be able to:

1. Consider the impacts of colonialization, Indigenous-settler relations and decolonization when engaging in environmental stewardship projects with Indigenous collaborators and participants.
2. Identify environmental stewardship goals and protocols while working effectively in Indigenous spaces.
3. Compare and assess the strengths and weaknesses of a range of research methodologies.

4. Develop a formal project proposal that respects and incorporates Indigenous knowledge and perspectives.
5. Describe and apply key principles and issues in research ethics, with specific reference to working in Indigenous spaces.
6. Demonstrate the ability to apply multidisciplinary methodologies of inquiry, problem-solving and conflict resolution.
7. Apply appropriate technical skills and knowledge towards specific environmental stewardship objectives or needs.
8. Conduct a thorough and critical review of existing literature.
9. Apply the appropriate components of community-university research agreements.

3.2 University Learning Objectives

In the process we will address a number of the [University's Learning Objectives](#) especially;

- Critical and Creative Thinking - inquiry and analysis.
- Literacy - information.
- Communicating - written, reading, integrative.
- Professional and Ethical Behaviour - personal organization, time management.

4. Teaching and Learning Activities Woven Throughout the Seminar Discussions

4.1 Lecture Topics

1. Indigenous Methodologies.
 - Respecting Indigenous research and project partners using appropriate methodologies and protocols.
 - Working with communities and knowledge holders.
 - Semi-structured interviews and focus groups.
 - Decolonialization considerations.
 - The importance of balancing the recognition and protection of Indigenous rights and interests with the promotion of environmental research.
 - Practical implications for environmental policy development and stewardship practice.
2. Research Ethics.
 - History of colonial research;
 - Privacy and access to privileged information
 - Reviewing research proposals.
3. Research and Analysis Methods.

- Key practical skills including logical frameworks, theories of change, impact assessment, and project management.
 - The nature of these techniques, and how and where they are employed.
 - Conducting systematic literature/source reviews
4. Designing a project plan and selecting appropriate methodologies.
 - Preparing individuals to conduct projects for and with Indigenous peoples, organizations and communities
 5. Knowledge transfer and approaches to sharing results with Indigenous and non-Indigenous partners.
 - Professional reporting.
 - Making authentic contributions to Indigenous communities and scholarship.
 - Concepts, values, and skills related to effective engagement with Indigenous communities in a real-world context.
 6. Community-University Collaborations.
 - Intellectual property;
 - Memoranda of Understanding (MOU)
 - Funding opportunities.

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Weekly Topics and Readings

This course provides training in scientific communication via discussions, presentations, and assignments within the context of Indigenous environmental methodologies and stewardship. The course is based on the premise that soft skills, especially communications skills, are a key prerequisite to effective Indigenous environmental science communication. The list of weekly content is below, and the complete list is on CourseLink. I will also update the content throughout the semester as needed, please follow along each week, the content can change. There is also a Tab on courselink for supplementary methodology and proposal development readings.

Week 1 Introductions

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Prologue: Opening the Circle and Introduction

Pirie et al. 2024 Approaches and methods used to bring together Indigenous and Environmental science Knowledge in environmental research: A systematic map protocol. *Ecological Solutions and Evidence*;5:e12351.

Week 2 Situating Indigenous Methodologies

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Chapters 1 and 2.

<https://weavingknowledges.ca/>

<https://braidingknowledgescanada.ca/en/home/>

Week 3 Indigenous Conceptual Framing

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Chapter 3 Epistemology and Research: Centring Indigenous Knowledges.

Reed, G. Brunet, N. D. Longboat, S. and Natcher, D. C. 2020. Indigenous Guardians as an emerging approach to Indigenous Environmental Governance. *Conservation Biology*. 35(1): 179-189.

<https://www.naho.ca/>

<https://www.greenfeetes.com/>

Week 4 Positionality: Situating Self, Culture and Purpose

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Chapter 6 Preparations: Situating, Self, Culture, and Purpose in Indigenous Methodologies

Holmes, AGD. 2020 Researcher Positionality – A consideration of its influence and place in qualitative research – A new researcher guide. *International Journal of Education*. 8:4.

Week 5 Indigenous Ethics and Decolonizing Research

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Chapter 4 Indigenous Ethics and Axiology: *Miyo* (A Good Way)

Jacobs et al. 2025 Chapter 16 Critical Declaration of Decolonization and Indigenous for Scientific Research and the Academy. In Indigenous Critical Reflections on Traditional Ecological Knowledge

Guidelines for research involving indigenous peoples in Canada (PDF on courselink)

Hayward, A. Sjoblom, E. Sinclair, S. and Cidro, J. A new era in Indigenous Research: Community-based Indigenous Research Ethics Protocols in Canada. *Journal Empirical Research on Human Research Ethics*. 16(4): 403-417.

https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter9-chapitre9.html

<https://sshrccrsh.canada.ca/en/funding/policies-regulations-and-guidelines/indigenous-research-statement-principles.aspx>

https://www.nserc-crsng.gc.ca/Colleges-Colleges/Resources-Ressources/Indigenous-Autochtones_eng.asp

EthOs Hub – to sign in to start a UofG ethics application

Week 6 Engaging with Community & The Research Question

Kovach 2021 Indigenous Methodologies: Characteristics, Conversations and Contexts. Toronto: UTP. Chapter 5 Engaging with the Indigenous Community in Research

Fast, E. and Kovach, M. 2019. Community Relationships Within Indigenous Methodologies. In Windchief, San Pedro, T. Applying Indigenous Research Methods: Storying with Peoples and Communities Pg. 21-36.

LaVeaux, D. and Christopher S. 2009. Contextualizing CBPR: Key Principles of CBPR meet the Indigenous research context. *NIH*. 7(1): 1.

Mantzoukas S. 2008. Facilitating research students in formulating qualitative research questions. *Nurse Education Today*. 28: 371-377.

Week 7 Applying Indigenous Methodologies: Story and Method

Data, R. 2018. Traditional storytelling: an effective Indigenous research methodology and its implications for environmental research. *Altern Native* 14(1): 35-44.

Berkes, F. 2009. Indigenous ways of knowing and the study of environmental change. *Journal of the Royal Society of New Zealand*. 39:4, 151-156.

<https://www.aicbr.ca/>

Week 8 Research is Ceremony and Traditional Ecological Knowledge

Datta, R. Indigenous Land Based Research Method. A Journey of Relearning Ceremony in Rethinking Environmental Science Education. *Indigenous Land Base Research Method*. Pg. 85-97.

Wilson 2008 *Research is Ceremony* Can a Ceremony Include a Literature Review? And The Elements of an Indigenous Research Paradigm. Fernwood.

Wynecoop et al. 2025 Chapter 2 Sacred Relationships in Traditional Ecological Knowledge. In *Indigenous Critical Reflections on Traditional Ecological Knowledge*.

Week 9 Applying Indigenous Methodologies: Analyzing, Interpreting and Meaning Making

Cruikshank, J. 2012. Are Glaciers 'Good to Think With'? Recognising Indigenous Environmental Knowledge. *Anthropological Forum*. 2:3, 239-250.

Raymond 2025 Chapter 24 Talofae Your Ancestors are Gossiping about your Data Management Plan. In *Indigenous Critical Reflections on Traditional Ecological Knowledge*.

Tobias, J.K. Richmond, C.A. M. and Lugnaah, I. 2013. Community Based Participatory research (CBPR) with Indigenous Communities: Producing Respectful and Reciprocal Research *Journal of Empirical Research on Human Research Ethics* 8(2): 129–140

<https://fnigc.ca/ocap-training/>

Week 10 Knowledge transfer and approaches to sharing results with Indigenous and non-Indigenous partners + presentations

Kovach 2021 *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: UTP. Chapter 11 Oral Dissemination and Capacity Building in Indigenous Methodologies.

Chiblow, Sue. 2024. ANISHINAABEK PROGRAM OF RESEARCH: A Report from the Program of Research Gatherings held in Garden River First Nation 2022 and 2023.

Week 11: Proposal Development

Please bring proposal draft for questions and development.

Daly, K.J. 2007. Research Design: Constructing a Research Proposal. In *Qualitative Methods for Family Studies & Human Development*. Sage.

Week 12 Final Reflections

Reflections on Methodology Possibilities and Challenges

5. Assessments

5.1 Marking Schemes & Distributions

Form of Assessment	Weight (%)	Content	Course Learning Outcomes	Due Date
Seminar participation	15	Participation and engagement in seminar discussions	1,2,3,5,6,7,9	Throughout
Research Methods	20	Book, and readings	1,3,5,6	Oct 16
Annotated Bibliography	20	Literature Review	3,8	November 6
Draft Project Proposal	30	IES project proposal development for Winter research	2,4,5,6,7,9	December 3
Presentation	15	Presentation of project proposal	1,3,5,8,9	November 23
Total	100%			

5.2 Assessment Details

Assignment guidelines are posted on Courselink.

Suggested Project Topics:

- Specific community-based project identified within student's own Indigenous community.
- Addressing needs identified by an Indigenous community.
 - Documenting knowledge through stories and Indigenous language related to the local environment.
 - Interviews with community on an imminent environmental stewardship decision.
 - Establishing community research priorities related to environmental stewardship.
 - Documenting historical environmental stewardship and governance practices.
 - Preparing a literature review for an upcoming environmental stewardship related submission.
 - Prepare a communication strategy around an environmental stewardship issue or decision.

6. Library Resources

Many of the curriculum deliverables outlined in the course proposal for IES 4000 are supported through the various units within L&CS, including systematic reviews, literature reviews, identified communications (like report writing), presentation skills, and project management skills. IES faculty can book an appointment to discuss library supports for this course by contacting library@uoguelph.ca.

The course readings identified in the course proposal for IES*4000 are either available in the library collection or have been ordered for addition to the collection.

6.1 Library Collections

The following sections provide an overview of key library collections as they pertain to the curricular and research needs for this course.

Database Collection

The library's databases of scholarly and trade articles for the disciplines pertinent to this course include the following:

- Bibliography of Native North Americans
- IPortal: Indigenous Studies Portal
- SAGE Research Methods
- CAB Direct
- Biological Sciences
- GeoBase
- GreenFILE
- Web of Science
- Agriculture & Environmental Science Collection (Proquest)
- Sustainability Science Abstracts
- AGRICOLA
- Worldwide Political Science Abstracts
- PAIS
- Sociological Abstracts

Periodicals and Journals

Over the past decade the Library has made significant strides in providing ready access to a broad range of academic journals, with a current subscription range of over 55,000 electronic journal titles. Access is available for complete collections of journals from many scholarly and trade publishers, in many cases back to the first volume. Some key publisher collections include Elsevier, Springer, Wiley, and Taylor & Francis.

The University of Guelph has access to many of the journals with the highest impact factors in their fields, as determined by the Journal Citation Reports (JCR) database.

JCRs assess and rank peer-reviewed journals for each discipline. In the areas environmental studies, library coverage includes the following:

Environmental Studies: 24/25 of the top journals. Example titles include:

- Nature Climate Change
- Land Use Policy

Monographs (Books, eBooks and Reference Collections)

Specific book titles have been identified as course readings in the course proposal for IE*4000. These texts are available on our Ares course reserve site.

Absolon, Kathleen E. Kaandossiwin: How We Come to Know. Fernwood Books, 2011

Chilisa, B. Indigenous Research Methodologies. Sage Publications, 2011.

Joseph, B. Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality. Page Two Books, 2018.

Kovach, M. Indigenous Methodologies: Characteristics, Conversations, and Contexts. University of Toronto Press, 2010.
Available in library collection (eBook)

McGregor, D., et al. Indigenous Research: Theories, Practices, and Relationships. Canadian Scholars' Press, 2018.

Wilson, S. Research Is Ceremony: Indigenous Research Methods. Fernwood Publishing, 2009.

Windchief, S. and San Pedro, T. (Eds.). Applying Indigenous Research Methods: Storying with Peoples and Communities. Routledge, 2019.
Available in library collection (eBook)

Younging, G. Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples. Brush Education, 2018.
Available in library collection (print)

6.2 Library Services Support

Beyond collections, the library provides a variety of important services to faculty and students to help support library access, research help, and academic skills.

Course Reserves

The E-Learning Operations & Reserve Services unit makes resources readily available to students with integrated into CourseLink, and with access points in Omni. Where possible course reserves are made available electronically. Print course reserves are available to students via the open stacks on the main floor, next to the Ask Us Desk. For more information contact: libres2@uoguelph.ca.

In order to ensure that all students have access to required textbooks for their courses, the Library is currently making available at least one copy of the required textbook for most undergraduate courses via the Course Reserve service. Instructors are notified via email when the required textbook(s) for courses they are teaching have been placed on reserve and are available for students to use. This program is an initiative of the Open and Affordable Course Content Task Force (OACC).

Ask Us Desk

The Library's Ask Us Desk is the main point of contact for University community members. A wide range of support services are provided from this Desk. In addition, support is available from an online chat service and through e-mail and telephone service. The Ask Us Desk is often a first point of contact for students and acts as a referral for other academic supports.

Learning and Curricular Supports

Learning and Curricular Support (L&CS) staff, notably the Writing Services team, have made great strides in centring principles and values of Indigenization in their service provision. Staff development initiatives have explored and operationalized topics such as protocols on writing for and about Indigenous people, Indigenous research methods/ways of knowing, and cultural competencies training for staff and student-staff. The L&CS service ethos centres values of reciprocity, holistic learning, student-centeredness, and seeking to nurture the "whole self/student."

Many of the curriculum deliverables outlined in the course proposal for IES*4000 are supported through the various units within L&CS, including systematic reviews, literature reviews, identified communications (like report writing), presentation skills, and project management skills. Academic services and resources to support students are available to multiple service modes, such as one-on-one consultations facilitated groups, online tools, or through in-class and in-library programming. IES faculty can book an appointment to discuss library supports for this course by contacting library@uoguelph.ca.

The full scope of learning services includes the following:

- Research and information literacy
- Academic writing across disciplines and genres
- Effective learning and studying strategies
- Targeted support for high-risk courses
- Presentation skills & group work

- Digital literacy and support for media-based course assignments
- IT technical support
- Accessibility services
- English language learning (EAL)

1. Course statements

Artificial Intelligence (AI) will not be used in this course:

Unauthorized student use of AI systems (ex. ChatGTP and others) undermines student learning, the achievement of learning outcomes and **violates the University's academic misconduct policies.**

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Submitting a paper that has been written with AI will result in a grade of zero and an academic misconduct report will be filed with the offices of the Dean and the Chair. Only submit your own work.

Written Assignments

All course assignments are discussed in detail in the assignments guides available on Courselink. Please download them and review.

Note that extensions are not possible

- You know the due dates of assignments from the first day of classes – it is your responsibility to plan your time so that you meet those dates. Time management is one of the objectives of this class.
- Assignments must be submitted on CourseLink on the day they are due, otherwise they will be considered late.
- Emailed assignments or assignments dropped off in the main office will not be accepted.
- Computer problems are not sufficient for an extension. Make sure you back up your work.

- The exception to the late assignment/make-up exam policy is if you have a documented medical or recognized reason (in other words, only medical and compassionate reasons are recognized). Final decisions about extensions are at my discretion (i.e. documentation does not automatically equal an extension). You are responsible for contacting me in a timely manner (within one week) if you have a documented medical/family/compassionate emergency.

Emailing

If you do email the professor, please put the course code in the subject line of the email and a brief statement about the nature of the email: IES 4000. Emails without the course code will not be responded to.

Disputing a Grade

If there is an addition error, please let me know via email.

Extra Credit

There are no opportunities for extra credit in this course.

Respectful Learning Environment

Students are expected to adhere to all University policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through social media, message boards, Teams chat, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronic devices in class.

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.

2. 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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. 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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

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

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. NO recording.

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.