FACULTY OF ARTS AND SCIENCE

FACULTY BOARD

A meeting of Faculty Board will be held on Friday, November 29, 2013 at 3:30 p.m.
in Macdonald 001

AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The Minutes of the meeting of November 8, 2013 have been posted.

3. Business Arising from the Minutes

4. Dean’s Report
   a. General Report
   b. Report on Senate Action

5. Report from Arts & Science Undergraduate Society

6. Question Period

7. Communications

8. Report of the Academic Orientation Committee – Appendix A – for approval
   Ms. Chivers will move that “the Academic Orientation Committee Report on Orientation 2013 be approved.”

9. Curriculum Committee Omnibus Report – Appendix B - for approval
   Mr. Greenfield will move “that the Omnibus Report Part III be approved.”

10. Academic Regulations (Music and New Regulation 18) – Appendix C – for approval
    Mr. Horton will move “that amendments to the Academic Regulations be approved.”

11. Admission Regulations – Appendix D – for approval
    Ms. Bénard will move “that the amendments to the Admission Regulations be approved.”

12. Faculty of Arts and Science – Mandate/Vision – Appendix E – for discussion
    Dean Mumm will discuss.

13. School of Religion – Theology Programs – for information

14. Notice of Motion – Appendix F – for information
    The Department of Film and Media will be introducing a motion to change the name of the Department to the School of Film, Media and Cultural Studies.

15. Notice of Motion – for information
    Mr. Morelli will be introducing a motion that Faculty Board move into Committee of the Whole with Richard Ascough in the Chair to discuss the implications for students and faculty within the Faculty of Arts & Science of the School of Graduate Studies’ new Time to Completion policy.
16. **Notice of Motion** – for information
   The School of Computing and the Faculty of Education will be introducing a motion to
delete the Concurrent Education/Bachelor of Computing Program as of September, 2014.

17. **Other Business**

   Richard Ascough             Patrick Costigan
   Chair                       Secretary
   Faculty Board               Faculty Board
INTRODUCTION

This is a report of the Academic Orientation Committee (AOC) on the events for Orientation Week 2013. It follows the report presented to Faculty Board on March 2013 that accounts for the planning of the week. This report is the result of the compilation of notes and comments by all members of the AOC Committee who observed Orientation events.

Four statistical summaries of the surveys taken by students (one for each group) are attached to this report (Appendix 1, 2, 3 and 4). Orientation surveys conducted by the AOC were amended this year to reduce redundancy with the SOARB survey.

The Nature of Orientation:

Orientation at Queen’s is a complex academic, social, and logistical project. The Academic Orientation Committee (AOC), consisting of faculty, staff, and students, oversees Orientation events whose educational focus aligns with the Faculty of Arts and Science’s interest in ensuring academic success.

The main goals of Orientation are: 1) To introduce students to the Queen’s community, including its intellectual, cultural and social resources; 2) To meet the needs of a diverse group of individuals, including students, faculty, staff, and community; 3) To foster an awareness of the importance of responsible student participation in the Kingston community; and 4) To generate commitment, enthusiasm, pride, and a sense of the responsibility that comes with being a member of the Queen’s community.

The Office of the Associate Dean of Studies Office supervises Orientation, and the Committee includes representatives from four student societies:

- Amanda McKenzie, Academic Chair for the Arts and Science Undergraduate Society (ASUS);
- Taylor Katzel, Academic Chair for the Concurrent Education Student Association (CESA);
- Sahib Purba, Academic Chair for the Computing Students Association (COMPSA);
- Jennifer Simpson, Academic Chair for the Physical Education and Kinesiology Student Association (PHEKSA)

These student members of the AOC are in charge of the academic events presented by their respective societies in Orientation Week. In turn, they work together with Orientation Committees (OCs) who develop the events. The OCs supervises a corps of students who are selected in a competitive process (hired) to run the events and to guide groups of first-year students.
students through Orientation. These students are known as Gaels (ASUS), Teaches (CESA), Techs (COMPSA) and Coaches (PHEKSA).

Faculty members of the AOC Committee:

- Meredith Chivers, Psychology (Chair)
- Spring Forsberg (resource person and Recording Secretary)
- Henry Laycock, Philosophy (Faculty member)
- Michael Mombourquette, Chemistry (Faculty member)
- Jennine Ball, Economics (Staff representative)
- Johanne Bénard, Associate Dean, Arts and Science (Ex-officio member)
- Scott Mason, President, Arts and Science Undergraduate Society, Political Studies (Ex-officio member)
- Kathy Jackson, School of Kinesiology and Health Studies (Ex-officio member)

**Orientation 2013 Highlights:**

The Orientation Week 2013 was, overall, very successful. On average, events were well planned and well organized by the leaders of Orientation who, as usual, were dedicated and enthusiastic. For their part, first-year students were engaged in all activities they attended. Orientation leaders demonstrated their commitment to excellence by responding to feedback from Orientation 2012; several Orientation 2013 events were amended to provide first-year students with every opportunity to access information, have their questions answered, and foster a sense of joining a vibrant academic community committed to supporting student success.

I would like to highlight one event that I believe is an important addition to the standard suite of Academic Orientation events, such as orienting student to academic resources and reviewing academic integrity. This year, ASUS organized an event called “The NonAcademics of Academics” highlighting the role that mental and physical health plays in academic success. Given the transition from high school to university life is stressful for even the best-prepared students, including this event emphasizes Queen’s commitment to a holistic approach to academic success. In addition, the Head Gael, Daniel Gonçalves, gave several speeches aimed at destigmatizing mental health challenges and emphasizing an atmosphere of celebrating diversity and wellness at Queen’s. Creating and maintaining an inclusive and supportive atmosphere at Queen’s will serve to promote a healthy academic community, as outlined in the framework provided the Principal’s Commission on Mental Health.
OVERVIEW OF ACADEMIC EVENTS FOR ORIENTATION WEEK 2013

Academics
Academic Hour (PHEKSA)
Academics Panel Discussion (CESA)
ACS on West (CESA)
ArtSci is What? (ASUS)
COMPSA/School of Computing Welcome (COMPSA)
CASLab Course Confirmation (COMPSA)
Compsci Gameshow (COMPSA)
Education Panel Discussion (CESA)
Looking Forward: Your First Year in B.Ed. (CESA)
Motivational Speaker (CESA)
Prof Talk/Prooffee Talk (ASUS, COMPSA, PHEKSA)
Welcome Forum (ASUS, CESA, PHEKSA, COMPSA)
PHEKIN Welcome (PHEKSA)
Interactive Afternoon by the Pier (PHEKSA)

Academic Support and Resources
Academic Adventure (PHEKSA)
ACS on West (CESA)
Compsci Gameshow (COMPSA)
Course Confirmation (CESA)
Frosh Adventures (COMPSA)
Library/Campus Tour (CESA)
Queen’s in the Park (ASUS and COMPSA)
Which Resource is Right? (ASUS)
Student Card Registration Event (ASUS, CESA, PHEKSA, COMPSA)
Interactive Afternoon by the Pier (PHEKSA)

Academic Integrity
Academic Success 101 (ASUS)
Academic Success (PHEKSA)
Academic Integrity Talk (CESA)
Academic Success 101 (COMPSA)
Compsci Gameshow (COMPSA)
Interactive Afternoon by the Pier (PHEKSA)

Queen’s Community
ACS on West (CESA)
Frosh Adventures (COMPSA)
Library/Campus Tour (CESA)
Queen’s in the Park (ASUS and COMPSA)
Traditions at Queen’s (ASUS & COMPSA)
Welcome Forum (ASUS, CESA, PHEKSA, COMPSA)
Academic Adventure (PHEKSA)

**Personal Support Resources**
ACS on West (CESA)
Comp sci Gameshow (COMPSA)
Frosh Adventures (COMPSA)
Queen’s in the Park (ASUS and COMPSA)
Library/Campus Tour (CESA)
The Non-Academics of Academics (ASUS)
Queen’s First Aid/ Sexperts (COMPSA)
ASUS EVENTS

Academic Success 101
(Academic Integrity)

The chief goal of the Academic Success 101 assembly was to educate first-year students about the concept of academic integrity and its importance within the Queen’s community. This event teaches students the five fundamental values (as determined by The Centre for Academic Integrity at Duke University) of honesty, trust, fairness, respect, and responsibility, values that are essential for students to have throughout their academic careers at Queen’s and elsewhere. The purposes of this event were to introduce and explain the concept of academic integrity, to familiarize the students with the regulations concerning academic integrity, to ease the academic transition from high school to university, and to instil a sense of academic pride amongst the Arts & Science Class of 2017.

This year’s event had a similar format to that which has been used in previous years with the addition of more guest speakers, and an emphasis on connecting with professors and TAs in the hopes of building positive student-faculty relations. The event opened with a video segment on academic life at Queen’s, including what to expect, tips to succeed, and a section on the roles of Professors and TA’s. This was presented by Orientation Coordinator Sydney LaPlante and Daniel Krawchenko. The Associate Dean of Studies, Johanne Bénard, and the ASUS Orientation Academic Chair, Amanda McKenzie, delivered eloquent speeches that actively promoted academic content at the University; Dean Bénard’s address was particularly well received by the students because she emphasized that she too is a first year. First year students were provided with the knowledge, resources, tips, tricks, and general information necessary to achieve academic success. Through the first-hand experience and knowledge communicated at this event, the students learned that academic integrity is not something to be intimidated by, but rather embraced in order to achieve their academic goals.

See Appendix 1, question 19, for the high attendance at the event.

ArtSci is What?
(Academic)

“ArtSci is What?” was delivered in a new format this year – as a pre-orientation week DVD sent to each new student in the orientation week package. These were originally intended to be USB memory sticks however the CampusPerks sponsor withdrew support at the last minute. The aim was to develop the student’s sense of preparedness for academic expectations, broaden the student’s academic networks, and increase the student’s awareness and understanding of academic policies, processes and standards as well as refer students to the Arts and Science undergraduate website for further information on courses. The DVD included a series of
informative videos that discussed programs in 6 different groupings in the Arts and Science faculty: Creative Arts, Humanities, Social Science, Languages, Natural/Physical Sciences and Life Sciences; the major disciplines were highlighted. In each video, the program is described in full detail with information regarding the courses to major, minor, or medial in. As well, grade requirements and prerequisites were listed. In each video, the co-hosts interviewed the Department Student Councils of different programs to answer the above questions. The videos have a select menu once formatted so students can choose which video they want to watch.

See Appendix 1, question 19, for the high usage of the DVD at the event and question 20, for a confirmation of the moderate level of helpfulness.

**Prof Talk**  
(Academic)

As first-year students enter the Queen’s community, many of their concerns will revolve around expectations and assumptions of their forthcoming university learning experiences. The goal of Prof Talk was to create an open discussion between professors and small groups of first-year students to help them adjust to their new setting and learn what they can expect in reference to academics. Professors answer questions from individual students with the hope that students will learn that they should not be intimidated to approach a professor or seek help.

This year’s event was similar to previous incarnations, with an emphasis on matching student groups and professors on areas of study. Efforts were made to ensure that discussion groups were small to maintain intimacy, and to maintain the discussion to be relevant to the academic programs of interest for incoming students. Faculty members (60) received examples of questions and room assignments ahead of time. The students were mostly attentive and alert. At the end of the talk, Gaels gave a thank you card to the professor on behalf of their group. The talks were preceded by a brunch in appreciation for the Professor’s participation that was, by all accounts, excellent.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high level of helpfulness.

**Queen’s in the Park***  
(Queen’s Community, Personal Support and Academic Resources)

The main goal of this event was to provide first-year students with access to clubs and resources at Queen’s and in Kingston, including academic, cultural and arts-based opportunities. The clubs and committees in attendance provide valuable information, volunteer and club positions, and resources intended to enrich their experience at Queen’s while supplementing their academic education. Additionally the resources available provide information with regards to health, employment, safety and campus services.
At the invitation of the Academics Committee, interested clubs and services around Queen’s and Kingston set up information booths on the day of the event. Each group paid a $35 fee ($45 or more if a generator was needed), and all of the proceeds went to the Shinerama Foundation for cystic fibrosis research. All booths were stationed in a predetermined layout to maximize a smooth flow and allowing equal access to the touring students. Student leaders took their first year groups through the park, where all students had the opportunity to learn about, and ask questions of the groups present.

This year, the event was moved to an open area within Cricket Field to facilitate the flow of students and to allow it to run side-by-side with Carnival Day, which will allow greater participation in both events. Sections to physically categorize clubs maximized flow through the park and reduced congestion. Student leaders were provided maps of the layout to plan their group’s visit.

Orientation Coordinators were present to ensure that rotation times are being met and are working effectively, overseeing smooth flow through the park. One concern was noted at this event; there were reports of a sorority recruiting by informally approaching first-years attending the event, without sanction by ASUS or formal registration for the event. The Commission of Internal Affairs in the AMS is currently conducting an investigation into the latter incident as AMS Assembly renewed its ban on Fraternities and Sororities last year.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.

*This event was also attended by COMPSA.

Which Resource is Right?
(previously Resource-a-thon)
(Academic Resources)

The main goal of this event was to increase student awareness and understanding of academic and learning resources. The format of the event was changed from a presentation-based event to an interactive ‘game-show’ that was engaging, full of helpful information, and fun for students. Some of the academic resources highlighted were the Peer Academic Support Service, The Writing Center, ASUS Peer Tutoring and the Learning Strategies Center. Videos summarizing the services provided by each centre were shown, and the game show followed. The sound quality of the videos was unfortunately poor, making it difficult for first-years to understand. It was recommended that these videos be incorporated in to the series of videos compiled for the ArtSct is What? DVD for future years. Despite the poor sound quality, students were able to easily answer trivia questions to win prizes donated by local organizations and merchants.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.
The Non-Academics of Academics  
*(redesigned – previously Resource-a-thon)*  
*(Queen’s Community, Personal Support Resources)*

This was a new event to promote living a healthy, active lifestyle in first-year university in order for students to excel in their academic careers at Queens. The goals were to increase student awareness and understanding of health services and resources, to address the stigma surrounding the discussion of mental health, and to promote healthy discussion of the topic.

“Unleash the Noise”, a student group focused on breaking the silence and stigma surrounding mental illness, presented first, followed by two representatives from the Mental Health Awareness Committee. Representatives from the “Jack Project”, a group promoting mental health and wellness for Canadian youth, discussed their initiative and the stigma of mental health concerns. Last, the Head Gael spoke about his struggles with depression as an undergraduate, providing an excellent role model for disclosing and openly discussing mental illness. Mental health resources available in Kingston and the Queen’s Community were discussed.

The last section of the event consisted of basic strategies to promote well-being but could have been better structured and more interactive, incorporating broad-based strategies for stress management.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.

**Traditions at Queen’s***  
*(Queen’s Community)*

Traditions is a unique academics event, it plays the important role in providing first year students with a formal introduction to the faculty of Arts and Sciences, and information regarding the history of Queen’s foundation and the many traditions at this University. This event serves the main purpose to familiarize new students with the sense of pride in our rich history.

The traditions ceremony included a presentation from the Orientation Committee members highlighting a gender- and culturally-diverse selection of notable Queen’s alumni, and illustrating the many traditions and customs that are associated with Queen’s University. This was followed by notable speakers such as ASUS Head Gael, Daniel Gonçalves, and Rector Nick Francis. The Head Gael’s speech was particularly inspiring, highlighting the importance of traditions and building new traditions as our community and society change, particularly with respect to cultural, gender, and sexual diversity.
A representative from the Arts and Science Undergraduate Society, Krysten Cutajar, assisted the incoming class in choosing their year crest while another representative from the faculty of Arts and Science will welcome the new students to Queen’s. The Kingston Town Crier officially welcomed the Class of 2017 and invited them to put on their tams with a taming pledge. The Queen’s Bands concluded the ceremony and lead the assembly in the Oil Thigh.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.

*COMPSA attended this event.

Welcome Forum
(Academic and Queen’s Community)

The main goal of Welcome Forum was to welcome students and encourage a sense of belonging to Queen’s University as well as the Kingston community. Welcome Forum provides an introduction to the upcoming week, including academic events, academic resources and the many possibilities Queen’s has to offer with the aim of inspiring students with engaging speakers; boosting moral, spirit and excitement for their future at Queen’s.

This event had a slightly different format this year. First Years and Gaels entered in to the venue, welcomed by Boohoo the Bear then giving way to the various faculty Orientation leaders. A PowerPoint component was included, introducing students to the University and the Orientation committee members leading the event. The Academics Chair and Head Gael spoke next and communicated to students the values and importance of orientation week as a whole, with an emphasis upon academic opportunities and responsibilities. The event then shifted to a rotation of various speakers, including the Dean of Arts and Science, Dr. Susan Mumm, and Arts and Science Undergraduate Society Executives Scott Mason and Irfan Tahiri, introduced by short video segments that informed students of various different aspects of University life. Speakers highlighted topics such as the faculty of Arts and Science, academic challenges and ways to overcome academic and social difficulties while at university. The keynote speaker, Kyle MacDonald, inspired students with his unique story of trading one red paper clip until he traded up to a house. His story was very motivational for students and reaffirmed that hard work and perseverance pays off in the end.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.
CESA EVENTS

Welcome Forum
(Academic and Queen’s Community)

Similar to the ASUS Welcome Forum, the goal of this event was to introduce first-year students to the resources and information they will be able to use throughout Orientation Week and their years at Queen’s, as well as to educate them about their responsibilities and privileges as members of the university and the greater Kingston community.

The Welcome Forum was delayed waiting for a speaker, however, the groups kept busy during the delay by passing out their packs, and generally bonding by running through their various group cheers and dances.

The speakers were good and they delivered their messages to the students effectively, and within the time-limits. The CESA executive welcomed students with a brief introduction and was followed by Vicky Andrews, the Concurrent Education Assistant. Speakers Dr. Stephen Elliot (Dean of Education), and Dr. Peter Chin (Associate Dean of Education), were unable to attend due to a scheduling conflict.

While the focus really was not about academics, some of the speakers spoke about the importance of setting examples, given they were eventually going to be educators. This also satisfied the goal of generating commitment, enthusiasm and a sense of responsibility.

Organizationally, there were many other events in very close proximity around Summerhill, and the grounds maintenance people were working during the events, therefore causing distracting noise. This was not the fault of CESA but should be addressed for the future. Despite these concerns, the students demonstrated enthusiasm and patience.

See Appendix 2, question 19, for the high attendance to the event and question 20, for confirmation of the high/moderate helpfulness of the event.

Academic Integrity Talk
(Academic Integrity)

As for all academic integrity events, the goal of this event organized by CESA was to educate first-year students about the concept of academic integrity and its importance within the Queen’s community, and to address and answer any questions or concerns that the students may have about the issue of academic integrity, highlighting plagiarism.
The event took place after lunch to ensure the students will be engaged and attentive. Dr. Scott-Morgan Straker, Undergraduate Chair of English, gave a well-received, comprehensive, and informative talk about making the right decisions as students and future educators, and emphasized the importance of practising integrity. The Orientation Leaders were ready to answer any questions first year students had concerning academic integrity, and to stress the seriousness of the topic and the university’s policies, based on their academic Integrity training during pre-Orientation Week.

It was noted by an observer that the talk was somewhat lengthy and students seemed restless after 45 min lecture; it was recommended that, in the future, the address be shortened.

See Appendix 1, question 19, for the high attendance at the event and question 20, for a confirmation of the high/moderate level of helpfulness.

**ACS on West**

(Academic Support and Resources, Personal Support Resources, Queen’s Community)

The main goals of this event were: 1) to introduce first-year students to the Concurrent Education program, including education professors and the West Campus facilities; 2) To answer the complex academic questions students may have regarding topics such as PROF classes, practicum placements, degree program requirements, etc.; 3) To educate students about the variety of student services available at Queen’s; 4) To welcome and introduce first year students to the Concurrent Education Student Association (CESA), their role within it, events it oversees, as well as ways to get involved; and 5) To allow students to talk to their Teaches about courses and questions directly related to the Concurrent Education program.

Students took part in a lecture-style information session about the Concurrent Education program basics as well as a variety of services Queen’s offers to its students, and were given the opportunity to ask questions. Speakers included Stephen Elliott (Dean of Education), Peter Chin (Associate Dean of Education), Vicky Andrews (Concurrent Education Assistant), Tammy O’Neil (Practicum Officer), and Jane Chin (First Year Professional Studies Professor). Handouts for these services were provided. These presentations were brief leaving plenty of time for students to ask questions about their academics.

**Academics Panel Discussion**

(Academic)

The goals of this event were: 1) To alleviate first year’s academic-related anxieties and answer their questions; 2) To share academic tips and advice from Professors of various Arts and Science disciplines; 3) To share academic tips from upper year students from various Arts and Science disciplines; 4) To give all first year students a structured opportunity to ask academics related questions.
This event occurred in four rotations to accommodate 17 orientation groups. The academic panel consisted of the current CESA Academic Affairs Commissioner (David Wiercigroch), PhD and Concurrent Education Alumni Chi Yan Lam, and Professors Kevin Munhall (Psychology), Bill Newstead (Chemistry), and Scott Straker (English). The Head Teach (Mike Young) mediated the panel discussion, raising questions provided by first year students, then opened the floor for further questions. Near the end of the allotted time, members of the panel provided academic advice for the incoming class, such as study, organizational, and note-taking strategies, or any other valuable information that they would have appreciated knowing back in first year. At this time, the first years received their “Academic Cheat Sheet,” a collection of tips from second year Con-Ed students.

This event was surveyed under the title “Academics Part 1”, alongside the “ACS on West” event. See Appendix 2.

Course Confirmation
(Academic)

The goal of this event was to familiarize students with SOLUS and their timetables, to assess any course conflicts prior to the start of class, and to make sure that students are enrolled in the necessary PROF and PRAC classes.

Course confirmation ran smoothly and according to plan. Groups took turns going to the computer lab to sort out conflicts. Peer Academic Support Service (PASS) advisors were present to help navigate the SOLUS system and to provide advice to students attempting to rearrange their schedules. The Academics Teach, the Teaches and the CESA Academic Affairs Commissioners also assisted throughout the event. Students remained at course confirmation until all of their conflicts were resolved or a time was set up for the following day if the problem needed the assistance of F-200.

See Appendix 2, question 19, for the high attendance at the event and question 20, for a confirmation of the high level of helpfulness.

Education Panel Discussion
(Academic)

Similar to the Academics Panel Discussion, this event provided an all first-year students a structured opportunity to ask academics-related questions.

This event ran smoothly and according to plan. The discussions centered on topics regarding the Concurrent Education Students Association as well as Bachelor of Education portion of Con-Ed student’s undergrad (practicum and PROF courses). The CESA – Education Panel consisted of the CESA President (Alex Marshall), the first year PROF 110 and 115 professor (Jane Chin), the
Concurrent Education Assistant (Vicky Andrews), and the Practicum Manager (Tammy O’Neil). Each member of the panel contributed to a presentation providing students with valuable input regarding achieving academic success, including time management, setting priorities, attending lectures, actively participating and being engaged, and taking ownership of their own education.

The Financial Teach Executive moderated the panel discussion, raising questions previously provided by first-year students. Evaluation of this event was combined with Academics Part 1: See Appendix 2, question 19, for the high attendance at the event and question 20, for a confirmation of the high level of helpfulness.

Looking forward: Your first year in B.Ed. – Goal Setting
(Academic)

The main goal of this event was to build strong bonds within first year groups and to encourage students to set realistic goals for themselves for the coming year. This event is meant to let students create positive goals for themselves which will allow them to learn and grow throughout their time at Queen’s.

This event took place during the relaxed portion of the time on Wolfe Island. Taylor Katzel, the Academic Teach, introduced the activity by sharing parts of his letter from first year. The Teaches initiated conversation about their first year experiences and shared tips for success that they discovered in first year. Teaches were provided with a hand out outlining “S.M.A.R.T.” (Specific, Measurable, Attainable, Realistic, Timely) goal setting techniques for the first-years to consult if they wish. The incoming students were encouraged to think of personal, academic, social, and financial goals. They were given envelopes, paper, and pens, and were given time to privately write their goals down in the form of a letter to themselves. Teaches then collected the sealed, self-addressed envelopes which will be sent through the on-campus mail in late March. Receiving these letters will prompt students to reflect on their first year experiences later in the year. These letters will also include a letter from the Academic Teach ensuring students that, even if they have not accomplished their goals, they still have three more years to do so. This letter includes information about on-campus services/resources to point students in the right direction to reach their goals. The students who participated to the event were engaged and responsive.

There was no survey item evaluating the success of this event.

Motivational Speaker: Professor Bill Newstead
(Academic)

The goals of this event were: 1) To get students excited about the teaching profession and give them insights as to what the future holds; 2) To get the incoming students into an academic mindset for the year ahead in Concurrent Education; 3) To introduce the students to a Queen’s
professor in a relaxed environment, hopefully allaying the anxiety and intimidation surrounding other professors and teaching assistants at Queen’s.

Students listened intently to Dr. Bill Newstead’s address as he shared his experiences as an educator in an engaging and interactive manner, cultivating enthusiasm and excitement. Because the speaker is also a Queen’s professor, the event serves the dual purpose of introducing students to an approachable professor.

See Appendix 2, question 19, for the high attendance to this event and question 20 for the helpfulness of it.

**Library/Campus Tours (previously Mystery Photo Race)**
(Academic and Personal Support, Queen’s Community)

The goal of this event was to introduce students to on-campus services and facilities and campus libraries, including Health Counseling and Disability Services, the Con-Ed Office, Equity Office, Human Rights Office, Gordon Hall, Sexual Health Resource Centre, International Centre, PASS F200 Office, and the Social Issues Commissioner’s Office. Speakers present at each locations provided a thorough description where needed (e.g., the librarian, Learning Commons Rep., etc.) In addition, students were exposed to a variety of orientation-leader chosen areas such as relatively quiet and “secretive” study areas, short cuts, notable landmarks, popular food services, or anything else students have deemed noteworthy. Some examples included the Red Room, the top floor of Douglas Library, the Fireplace Room in Stauffer Library, and The Brew. The intent behind choosing these locations was to improve the low-attendance and helpfulness reported in previous years.

In previous years, attendance at this event was low, ostensibly because of low enthusiasm by the Teaches. This year, attendance was improved as evidence by decent rates of attendance (70%) and high ratings of helpfulness: see Appendix 2, question 19, for the good attendance and 20 for the high degree of helpfulness.
COMPSA EVENTS

Academic Success 101
(Academic)

As for all academic integrity events, the goal of this event was to educate first-year students about the concept of academic integrity and its importance within the Queen’s community.

The presentations, in the form of skits, were all very appropriate in conveying the messages the students needed to know about the importance of academic integrity. The skits generated good questions from the students about everything from getting help with coding and assignment issues, to textbooks. The Techs in the audience gave some important tips as well.

Unfortunately at the last minute, Irene LaFleche (School of Computing Undergrad Advisor) was unable to attend but a Tech stepped in to “act” as Irene to give advice to students who had problems, needed a tutor, may need to see the Associate Dean, etc. The ease with which this last-minute change was handled reflected both the excellent work of Ms. LaFleche in educating students about her role in the program, and the Techs ability to problem solve on the fly. Well done!

See Appendix 3, question 19, for the high attendance to this event and question 20 for the high degree of helpfulness.

CASLab Course Confirmation
(Academic)

The goals of this event were: 1) To help students verify that they are enrolled in their selected courses, ensuring that the courses they chose are appropriate for their skill level; 2) To provide tips on making positive academic decisions during their time at Queen’s; 3) To use the Techs’ accumulated academic knowledge to the benefit of the incoming students, providing them with helpful hints; and 4) To introduce the students to the undergraduate advisor and ensure they are aware of her as a resource.

Students had an opportunity to confirm that they are enrolled in the correct courses and create an account so they can access CASLab computers. Students also had the chance to talk to the Techs and Irene LaFleche about courses and academics at Queen’s. There was a short explanation of all the introductory Computing courses available for first years (CISC 101, 110, 121) then, if students were unsure of which course to take, they were given a small test to analyze their experience to ensure that they were in the appropriate Computing first-year course for their skill level and program.

See Appendix 3, question 19, for the high attendance at the event and question 20, for the high degree of helpfulness.
COMPSA/School of Computing Welcome
(Academic)

This event familiarizes the incoming students about COMPSA, including information regarding what COMPSA does for students, how it represents students, and how it communicates with the faculty office. Additional information was provided regarding the academic resources COMPSA provides and the social events that will be run. Finally, there were introductions for members of council and information given regarding the First Year Representative position. Facilitators ensured smooth transitions between speakers.

The COMPSA Welcome consisted of introductions by Dr. Selim Akl, School of Computing Director, and Irene LaFleche, Undergraduate Program Assistant. This was followed by a presentation from Sahib Purba, President of COMPSA, who showed students ways they can get involved with COMPSA and Queen’s. The larger incoming class contributed to a vibrant energy to the event.

See Appendix 3, question 19, for the high attendance to this event and question 20 for the moderate degree of helpfulness.

Frosh Adventures
(Academic)

The main goals of this event were to: 1) Introduce Students to Academic resources offered by Queen’s and COMPSA; 2) Continue the theme of making good Academic choices during the first year at Queen’s; 3) Provide helpful advice from professionals and upper years; and 4) Orient first years with the physical environment of Queen’s Campus.

Groups were given clues for locations and resources on campus and were asked to visit these locations and take pictures. Stops included: Stauffer and Douglas libraries, Queen’s Career Services, Awards and Registrar Office, La Salle Health and Disability services, Queen’s Learning Commons, JDUC, the ARC and COMPSA Academic Resources located at Goodwin Hall. Some locations had speakers from the service to educate further about resources available. At other stops, Techs gave a personal explanation of how they used the location or service.

This event was not evaluated in the survey.

Compsci Game Show
(Academics, Academic Integrity, Academic Support and Resources, Queen’s Community)

The goals of this event were to: 1) Continue the theme of making good academic choices; 2) Present the rules of academic integrity in a way that will be engaging and relevant for the
students; and 3) Create an interactive way for students to learn about academics and resources at Queen’s.

In their groups, first years answered fun and educational questions about computing, academics, Queen’s and pop culture. This event was intended to provide an interactive way for students to learn and show what they have learned about Academics and resources at Queen’s, however observer reports suggested that the content was more social/cultural than academic. It was therefore recommended this event be improved upon with more academic questions being included in the game and perhaps planted in the audience to ensure academic questions are asked. COMPSA must ensure they review these events closely and should consider adding new academic events that meets the mandate of AOC.

See Appendix 3, question 19, for the high attendance and question 20 for the moderate degree of helpfulness.

**Prof Talk**  
(Academic)

This event gave students the opportunity to get to know a professor, creating an approachable academic environment to welcome first-year students. The goals of this event were to: 1) To introduce students to different computing professors; 2) To continue the theme of making good academic choices; 3) To provide helpful academic advice from professors and students; 4) To have an interactive and anonymous way for students to voice their questions about the Academic environment at Queen’s; and 5) To ease the transition from high school to university.

First-years students were split into groups based on their majors or interests and assigned a professor. They were asked questions about academics at Queen’s and Queen’s Computing. A question jar had been made available for students to ask questions anonymously to Techs, TC, graduate students or Professors (desired recipient were labeled on the question). Questions could also be submitted through emails. Techs and TC helped facilitate the discussion by asking questions and picking screened questions from the question jar. Students received some very valuable information about the School of Computing, including excellent information about the program, career and graduate school options, and achieving success in the program.

See Appendix 3, question 19, for the high attendance and question 20 for the high degree of helpfulness.

**Queen’s First Aid/Sexperts**  
(Personal Support Resources)

The goal of this event was to provide students with knowledge about sexual health resources (SHRC) on campus and Queen’s First Aid.
The presentations made by volunteers from Queen’s First Aid and Sexual Health Resource Center was well done and well received by students. Practical information and skills were taught and demonstrated. The presenters remained welcoming and mindful of the diverse needs of students with different backgrounds. They ensured that their content was relevant and accessible to all. After each presentation there was time to ask questions about each of the services.

There were concerns about first-year student behaviour at this event, with two students calling out inappropriately to the woman leading the Sexpert discussion. Organizers were advised to consider discussing appropriate and respectful behaviour with students prior to the event. Because academic content of the Sexpert/QFA was low, it was recommended that this event be eliminated or, instead, that all first-year groups, including COMPSA, attend ‘The Non-academics of Academics’ which discusses health and related issues in a professional and thorough manner. The AOC noted that many groups hold events with significant overlap and perhaps all groups might consider working together on some of these events.

See Appendix 3, question 19, for the high attendance and question 20 for the moderate degree of helpfulness.
PHEKSA EVENTS

Academic Adventure
(Academic Support and Resources, Queen’s Community)

The goal of this event was to introduce first-year students to a variety of academic services and other available opportunities and to learn their locations on campus. Academic Services included the Douglas Library, Stauffer Library, International Programs Office (Exchanges), ASUS, SKHS Main Office, Learning Commons, Writing Centre, Health, Counseling and Disability Services, Peer Support Center, Career Services, AMS, & PHESKA.

Students walked to each chosen Academic Service on campus in groups with their Coaches leading them and giving a general explanation of the campus during the walk through. Prior to Orientation Week, GMs and Coaches took a campus tour to ensure they were familiar with the tour and services at each location. The presentations provided valuable information about resources available at Queen's University. Not only did they learn about these resources but having a tour component showed them where they could find these services for themselves.

The only organizational issue was the length of time allotted for each presentation: this year, it was too long. Next year the times of the presentations should be changed so students are not running too far ahead of schedule.

See Appendix 4, question 20, for the high attendance and high/moderate degree of helpfulness for this event.

Academic Hour
(Academic)

The goal of this event was to introduce first-year students to the School of Kinesiology and Health Studies, the programs they are in, and the range of learning opportunities available to them (e.g., exchanges, volunteering, work in research labs, etc.) throughout their time at Queen’s. The event was held at Camp Oconto.

The Undergraduate Coordinator, Kathy Jackson, made an introductory speech to the first-year students, stressing the uniqueness of the School and the multi-disciplinary nature of the unit. An array of information was presented the following topics: The SKHS academic programs; first-year courses; opportunities for specialization with degree programs; post-degree opportunities; relevant academic and non-academic opportunities available to undergraduate students; international exchanges, etc. The session concluded with a question and answer period to address any unanswered questions. Students were advised that if they have further questions or specific personal questions regarding their undergraduate degree they can seek out the
Undergraduate Coordinator or schedule an appointment for academic advising at the Undergraduate Office upon return from camp.

The second half of the session was a breakout format where Vets (fourth-year PHE and KIN students) set up a variety of stations around the Dining Hall. First-year students rotated through these stations to learn about PHE/KIN courses, post-degree paths, international exchanges, first-year courses, mini-streams in KIN and PHE, etc. from the perspective of senior students. One of the rotations presented information about ways to get involved with events run by the School and PHEKSA within or for the greater Kingston Community (such as the Winter Adapted Games, Motionball, Historic Hockey.)

The only organizational problem with this event was the length of time allotted. Having only one hour to get through six rotations was too short and both presenters and students felt that having more time would be beneficial. Rotations of at least ten minutes are required to present the topics and then field questions from the students. The key recommendation for next year is to allocate 90 minutes to this event versus one hour. An additional event, Informal Academic Chats, was also incorporated. This time (45 minutes) was designed to give the first-year students a chance to chat quietly with each other and their leaders about academics. A fourth-year student (Vet) joined each group. We planned the addition of these chats well in advance of Orientation Week. With the somewhat rushed Academic Hour, these chats allowed students to ask further questions about some of the topics that were raised during Academic Hour. These chats were highly beneficial and should be continued in the future.

See Appendix 4, question 20, for the high attendance and the high degree of helpfulness for this event.

**Academic Success**
(Academic Integrity)

As for all academic integrity events, the goal of this event organized by PHEKSA is to educate first-year students about the concept of academic integrity and its importance within the Queen’s community. This event took place at Camp Oconto.

PHE/KIN executive members and the VETS (fourth-year students) attended the training session on academic integrity that was organized by AOC. As well, as part of PHE/KIN leader training, all VETs and EXEC read the different questions and possible scenarios, and discussed them together in order to have a better understanding of the messages they would convey to the first-year students.

An introduction to academic integrity and its importance was given to groups of 10-15 students. Students took part in a game show and were asked questions that were related to academic integrity. A short discussion took place after each scenario or question so that all students were
clear what the appropriate response would be to each situation. This year, there was an addition of a second smaller game to the end of the event that focused on the five fundamental values of academic integrity.

The only organizational problem was the length of time allotted; students completed the game much more quickly than anticipated. The event time needs to be shortened and additional questions need to be added to the game. Another option would be two sets of questions with a rotation to a new station with a new ‘opponent’ at the mid point of the time slot. Students appeared to enjoy the format of the event and benefit from the information they receive about Queen's University Regulation 1.

See Appendix 4, question 20, for the high attendance and the high/moderate degree of helpfulness for this event.

**PHEKIN Proffee Talk**
(Academic)

The goal of this event was to introduce first-year students to their SKHS professors in a friendly and informal setting, and to give them the opportunity to ask questions about academic life at the university level (e.g., classes, homework, and expectations, TAs etc.).

The first years were divided into eight groups and each group gathered in a separate location for a small group discussion with two or three faculty members. After the groups were settled, professors introduced themselves and give a brief description of the course(s) they teach and the research they are doing. The groups were led by Faculty from the School of Kinesiology and Health Studies representing different aspects of the field. Students engaged in an informal question and answered session in which discussion topics included: transition to university, adapting to the academic standards of university, juggling academic and non-academic pursuits, homework load and time management, expectations in courses, and strategies for establishing good work habits. Students had time in advance of Proffee Talk to write out their questions and submit them anonymously to encourage participation in this discussion. The event ran smoothly, and students seemed engaged and interested in the advice that the professors were giving them.

See Appendix 4, question 20, for the high attendance and the high moderate degree of helpfulness for this event.

**Interactive Afternoon by the Pier**
(Academics, Academic Integrity, Academic Support and Resources)

The goal of this event is to inform students about their programs and allow students the opportunity to ask questions about academic courses at the university level (e.g., classes, homework, and expectations, student responsibilities, TAs etc.)
The first-years participated in a variety of activities similar to those that the other students participate in at Camp Oconto including: interactive icebreaker activities, pick up games (e.g., volleyball, soccer, and touch football), and quiet games that allow students to interact with each other and the leaders. There was a component on academic success and academic integrity. First years listened to a short presentation by the Assistant Undergraduate Coordinator of the School of Kinesiology and Health Studies (Melody Monte) on topics such as: the SKHS academic programs, first-year courses, opportunities for specialization with degree programs, post-degree opportunities, relevant academic and non-academic opportunities available to undergraduate students, international exchanges, etc. This session concluded with a question and answer period. There were no organizational issues and students appeared to be enjoying the event.

See Appendix 4, question 20, for the high attendance and the high/moderate degree of helpfulness for this event.

**PHEKIN Welcome**

*(Academics, Queen’s Community)*

Similar to other Welcome Forums, the main goals of this event were to: 1) Introduce first years to the School of Kinesiology and Health Studies, members of the faculty, and the SKHS building, and 2) Orient students to some of their first year courses and the faculty members that teach them. Key speakers addressed the first years about the School of Kinesiology and Health Studies (Acting Director of School Dr. Samantha King, Undergraduate Coordinator Kathy Jackson, Associate Dean Bénard). Faculty members and other instructors who teach first year courses in the PHE and KIN programs gave five minute introduction to the courses students will be taking in the upcoming year (Drs. Brendon Gurd, Elaine Power, and Pat Costigan, Professor Mel Torcolacci, and Teaching Fellows Rob Millington and Matt Ventresca).

First years then divided up into groups of 10-12 and distributed around the SKHS building to play icebreaker games and get acquainted with one another and their Coaches. Coaches then took their groups on a tour around the SKHS building, visiting key locations such as Undergraduate Office, Undergraduate Lounge, teaching spaces, research labs, etc. The tour was set up in a Scavenger Hunt format where the groups needed to collect information or items from the various locations they visit on the building tour.

See Appendix 4, question 20, for the high attendance and the high degree of helpfulness for this event.
COMMON MANDATORY REGISTRATION EVENT

Student Card Validation/Registration
(Academic)

Validation of the student card is a mandatory step for all students to confirm and complete the registration. This event is built into each orientation group’s weekly schedule based on the timeline generated by the Office of the University Registrar.

Respectfully submitted,

Meredith L. Chivers, PhD, CPsych
Chair
Academic Orientation Committee

Appendix 1: Orientation Survey (ASUS)
Appendix 2: Orientation Survey (CESA)
Appendix 3: Orientation Survey (COMPSA)
Appendix 4: Orientation Survey (PHEKSA)
## COURSE ADDITIONS

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<tr>
<th>Dept.</th>
<th>Course Subject</th>
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<tr>
<td>DRAM</td>
<td>DRAM</td>
<td>395</td>
<td>3.0</td>
<td>Internship</td>
<td>Students can apply to undertake a practical internship in theatre production or administration.</td>
<td>Students will be given a grade of Pass/Fail for work done.</td>
<td>Level 3 and (registration in a DRAM Major or Medial Plan) and (a GPA of 2.9 in DRAM) and permission of the Department.</td>
<td>None</td>
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<tr>
<td>DRAM</td>
<td>DRAM</td>
<td>271</td>
<td>3.0</td>
<td>Medieval Dramatic Literature</td>
<td>A seminar course devoted to the exploration of a range of dramatic works from the Medieval period in England. Students will read works from both religious and secular traditions, including liturgical drama, morality plays, cycle dramas and interludes.</td>
<td>none</td>
<td>DRAM100/6.0 or DRAM181/6.0 or (BISC100/3.0 and BISC101/3.0) or permission of the Department.</td>
<td>none</td>
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<tr>
<td>DRAM</td>
<td>DRAM</td>
<td>273</td>
<td>3.0</td>
<td>Medieval Performance</td>
<td>A practical performance course where students will actively explore historical performance styles and conventions. The focus of this course will be the rehearsal of one or more plays to be presented in period acting style and costume as part of England's Medieval Fair at the culmination of the course.</td>
<td>none</td>
<td>DRAM100/6.0 or DRAM181/6.0 or (BISC100/3.0 and BISC101/3.0) or permission of the Department.</td>
<td>DRAM271/3.0</td>
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<tr>
<td>PHYS</td>
<td>PHYS</td>
<td>454</td>
<td>3.0</td>
<td>Advanced Physics Design Project</td>
<td>Groups of students in physics and engineering physics undertake a large design project of their choice that reflects and further develops their knowledge of physics. The students then build a prototype of their design to demonstrate the feasibility of the project within the design constraints.</td>
<td>PHYS 350/3.0.</td>
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## COURSE DELETIONS

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<td>MAST</td>
<td>MATH</td>
<td>213</td>
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<td>Methods of Modern Algebra</td>
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<td>PHYS</td>
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<td>Fluid Mechanics</td>
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<td>PHYS</td>
<td>PHYS</td>
<td>487</td>
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<td>Surface Engineering and Analysis</td>
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## COURSE REVISIONS

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<tr>
<td>ARTF</td>
<td>Course Description</td>
<td>ARTF</td>
<td>127/6.0</td>
<td>Introductory Fine Art I</td>
<td>A foundation course in drawing and two-dimensional design aimed at developing basic skills in artistic production. One class per week will be devoted to learning safe procedures and technical skills in the woodshop. There will be a half-day WHMIS safety training workshop. Students must pass both the technical skills and the WHMIS training components.</td>
<td>A foundation course in drawing and two-dimensional <strong>fundamentals</strong> aimed at developing basic skills in artistic production. One class per week will be devoted to learning safe procedures and technical skills in the woodshop. There will be a half-day WHMIS safety training workshop. Students must pass both the technical skills and the WHMIS training components.</td>
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| ARTF  | Course Description | ARTF | 128/6.0 | Introductory Fine Art II | A continuation of ARTF 127/6.0, the two sections of this foundation-level course are in the areas of painting and three-dimensional design. In the painting section, a variety of ideas concerning the organization of form and colour are introduced. In the three-dimensional design section, the visual, tactile and structural characteristics of a variety of materials are studied in relation to broad topics of three-dimensional design. | A continuation of ARTF 127/6.0, the two sections of this foundation-level course are in the areas of painting and three-dimensional **fundamentals**. In the painting section, a variety of ideas concerning the organization of form and colour are introduced. In the three-dimensional fundamentals section, the visual, tactile and structural characteristics of a variety of materials are studied in relation to broad topics of three-dimensional construction. |

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<td>472/3.0</td>
<td>Medical Informatics</td>
<td>Medical Informatics</td>
<td>Medical Informatics</td>
<td>Medical Informatics</td>
<td>Current topics in the application of information technology to medical imaging and its use in image-guided medical interventions.</td>
<td>Current topics in the application of information technology to medical imaging and its use in image-guided medical interventions.</td>
<td>RECOMMENDATION PHGY 214/6.0. PREREQUISITE (CISC 271/3.0 or MATH 272/3.0) and CISC 330/3.0 (2011-12) and CISC 365/3.0.</td>
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<td>CISC</td>
<td>101</td>
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<td>Elements of Computing Science</td>
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<td>No more than 3.0 units from CISC 101/3.0; CISC 110/3.0.</td>
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<td>3</td>
<td>Computer-Integrated Surgery</td>
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<td>none</td>
<td>No more than 3.0 units from CISC 330/3.0; COMP 329/3.0; COMP 230/3.0.</td>
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<td>204</td>
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<td>Logic for Computer Science</td>
<td>CISC 203/3.0</td>
<td>Level 2 or above and CISC 121/3.0 and (CISC 102/3.0 or MATH 110/6.0)</td>
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<td>CISC</td>
<td>452</td>
<td>3</td>
<td>Neural and Genetic Computing</td>
<td>CISC 352/3.0, or permission of the instructor.</td>
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<td>COMP</td>
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<td>Game Engine Development</td>
<td>CISC 326/3.0, CISC 324/3.0, MATH 111/6.0, PHYS 106/6.0</td>
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<td>3</td>
<td>Game Development Project</td>
<td>Level 4 and an overall GPA of 1.90.</td>
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<td>Introduction to Computing Science</td>
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<td>CISC 102/3.0 or MATH 111/6.0 or MATH 121/6.0 or MATH 122/6.0 or MATH 110/6.0 or MATH 112/3.0 or MATH 120/6.0 or MATH 123/3.0 or MATH 124/3.0 or MATH 126/6.0.</td>
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<td>DRAM</td>
<td>Course Description</td>
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<td>1.5</td>
<td>Technical Practicum</td>
<td>A credit/non-credit practicum for 24 hours of extra-curricular technical work on departmental productions.</td>
<td>A credit/non-credit practicum for 36 hours of extra-curricular technical work on departmental productions.</td>
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<td></td>
<td>Applied Technical Production</td>
<td>Level 3 and (registration in a DRAM Major or Medial Plan, or COCA-CODR Sub-Plan, or STSC Specialization Plan) and (a grade of B-in DRAM 242/3.0) and (a GPA of 2.60 in DRAM) or permission of the Department.</td>
</tr>
<tr>
<td>DRAM</td>
<td>Prerequisite</td>
<td>DRAM</td>
<td>200, 210, 216, 220, 236, 237, 238, 240, 246, 247, 251</td>
<td>6</td>
<td></td>
<td>Theatre History and Literature I</td>
<td>A grade of B- in DRAM 100/6.0 or DRAM 181/6.0 or permission of the Department.</td>
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</table>

<table>
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<tr>
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<th>Existing Course Notes</th>
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<tbody>
<tr>
<td>GNDS</td>
<td>Course Title, Course Description, Course Notes</td>
<td>365</td>
<td>3</td>
<td>Gender Dialogues: Jewish and Muslim Experiences</td>
<td>Gender Dialogues: JWST/MUSL/CHRIST</td>
<td>GND Dialogues: JWST/MUSL/CHRIST</td>
<td>Gender Dialogues across difference, focusing on Jewish and Muslim experiences. Contemporary understandings and misunderstandings, in post 9/11 global conditions, and historical perspectives addressed. Intersection of gender norms, expectations, stereotypes, religious traditions and practices, and/or state policies considered.</td>
<td>This course takes an intersectional approach to contemporary interfaith dialogues, with the aim of exploring and developing religious, ethical, and cultural literacies. The course considers the construction of gender norms, stereotypes, cultural expectations, religious expectations and practices, and state policies post 9/11.</td>
<td>None</td>
<td>Also offered at the Bader International Study Centre.</td>
</tr>
<tr>
<td>GNDS</td>
<td>Course Description</td>
<td>370</td>
<td>3</td>
<td>Writing Lives: Feminism and Women's Writing</td>
<td></td>
<td></td>
<td>This course will explore how women writers employ narrative as a creative and political tool to dramatize subjectivity and subvert cultural constructs of womanhood. Issues to be considered include the association of an anti-narrative style with 'femininity', and the use of autobiography to position marginalized perspectives. An emphasis will be placed on narratives concerning any of gender, sexuality, 'race', class, age and ability. Fiction and poetry will be complemented by readings from feminist literary theory.</td>
<td>This course explores women's writing in a wide range of genres, with emphases on memory and self-narration, using tools from feminist and queer theory, critical race studies, and literary theory and criticism.</td>
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</table>
### FACULTY OF ARTS AND SCIENCE CURRICULUM COMMITTEE

#### OMNIBUS REPORT III

**NOVEMBER 29, 2013**

<table>
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<tr>
<th>Dept.</th>
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<tbody>
<tr>
<td><strong>GNDS</strong></td>
<td>Course Title</td>
<td>432</td>
<td>6</td>
<td>Settler Colonialism: Indigenous Politics</td>
<td>Settler Colonialism and Indigenous Politics</td>
<td>Settler Colonialism &amp; Indig Pol</td>
<td>This course analyzes exchanges among Jewish, Muslim, and Christian traditions, using tools from gender studies, critical race studies, religious and cultural studies. The course explores boundary-crossing in social, cultural, personal and political contexts. The course contains an intensive and independent study component.</td>
<td>None</td>
<td>Also offered at the Bader International Study Centre.</td>
</tr>
<tr>
<td><strong>GNDS</strong></td>
<td>Course Title, Description, Course Notes</td>
<td>465</td>
<td>6</td>
<td>Gender Dialogues: Religion, Rights and Experiences</td>
<td>Gender Dialogues: Religion and Cultural Politics</td>
<td>GND Dialogues: Rel &amp; Cult Pol</td>
<td>Using tools provided by diverse critical theories, practices, and textual traditions this course emphasizes reading for gender in Jewish contexts. We explore how these skills transfer to personal, political or purely academic engagement with other forms of boundary-crossing. This course contains an intensive and independent study component.</td>
<td>None</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>MAST</strong></td>
<td>Course Description, Course Notes</td>
<td>MATH</td>
<td>121</td>
<td>6</td>
<td>Differential and Integral Calculus</td>
<td>Differentiation and integration with applications to physical and social sciences; differential equations; multivariable differential calculus.</td>
<td>MATH 474</td>
<td>None</td>
<td>RECOMMENDATION: STAT 353/3.0</td>
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<tr>
<td><strong>MAST</strong></td>
<td>Course Notes</td>
<td>MATH</td>
<td>474</td>
<td>3</td>
<td>Information Theory</td>
<td>None</td>
<td>None</td>
<td></td>
<td></td>
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<tr>
<td><strong>MAST</strong></td>
<td>Course Notes</td>
<td>MATH</td>
<td>477</td>
<td>3</td>
<td>Source Coding and Quantization</td>
<td>None</td>
<td>None</td>
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The table above lists changes to courses, including new course titles, descriptions, and additional notes. The FACULTY OF ARTS AND SCIENCE CURRICULUM COMMITTEE presents an omnibus report on November 29, 2013, which includes recommendations and analyses of course changes. The report emphasizes the integration of diverse critical theories, practices, and textual traditions, particularly in gender studies, to enhance academic engagement and transfer skills to various personal, political, and academic contexts.
### FACULTY OF ARTS AND SCIENCE

#### CURRICULUM COMMITTEE

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<tbody>
<tr>
<td>MAST</td>
<td>Course Title, Course Description</td>
<td>STAT</td>
<td>471</td>
<td>3</td>
<td>Design and Analysis of Experiments</td>
<td>Sampling and Experimental Design</td>
<td>Analysis of variance for fixed, random, and mixed models; analysis of covariance; distribution of mean squares; fractional factorial experiments; Latin squares and split plot designs. Modern topics such as Taguchi methods and designs for nonlinear models. Offered jointly with STAT 871/3.0.</td>
<td>Simple random sampling; Unequal probability sampling; Stratified sampling; Cluster sampling; Multi-stage sampling; Analysis of variance and covariance; Block designs; Fractional factorial designs; Split-plot designs; Response surface methodology; Robust parameter designs for products and process improvement. Offered jointly with STAT 871/3.0.</td>
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#### PHYS

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<thead>
<tr>
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<th>RECOMMENDATION</th>
<th>New Course Notes</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>Course Notes</td>
<td>PHYS</td>
<td>P10</td>
<td>3</td>
<td>Fundamental Concepts in Physics for Teachers</td>
<td>Students may incur transportation costs, expected to be no more than $50. This course may not be included in any plan in Physics.</td>
<td>Students may incur transportation costs, expected to be no more than $50. This course may not be included in any Plan in Physics other than a Minor.</td>
<td></td>
</tr>
<tr>
<td>PHYS</td>
<td>Course Notes</td>
<td>PHYS</td>
<td>104</td>
<td>6</td>
<td>Fundamental Physics</td>
<td>RECOMMENDATION A grade of C- in 4U Physics.</td>
<td>RECOMMENDATION 4U Physics is required.</td>
<td></td>
</tr>
<tr>
<td>PHYS</td>
<td>Course Notes</td>
<td>PHYS</td>
<td>106</td>
<td>6</td>
<td>General Physics</td>
<td>RECOMMENDATION A grade of C- in 4U Physics is required.</td>
<td>RECOMMENDATION 4U Physics is required.</td>
<td></td>
</tr>
<tr>
<td>PHYS</td>
<td>Course Notes</td>
<td>PHYS</td>
<td>117</td>
<td>6</td>
<td>Introductory Physics</td>
<td>RECOMMENDATION 4U Physics or equivalent and 4U or equivalent in mathematics required.</td>
<td>RECOMMENDATION 4U Physics is recommended.</td>
<td></td>
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</table>

#### PHYS

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<th>New Course Description</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>Course Title</td>
<td>PHYS</td>
<td>334</td>
<td>3</td>
<td>Electronics for Applied Scientists</td>
<td>Electronics for Physicists</td>
<td>Electronics for Physicists</td>
<td>To provide students in the SSP degree programs with experience in a range of advanced experiments and techniques. Four experiments are performed selected from, for example, pure and applied nuclear physics, Mössbauer spectroscopy, fluid mechanics, optics, magnetic resonance, quantum effects in the solid state, superconductivity, and superfluidity.</td>
<td>Advanced physics laboratory course providing students with experience in a range of experimental techniques and analysis. A selection of experiments are performed from fields including nuclear physics, applied physics, fluid mechanics, solid state physics, low-temperature physics and optics.</td>
<td>No more than 1 course from PHYS453/3.0; PHYS 450/6.0.</td>
</tr>
<tr>
<td>PHYS</td>
<td>Course Title, Course Description, Exclusion</td>
<td>PHYS</td>
<td>453</td>
<td>3</td>
<td>Specialist Physics Laboratory</td>
<td>Advanced Physics Laboratory</td>
<td>Advanced Physics Laboratory</td>
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### DEPARTMENT OF PHYSICS

<table>
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<tr>
<th>Course</th>
<th>Subject</th>
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<th>New Prerequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>Exclusion</td>
<td>PHYS 312</td>
<td>Mathematical Methods in Physics</td>
<td>No more than 6.0 units from MATH 334/3.0; MATH 335/3.0 (formerly MATH 236/3.0); PHYS 312/6.0.</td>
<td>No more than 6.0 units from MATH 334/3.0; MATH 335/3.0 (formerly MATH 236/3.0); MATH 338/3.0; PHYS 312/6.0.</td>
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**PHYS**

<table>
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<tr>
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<th>New Prerequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS</td>
<td>Prerequisite, Corequisite</td>
<td>PHYS 491</td>
<td>Physics of Nuclear Reactors</td>
<td>Level 3 or 4 in a PHYS, ASPH or MAPH Plan.</td>
<td>PHYS 350/3.0.</td>
<td>None</td>
</tr>
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</table>

**PHYS**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>Corequisite</td>
<td>PHYS 250</td>
<td>Foundations of Experimental Physics</td>
<td>PHYS 206/3.0 or PHYS 242/3.0.</td>
<td>None</td>
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### DEGREE PLAN REVISIONS

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<tr>
<th>Dept.</th>
<th>Changes to:</th>
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<tbody>
<tr>
<td>COMP</td>
<td>Core courses</td>
<td>COCA-P-BAH</td>
<td>B. 3.0 units from MATH 112/3.0 or MATH 111/6.0 or MATH 110/6.0 or MATH 121/6.0 or MATH 120/6.0 or MATH 122/6.0 or MATH 126/6.0 or MATH 123/3.0</td>
<td>B. 3.0 units from CISC 102/3.0 or MATH 110/6.0</td>
</tr>
<tr>
<td>COMP</td>
<td>Core courses</td>
<td>CSCI-P-BCH</td>
<td>B. 6.0 units from MATH 111/6.0 or MATH 110/6.0</td>
<td>B. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0</td>
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<tr>
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<th>New Core Courses</th>
<th>Existing Course Lists</th>
<th>New Course Lists</th>
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</thead>
<tbody>
<tr>
<td>COMP</td>
<td>Core courses, Course lists</td>
<td>BMCO-P-BCH</td>
<td>D. 6.0 units from MATH 111/6.0 or MATH 110/6.0 E. 6.0 units from MATH 122/6.0 or MATH 121/6.0 or MATH 120/6.0</td>
<td>D. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0 E. 6.0 units from MATH 121/6.0 or (MATH 123/3.0 and MATH 124/3.0) or MATH 120/6.0 or MATH 122/6.0</td>
<td>BMCO_Options</td>
<td>CHEM 281/3.0; CHEM 282/3.0; CHEM 285/3.0; PHGY 214/6.0; ANAT; BIOL; BCHM; CANC; CISC; CISC_Subs; CRSS; DDHT; EPID; LISC; MBIO; MICR; PATH; PHAR; PHGY; SOFT at the 300 level or above</td>
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<td>Dept.</td>
<td>Changes to:</td>
<td>Degree Plan Code</td>
<td>Existing Core Courses</td>
<td>New Core Courses</td>
<td>Existing Option Courses</td>
<td>New Core Courses</td>
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</tr>
<tr>
<td>COMP</td>
<td>Core courses, Option courses, Course lists</td>
<td>COGS-P-BCH</td>
<td>B. 6.0 units from MATH 111/6.0 or MATH 110/6.0</td>
<td>B. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0</td>
<td>A.ii. Philosophy a. 6.0 units from (PHIL 154/3.0 or PHIL 270/3.0 or PHIL 170/3.0) and (PHIL 261/3.0 or PHIL 311/3.0 or PHIL 359/3.0) or PHIL 115/6.0</td>
<td>B. 6.0 units in PHIL 250/6.0</td>
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<tr>
<td>COMP</td>
<td>Core courses, Option courses, Notes</td>
<td>SODE-P-BCH</td>
<td>B. 6.0 units from MATH 111/6.0 or MATH 110/6.0</td>
<td>B. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0</td>
<td>A. 3.0 units from SOFT_Design at the 400 level</td>
<td>C. 3.0 units from WRIT 175/3.0 or PHIL 259/3.0 or MECH 380/3.0 or PHIL 158/3.0</td>
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### Supporting Courses

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<tbody>
<tr>
<td>COMP</td>
<td>Supporting courses</td>
<td>COMP-G-BA</td>
<td>A. 6.0 units from MATH 111/6.0 or MATH 110/6.0 or MATH 121/6.0 or MATH 120/6.0 or (MATH 123/3.0 and MATH 124/3.0) or MATH 126/6.0</td>
<td>A. 3.0 units from CISC 102/3.0 or MATH 110/6.0</td>
<td>Notes</td>
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<tr>
<td>COMP</td>
<td>Supporting courses</td>
<td>COMP-G-BCP</td>
<td>A. 6.0 units from MATH 111/6.0 or MATH 110/6.0</td>
<td>A. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0</td>
<td>Notes</td>
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<tr>
<td>COMP</td>
<td>Supporting courses</td>
<td>COMP-M-BCB</td>
<td>A. 6.0 units from MATH 111/6.0 or MATH 110/6.0</td>
<td>A. 6.0 units from (CISC 102/3.0 and MATH 112/3.0) or (CISC 102/3.0 and MATH 111/6.0) or MATH 110/6.0</td>
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### Additional Requirements

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<tbody>
<tr>
<td>DRAM</td>
<td>Core courses, Additional Requirements</td>
<td>DRAM-M-BAH</td>
<td>A. 6.0 units from DRAM 100/6.0 or DRAM 181/6.0</td>
<td>A. 6.0 units from DRAM 100/6.0; DRAM 181/6.0; BISC100/3.0; BISC101/3.0</td>
<td>A. Maximum 12.0 units from DRAM_Subs</td>
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<tr>
<td>DRAM</td>
<td>Core courses, Additional Requirements</td>
<td>DRAM-Y, DRAM-G-BA</td>
<td>A. 6.0 units from DRAM 100/6.0 or DRAM 181/6.0</td>
<td>A. 6.0 units from DRAM 100/6.0; DRAM 181/6.0; BISC100/3.0; BISC101/3.0</td>
<td>A. Maximum 9.0 units from DRAM_Subs</td>
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<th>New Option Courses</th>
<th>Existing Additional Requirements</th>
<th>New Additional Requirements</th>
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<tbody>
<tr>
<td>DRAM</td>
<td>Core courses, Option courses</td>
<td>STSC-P-BAH</td>
<td>1. CORE COURSES (48.0 units) A. 6.0 units from DRAM 100/6.0 or DRAM 181/6.0 B. 6.0 units from FILM 110/6.0 or (FILM 104/3.0 and FILM 106/3.0) C. 12.0 units in DRAM 205/3.0, DRAM 251/3.0, FILM 250/6.0 D. 6.0 units from DRAM 201/3.0; DRAM 202/3.0; DRAM 210/6.0; DRAM 220/3.0; DRAM 240/3.0 E. 6.0 units from FILM 206/3.0; FILM 216/3.0; FILM 226/3.0; FILM 238/3.0; FILM 240/3.0; FILM 260/3.0 F. 3.0 units from DRAM 237/3.0 or DRAM 238/3.0 G. 6.0 units from FILM 355/6.0; FILM 365/6.0; FILM 375/6.0; FILM 385/6.0 H. 3.0 units from STSC 300/3.0; STSC 309/3.0</td>
<td>1. CORE COURSES (57.0 units) A. 6.0 units from DRAM 100/6.0; DRAM 181/6.0; BISC100/3.0; BISC101/3.0 B. 6.0 units from FILM 110/6.0 or (FILM 104/3.0 and FILM 106/3.0) C. 12.0 units in DRAM 205/3.0, DRAM 251/3.0, FILM 250/6.0 D. 6.0 units from DRAM 201/3.0; DRAM 202/3.0; DRAM 210/6.0; DRAM 220/3.0; DRAM 240/3.0 E. 6.0 units from FILM 206/3.0; FILM 216/3.0; FILM 226/3.0; FILM 238/3.0; FILM 240/3.0; FILM 260/3.0 F. 3.0 units from DRAM 237/3.0 or DRAM 238/3.0 G. 6.0 units from FILM 355/6.0; FILM 365/6.0; FILM 375/6.0; FILM 385/6.0 H. 6.0 units in STSC 300/3.0, STSC 309/3.0</td>
<td>2. OPTION COURSES (36.0 units) A. 3.0 units from DRAM at the 400 level; IDIS 410/3.0 B. 3.0 units from FILM at the 400 level; IDIS 410/3.0 C. 6.0 units from DRAM at the 300 level D. 6.0 units from DRAM E. 9.0 units from FILM F. 3.0 units from STSC 300/3.0; STSC 309/3.0; DRAM; FILM; DRAM_Subs G. 6.0 units from ARTF; ARTH; MUSC; DRAM 216/3.0; IDIS 210/3.0; IDIS 311/3.0</td>
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| DRAM  | Core courses, Option courses, Additional Requirements | DRAM-A-BAH | CORE COURSES (24.0 units) A. 6.0 units from DRAM 100/6.0 or DRAM 181/6.0 B. 12.0 units from DRAM 200/6.0, DRAM 201/3.0, DRAM 202/3.0, DRAM 210/6.0, DRAM 220/3.0, DRAM 240/3.0 C. 6.0 units in DRAM 300/6.0 | CORE COURSES (27.0 units) A. 6.0 units from DRAM 100/6.0; DRAM 181/6.0; BISC 100/3.0; BISC 101/3.0 B. 12.0 units from DRAM 200/6.0, DRAM 201/3.0, DRAM 202/3.0, DRAM 210/6.0, DRAM 220/3.0, DRAM 240/3.0 C. 6.0 units in DRAM 300/6.0 | OPTION COURSES (18.0 units) A. 9.0 units from DRAM at the 300 level B. 9.0 units from DRAM; STSC; IDIS 210/3.0; IDIS 410/3.0; DRAM_Subs | OPTION COURSES (15.0 units) A. 9.0 units from DRAM at the 300 level B. 6.0 units from DRAM; STSC; IDIS 210/3.0; IDIS 410/3.0; DRAM_Subs |

| DRAM  | Course lists | DRAM-ALL | CLST 312/3.0; DEVS 321/3.0; ENGL 226/6.0; ENGL 227/3.0; ENGL 228/3.0; ENGL 256/6.0; ENGL 257/3.0; ENGL 258/3.0; ENGL 326/6.0; ENGL 335/6.0; ENGL 345/6.0; FREN 266/3.0; FREN 305/3.0; FREN 306/3.0; GRMN 521/3.0; IDIS 200/6.0; IDIS 311/3.0; ITLN 257/3.0; ITLN 357/3.0; LLCU 200/6.0; LLCU 257/3.0; MUSC 287/3.0; MUSC 373/3.0 | DRAM_Subs CLST 312/3.0; DEVS 321/3.0; ENGL 226/6.0; ENGL 227/3.0; ENGL 228/3.0; ENGL 256/6.0; ENGL 257/3.0; ENGL 258/3.0; ENGL 326/6.0; ENGL 335/6.0; ENGL 345/6.0; FREN 266/3.0; FREN 305/3.0; FREN 306/3.0; GRMN 521/3.0; IDIS 200/6.0; IDIS 311/3.0; ITLN 257/3.0; ITLN 357/3.0; LLCU 200/6.0; LLCU 257/3.0; LLCU 301/3.0; LLCU 332/3.0; MUSC 287/3.0; MUSC 373/3.0; STSC 300/3.0; STSC 309/3.0 |

Note: The table contains information on Core Courses, Option Courses, and Additional Requirements for the Department of Drama (DRAM). The courses listed are specific to the Arts Committee(CORE) and the curriculum committee (OPTION). The DRAM department has specific courses that are not detailed here, such as CLST 312/3.0, DEVS 321/3.0, ENGL 226/6.0, etc. Additional courses include units from courses like ITLN 257/3.0, ITLN 357/3.0, LLCU 200/6.0, MUSC 287/3.0, MUSC 373/3.0, etc. The DRAM_Subs section refers to supplementary courses that are not detailed here. The options and additional requirements vary and include units from courses like BISC 100/3.0, BISC 101/3.0, etc. The Omni-Bus report (OMNIBUS REPORT III) is dated November 29, 2013.
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<td>GPHY 101/3.0; GPHY 227/3.0; GPHY 228/3.0; GPHY 229/3.0; GPHY 250/3.0; GPHY 254/3.0; GPHY 257/3.0; GPHY 258/3.0; GPHY 259/3.0; GPHY 323/3.0; GPHY 325/3.0; GPHY 327/3.0; GPHY 331/3.0; GPHY 332/3.0; GPHY 336/3.0; GPHY 337/3.0; GPHY 338/3.0; GPHY 339/3.0; GPHY 351/3.0; GPHY 352/3.0; GPHY 359/3.0; GPHY 362/3.0; GPHY 363/3.0; GPHY 365/3.0; GPHY 368/3.0; GPHY 370/3.0; GPHY 401/3.0; GPHY 402/3.0; GPHY 403/3.0; GPHY 404/3.0; GPHY 405/3.0; GPHY 491/0.5; GPHY 492/3.0; GPHY 495/3.0; GPHY 496/3.0; GPHY 497/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0; IDIS 302/3.0;</td>
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### FACULTY OF ARTS AND SCIENCE

#### CURRICULUM COMMITTEE

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### FACULTY OF ARTS AND SCIENCE

**CURRICULUM COMMITTEE**

**OMNIBUS REPORT III**

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<td>I. 9.0 units in PHYS 444/3.0 and PHYS 590/6.0</td>
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<td>Physics I. 9.0 units in PHYS 443/3.0 and PHYS 590/6.0</td>
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Respectfully Submitted,
Richard Greenfield
Chair, Curriculum Committee
Changes are proposed to Academic Regulation 13.3 of the Faculty of Arts and Science, to eliminate the piano proficiency requirement as a measure of academic progression for students in the Bachelor of Music program.

In addition, a new Academic Regulation 18 is being proposed to clarify how the Arts and Science academic regulations are to be applied in cases where an Arts and Science student is registered in courses or joint programs under a jurisdiction external to the Faculty.

I. REVISED Academic Regulation 13: Academic Standing

The proposed changes for the core keyboard skills curriculum of the Bachelor of Music program will address the current piano proficiency level of our incoming students, providing focused instruction for those with little piano proficiency, a more advanced course for piano majors and those with high proficiency, and furthermore linking the keyboard skills curriculum more closely with core courses in music theory and ear training and sight singing.

The minimum keyboard degree requirement in the B.Mus. program will be either MUSC 129/3.0 (for non-keyboard students) or MUSC 229/3.0 (for keyboard students). Required keyboard placement tests for incoming non-keyboard majors will register students in either MUSC 129/3.0 (for students with little or no keyboard skills) or MUSC 229/3.0 (for students with adequate experience). In addition, students who successfully complete MUSC 129/3.0 will be allowed to take MUSC 229/3.0 as an elective. This new course structure will enable streaming of class activities, more tailored to the individual needs of students. The new MUSC 129/3.0 will, in effect, combine the previous requirements of the now-deleted P04/0.0 Functional Piano course and MUSC 128/3.0 Keyboard Harmony I. Benefits will include the synchronization of theory and musicianship courses and streaming of in-class activities. In the past, students who did not meet the Grade VI piano entrance requirement were given a one-year period to satisfy this requirement (by taking MUSC P04/0.0 or by working on their own), resulting in those students delaying their first-year required keyboard harmony course until second year. Students with limited keyboard skills will now be able to move through the program alongside their peers instead of being a year behind. Moreover, this change is consistent with the core curriculum of other B.Mus. programs in Canada.

The proposed revisions are indicated below using strikethrough and yellow highlighting.

13.3 – Academic Probation

13.3.1 – Criteria for Placement on Academic Probation

A student shall be placed on academic probation if he or she:

- has a cumulative GPA of less than 1.60 at the time of assessment; or
- returns to studies after having previously been required to withdraw; or
- is admitted to the Faculty of Arts and Science on full-time or part-time registration status on probation (see Admission Regulation 12).
• is a student registered in the B.Mus. program who has not demonstrated Royal Conservatory Grade VI piano playing by the end of their first year in the B.Mus. program. The academic standing “Placed on Academic Probation” shall be placed on the student’s transcript.

13.3.3 – Release from Academic Probation

Any student who is placed on academic probation, other than a B.Mus. student lacking Grade VI piano playing ability, and who achieves a cumulative GPA greater than or equal to 1.60 at the time of their next academic standing assessment shall be released from academic probation.

Any B.Mus. student lacking Grade VI piano playing ability (but otherwise having a GPA greater than or equal to 1.60) must fulfill this requirement by September of their second year by providing the appropriate Royal Conservatory of Music certificate or by passing an equivalency examination in order to be released from academic probation and allowed to continue in the B.Mus. program. B.Mus. students who do not fulfill the Grade VI piano playing ability by September of their second year will be required to withdraw from the B.Mus. program for a minimum of one year. They may be eligible to transfer to another degree program in the Faculty of Arts and Science. To be eligible to apply for readmission to the B.Mus. program, students must demonstrate that they have reached Grade VI piano level by providing the appropriate Royal Conservatory of Music certificate or by passing an equivalency examination (see Admission Regulation 13).

II. NEW Academic Regulation 18 – Jurisdiction

This new academic regulation clarifies how the Arts and Science academic regulations are to be applied in cases where an Arts and Science student is registered in courses or joint programs under a jurisdiction external to the faculty: another Faculty or School within Queen’s, the Bader International Study Centre, or another postsecondary institution that offers a degree program joint with the Faculty.

Matters regarding students on exchange or studying at another institution under a letter of permission may be found elsewhere in the regulations.

Regulations 18.1 and 18.2 deal with matters of academic integrity – these regulations are governed by the Senate Policy on Academic Integrity Procedures – Requirements of Faculties & Schools.

Regulation 18.3 clarifies that dual degree students are subject to the Arts and Science academic regulations when registered in Arts and Science courses that count toward their Arts and Science degree.

Regulation 18.4 clarifies how the academic regulations are to be applied for students studying at the Bader International Study Centre.

Regulation 18.5 clarifies how the academic regulations are to be applied when studying in a joint degree program at another postsecondary institution. Currently, one such program is in place: the B.Mus./Diploma in Music and Digital Media offered jointly with St. Lawrence College. The regulations are consistent with the articulation agreement signed between Queen’s University and St. Lawrence College.
Academic Regulation 18: Jurisdiction

18.1 – Arts and Science Students Registered in Courses Offered by Other Faculties/Schools
Arts and Science students registered in courses offered through another Faculty or School are governed by the academic regulations of the Faculty of Arts and Science, with the exception of Academic Regulation 1 (Academic Integrity). In accordance with the Senate Policy on Academic Integrity Procedures, the initial investigation of a departure from academic integrity and any referral of an academic integrity case will take place under the regulations of the Faculty or School offering the course. Appeals will continue to take place in accordance with the regulations of the Faculty of Arts and Science. In the case of a finding of a departure from academic integrity, the Faculty or School offering the course will disclose the departure to and consult with the Associate Dean (Studies) of the Faculty of Arts and Science before imposing any sanction. Upon such disclosure, the severity of any such departure shall be assessed by the Associate Dean (Studies) as being equivalent to Level I or Level II and a record of the departure shall be retained by the Faculty of Arts and Science in accordance with the process outlined in Academic Regulation 1. Consistent with Academic Regulation 1, this record may be taken into consideration in determining a sanction were a further finding of a departure from academic integrity to occur.

18.2 – Students from Other Faculties/Schools Registered in Arts and Science Courses
Students from other Faculties or Schools registered in a course offered through the Faculty of Arts and Science are governed by the academic regulations of their home Faculty, with the exception of any academic regulations of that Faculty or School pertaining to academic integrity. In accordance with the Senate Policy on Academic Integrity Procedures, the initial investigation of the departure and any referral of the case to the Associate Dean (Studies) will take place under Academic Regulation 1 (Academic Integrity) of the Faculty of Arts and Science. In the case of a finding of a departure from academic integrity, the Associate Dean (Studies) will disclose such finding to the appropriate authority in the student’s home Faculty or School and will consult with that authority before imposing any sanction.

18.3 – Students Registered in Dual Degree Programs within Queen’s University
With respect to matters pertaining to an individual course, students in Dual Degree Programs (including concurrent education programs) will be governed by the academic regulations of the Faculty under which they register for the course.

18.4 – Bader International Study Centre
Arts and Science students resident at the Bader International Study Centre continue to be governed by the academic regulations of the Faculty of Arts and Science, with the following modifications. With the exception of Academic Regulation 1 (Academic Integrity), in all regulations below that refer to decisions made by the Executive Director, the Executive Director may choose to delegate responsibility for those decisions to the Academic Director.

18.4.1 Academic Regulation 1 (Academic Integrity)
The Executive Director of the Bader International Study Centre will carry out the duties of the Associate Dean (Studies), as outlined in Academic Regulation 1. The Executive Director may choose to consult with or to transfer these duties to the Associate Dean (Studies) at his/her discretion. The Executive Director must transfer these duties if the departure from academic integrity is such that it might warrant one of the following sanctions as outlined in Academic Regulation 1:

(i) the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
(ii) a requirement to withdraw from the Faculty for a specified minimum period of time;
(iii) a recommendation to withdraw from the University for a specified minimum period of time;
or
(iv) a recommendation for the revocation or rescinding of a degree.

Once a finding and sanction are made, a record of the finding shall be forwarded to the Associate Dean (Studies) and retained in the student file as a Level I or Level II departure, as appropriate.

18.4.2 Academic Regulation 3 (Number of Units in a Term and Academic Year)
Students registered at the Bader International Study Centre take a normal full-time load of 15.0 units in each of the Fall and Winter Terms, and 6.0 to 9.0 units in the Summer Term. Only with the approval of the Executive Director and in rare and exceptional circumstances will students be permitted to take more than the normal full-time course load per term.

18.4.3 Academic Regulation 7 (Assessment of Performance)
In addition to those restrictions on assessment outlined in Academic Regulation 7, field studies will also not be conducted in the last week of classes and any designated study/examination period of the Fall and Winter Terms, or in the last four days of classes and any designated study/examination period of the Summer Term.

Exceptions must be approved by the Executive Director. (As per Regulation 7, these might include individual oral examinations in language acquisition courses and laboratory examinations requiring the hands-on use of apparatus or materials.)

In lieu of mid-year grades, Level 1 students will be provided with a summary of their academic progress in early January of Winter Term, and shall be required to discuss their progress with an academic advisor.

18.4.4 Academic Regulation 8 (Final Examinations and General Examinations)
Exam scheduling conflicts found by the student should be brought to the attention of the Executive Director.

18.4.5 Academic Regulation 9 (Examination Conduct)
Examination hall irregularities shall be brought to the attention of the Executive Director.

18.4.6 Academic Regulation 10 (System of Grading and Transcript Notations)
Appeals for Aegrotat, Credit standing (CR), to add or drop a course after the academic deadline, or to change a grade after the stated deadlines shall be to the Executive Director. If an appeal is made to modify grades on multiple courses or if a successful appeal would change a student’s academic progression standing, the Director shall first consult with the Associate Dean (Studies).

Upon submitting a grade of incomplete (IN) the instructor shall provide a copy of the "Permission for an Incomplete Mark" form to the Executive Director. The Executive Director will hear any appeals for an extension of an incomplete grade beyond either the date of the first agreement or the end of the subsequent term.
Upon submitting a grade deferred (GD), the instructor will inform both the Executive Director and the Associate Dean (Studies) of the circumstances under which this grade is being submitted and the timeline for submission of a final grade.

18.4.7 Academic Regulation 11 (Review of Grades and Examinations)
Appeals to review the grade assigned in a course shall be to the Executive Director.

18.4.8 Academic Regulation 15 (Voluntary Withdrawal and Return to Studies)
If a student chooses to leave the Bader International Study Centre, they must normally do so before the academic deadline to drop courses. If, following withdrawal, a student chooses to continue their studies on the main campus, they may register in courses in which there is space available and for which they meet the academic prerequisites, provided the deadline for adding courses has not passed. If the deadline has passed, they must appeal to the Associate Dean (Studies) for permission to add the courses late, citing extenuating circumstances. If they wish to drop courses without academic penalty after the deadline they must appeal to the Associate Dean (Studies) for permission to drop the courses late, citing extenuating circumstances. All appeals will be reviewed according to the usual guidelines outlined in Appeal of Academic Decisions, Section 3.

18.4.9 Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting)
Academic Regulation 17 is superseded by the regulations and policies of the Bader International Study Centre regarding non-academic misconduct in both an academic and non-academic setting.

If a student is required to leave the Bader International Study Centre involuntarily as a result of misconduct in an academic or non-academic setting, the Associate Dean (Studies), in consultation with the Dean of Student Affairs, will determine whether the student may be accommodated through on-campus or Distance Studies. In determining whether such an accommodation is available, the Associate Dean (Studies) will consider the following factors:

(i) The nature of the misconduct.
(ii) The same course or one which is essentially equivalent is being taught on the main campus, or through Distance Studies, during the term in question.
(iii) The course has sufficient space available.
(iv) The instructor of both the original Bader International Study Centre course and the main campus or online course are amenable to this arrangement and are prepared to jointly assess the student’s grade, as appropriate.
(v) It is in the best academic interests of the student to continue his/her studies at that time.

If continuing on the main campus or in Distance Studies is not possible, then the Faculty will coordinate with the Bader International Study Centre to make reasonable accommodation for the student to sit any remaining tests or examinations and to receive any written course materials.

18.5 – Collaborative Degree Programs Offered Jointly with Other Postsecondary Institutions
Arts and Science students registered in a collaborative degree program offered jointly with another postsecondary institution (the “partner institution”) shall be governed by the academic regulations and policies of the Faculty of Arts and Science and of the Senate with respect to all matters pertaining to Queen’s University. They will similarly be bound by the regulations and policies of the partner institution with respect to all matters pertaining to that institution. The following modifications of the academic regulations apply:
18.5.1 Academic Regulation 1 (Academic Integrity)
Upon a finding of a departure of academic integrity, and once all avenues of appeal are exhausted, the Associate Dean (Studies) shall disclose to the partner institution the nature and details of the case. The partner institution may use this information as its academic regulations direct.

The nature and details of any departure from academic integrity that take place at the partner institution shall likewise be disclosed to the Associate Dean (Studies). Upon disclosure, the severity of any such departure shall be assessed by the Associate Dean (Studies) as being equivalent to Level I or Level II and a record of the departure will be retained in accordance with the regulations. Any finding of a departure from academic integrity at the partner institution will not incur any further sanction once it is reported to the Faculty of Arts and Science. However, it may be taken into consideration as a factor in determining the severity of a sanction if a further finding of a departure from academic integrity were to occur at Queen’s.

18.5.2 Academic Regulation 2 (Enrolment and Registration Priorities)
A student shall normally be registered in a specific Program and Plan as a result of being admitted to a collaborative degree program. Should the student withdraw from the collaborative program, either voluntarily or through failure to meet the progression requirements of the partner institution, the student will be allowed to continue in the Program and Plan in which they are registered, provided that they have not been required to withdraw under Academic Regulation 13. If their Program/Plan is unavailable outside of the collaborative degree program in which they were originally registered, they will be offered a place in the most closely corresponding Program and Plan. If the student wishes to transfer to an otherwise different Program and Plan, they must follow the procedures and meet the academic requirements otherwise outlined in Academic Regulation 2.

18.5.3 Academic Regulation 10 (System of Grading and Transcript Notations)
Courses attempted at the partner institution will not appear directly on a Queen’s transcript unless transfer credit is granted. Similarly, grades obtained in courses attempted at the partner institution will not be considered when evaluating a student’s cumulative, term, or academic year GPA.

18.5.3 Academic Regulation 12 (Dean’s Honour Lists)
Courses attempted at the partner institution will not be considered when evaluating a student’s eligibility for the Dean’s Honour List or Dean’s Honour List with Distinction.

18.5.4 Academic Regulation 13 (Academic Standing)
If, at the time of assessment, a student is found to be in anything other than good academic standing at Queen’s, the partner institution shall be informed of the student’s academic standing status. If the student is registered in an honours degree Plan as part of the collaborative degree program, the partner institution will also be informed if an academic warning has been transmitted to the student. Likewise, if the student is assessed to be in anything other than good academic standing by the partner institution, the Faculty of Arts and Science shall be informed of this fact.

Following assessment in the Faculty of Arts and Science:

(i) If the student is in good academic standing, is given an academic warning, or is placed on probation, they shall be permitted to continue in the collaborative degree program, provided that the partner institution supports their continued registration.
If, for any reason, the partner institution places the student on an academic standing status similar to that of academic probation or an academic warning in the Faculty of Arts and Science, while allowing them to remain in the collaborative degree program, the student will also be permitted to continue in the collaborative degree program by the Faculty of Arts and Science.

If, for any reason, the student is required by the partner institution to withdraw from the collaborative degree program, the student’s academic record in the Faculty of Arts and Science will be assessed immediately upon the Faculty being informed of this decision by the partner institution. The following shall then occur:

(i) If the cumulative GPA is less than 0.7, the student will be required to withdraw, for one year if this is the first requirement to withdraw, or for three years if they have been previously required to withdraw.

(ii) If the cumulative GPA is greater than or equal to 0.7 but less than 1.6, and the student has been previously required to withdraw, they shall be required to withdraw for three years.

(iii) If the cumulative GPA is greater than or equal to 0.7 but less than 1.6, and the student is currently on academic probation, the student will be required to withdraw for one year.

(iv) If the cumulative GPA is greater than or equal to 0.7 but less than 1.6, and the student is in otherwise good academic standing, the student shall be placed on academic probation, but may choose to continue within the Faculty of Arts and Science in their Program and Plan as outlined in Academic Regulations 2 and 18.5.2. The academic probation status shall come into effect immediately.

(v) If the cumulative GPA is greater than or equal to 1.6, the student will remain in good academic standing. They may choose to continue within the Faculty of Arts and Science in their Program and Plan as outlined in Academic Regulations 2 and 18.5.2.

(vi) If the cumulative GPA is less than 1.9, and the student has made 132.0 or more unit attempts, the student shall be deemed to be Not Eligible to Proceed in Honours. In this case, the provisions outlined in Academic Regulation 13.8 shall come into effect immediately.

In all cases, a requirement to withdraw will come into effect at the end of the Winter Term. If a student is registered in courses, they may continue to attempt those courses until that time. Upon return to studies, they shall no longer be registered in a collaborative degree program and they must register in another Program and Plan as outlined in Academic Regulations 2 and 18.5.2.

All students may appeal a requirement to withdraw from the Faculty of Arts and Science in the usual way through the academic appeal regulations. If the requirement to withdraw is imposed by the partner institution, then they must make any appeal according to the regulations of that institution.
**18.5.4 Academic Regulation 15 (Voluntary Withdrawal and Return to Studies)**
If a student withdraws voluntarily from the collaborative program and from the Faculty of Arts and Science but continues to pursue their studies at the partner institution, then later decides to return to the Faculty of Arts and Science, they shall be bound by the provisions of Academic Regulation 15. Students are warned that they may be required to apply for admission to the Faculty as an external student and admission will therefore not be guaranteed.

**18.5.4 Academic Regulation 16 (Requirements for Graduation)**
Courses attempted at the partner institution will not be considered when evaluating a student’s eligibility for a Degree with Distinction.
Appendix D

Proposed Revisions to the Admission Regulations
of the Faculty of Arts and Science
29 November 2013

Changes are proposed to the following Admission Regulations of the Faculty of Arts and Science, and will take effect as of 1 May 2014:

I. Admission Regulation 2: Admission with an Ontario Secondary School Diploma
II. Admission Regulation 6: Admission to a Dual Degree Program
III. Admission Regulation 7: Admission to a Second Degree Program
IV. Admission Regulation 10: Part-Time Admission on Probation
V. Admission Regulation 12: Application Procedures to Study on Campus

The proposed revisions deal with changes to the admission policies that affect Bachelor of Music students, Dual and Second Degree Program students, and the progression of students admitted part-time on probation.

The proposed revisions are indicated using strikethrough and yellow highlighting. In all cases only partial regulations are displayed; for complete regulations please see http://www.queensu.ca/artsci/academic-calendars/regulations/admission-regulations.

I. Admission Regulation 2: Admission with an Ontario Secondary School Diploma

The proposed change to Admission Regulation 2.2 eliminates the requirement for Grade VI Piano for admission to the Bachelor of Music program. This admission requirement for a level of piano proficiency is out of keeping with the entrance requirements of most other B.Mus. programs in Canada, which recognize that many of today’s young musicians have not taken piano lessons as well as lessons on their major instrument or voice. Many other Bachelor of Music programs have already removed or significantly decreased the piano proficiency entrance requirement. This proposed change to the admission requirement addresses the current proficiency level of our incoming students. A related curriculum change for 2014-15 will provide focused instruction for those with little piano proficiency, a more advanced course for piano majors and those with high proficiency, and furthermore will link the keyboard skills curriculum more closely with core courses in music theory and ear training and sight singing. This change is consistent with the entrance requirements and the core curriculum of other B.Mus. programs in Canada.

The proposed revisions are indicated below using strikethrough and yellow highlighting.

2.2 – Specific Requirements

2.2.5 – Bachelor of Music

In addition to the general admission requirements listed above in Admission Regulation 2.1, all applicants require Royal Conservatory Advanced Grade II Rudiments or equivalent examination from another conservatory program and Grade VI Piano, as well as the following level of accomplishment on their major instrument:
II. Admission Regulation 6: Admission to a Dual Degree Program

The proposed changes to Admission Regulation 6.1 clarify the number of units that must be completed and reduce the minimum cumulative GPA that a student must have achieved for admission to a Dual Degree Program. Previously the minimum cumulative GPA requirement was 2.90; this proposal will reduce the GPA requirement to 2.60 to be consistent with the admission requirement for second degree students and external transfer students.

The proposed revisions are indicated below using yellow highlighting.

6.1 – Requirements for Admission to a Dual Degree Program

To be eligible, students must meet all of the following criteria:

(i) have the equivalent of Arts and Science full-time standing in their home Faculty or School;
(ii) have completed the equivalent of at least 24.0 units (or 8 one-term courses, where a one-term course is equivalent to a typical 3.0-unit course in Arts and Science) in their home Faculty or School;
(iii) have been in good academic standing in their home Faculty or School throughout their Undergraduate Career at Queen’s;
(iv) have a minimum cumulative GPA of 2.60;
(v) apply to an Arts and Science degree program in a substantially different Plan from that in their primary Degree Program; and
(vi) satisfy departmental criteria for admission to the Plan.

III. Admission Regulation 7: Admission to a Second Degree Program

The proposed changes to Admission Regulations 7.2 and 7.3 set a minimum cumulative GPA of 2.60 for both full- and part-time admission to a Second Degree Program. Previously the minimum cumulative GPA requirement for students whose first degree was from another Faculty or School at Queen’s was 2.90 for full-time admission and 1.90 for part-time admission; the minimum cumulative GPA requirement for students whose first degree was from another university was 3.20 for full-time admission and 2.60 for part-time admission. These different GPA requirements were confusing and difficult to administer. This proposal will adjust the minimum GPA requirement to 2.60 to be consistent with the admission requirement for dual degree students and external transfer students.
The proposed revisions are indicated below using strikethrough and yellow highlighting.

7.2 – Students Whose First Degree is From Another Faculty or School at Queen’s
Students graduating from another Faculty or School at Queen’s must have graduated in good standing and have a minimum cumulative GPA of 2.60 to be considered for full-time admission, or the equivalent of a minimum cumulative GPA of 1.90 to be considered for part-time admission. Students must satisfy departmental criteria that may exceed these minimums. In addition, the second degree must be in a substantially different Plan from that of the first degree.

7.3 – Students Whose First Degree is From Another University
Applicants who do not already hold a degree from Queen’s University must have the equivalent of a minimum Queen’s cumulative GPA of 2.60 to be considered for full-time admission, or the equivalent of a minimum Queen’s Career GPA of 2.60 to be considered for part-time admission. In addition, they must also satisfy departmental criteria that may exceed these minimums. In all cases, admission to a second degree is only possible when the applicant’s first degree is from an accredited post-secondary institution and in a substantially different Plan from the proposed second degree.

IV. Admission Regulation 10: Part-Time Admission on Probation

The proposed changes to Admission Regulations 10.2 and 10.6 clarify that courses for which credit or aegrotat standing has been assigned may not be included in the number of units considered when students admitted part-time on probation are assessed for progression. This change brings these regulations in line with those related to assessment of students on a degree program progressing from part-time to full-time studies in the Faculty.

The proposed revisions are indicated below using yellow highlighting.

10.2 – Criteria for Further Registration
In order to be eligible to continue to register for courses, students admitted part-time on probation must complete at least 18.0 units of courses offered for degree credit while registered in the Faculty of Arts and Science, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned, with a minimum cumulative GPA of 1.60. Students who meet these conditions will be admitted part-time to a degree program.

10.6 – Progression to Full-Time Studies
Students admitted part-time on probation may become eligible for full-time studies only after first successfully meeting the conditions of their admission on probation, and then by completing additional courses to fulfill the Faculty’s normal requirements for transferring from part-time to full-time studies on a degree program (see Academic Regulation 3.3).

10.6.1 – Step 1: Progressing to Part-Time Studies on a Degree Program
First, students must meet the following conditions to be admitted to part-time studies on a degree program:
(i) Complete a minimum of 18.0 units in the Faculty of Arts and Science, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned, from the time at which they were admitted, and
(ii) Achieve a minimum cumulative GPA of 1.60.
10.6.2 – Step 2: Progressing to Full-Time Studies

Second, students who have been admitted part-time to a degree program will become eligible for full-time studies upon meeting one of the following sets of conditions as per Academic Regulation 3.3:

(i) They have completed a minimum of 24.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned, from the time at which they were admitted part-time on a degree program or at which they were placed on part-time status; and

(ii) Achieved a minimum cumulative GPA of 1.90;

OR

(i) They have completed a minimum of 18.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned, from the time at which they were admitted part-time on a degree program or at which they were placed on part-time status; and

(ii) Achieved a minimum cumulative GPA of 2.90.

V. Admission Regulation 12: Application Procedures to Study on Campus

The proposed change to Admission Regulation 12.1 delays the deadline for students to submit a request for a deferral of their offer of admission from 1 August to 31 August, just prior to the Open Enrolment period.

The proposed change to Admission Regulation 12.3 expands the admission timelines for Dual Degree Program applicants to allow Summer Term admission, and sets out the cumulative GPA conditions required to continue in the Dual Degree Program. Summer Term admission will permit these students to properly register any Summer Term classes under their Arts and Science degree program.

The proposed change to Admission Regulation 12.4.3 specifies that students must have an undergraduate degree from Queen’s in order to be eligible for post-degree studies on campus.

The proposed revisions are indicated below using yellow highlighting.

12.1 – Full-Time Admission to a Degree Program On Campus

12.1.1 – Applicants with No-Post-Secondary Study Experience

Applicants who are offered admission to full-time study in the first year of a Faculty of Arts and Science degree program may request a deferral for one year. To be eligible for a deferral, the applicant must:

(i) have accepted the offer of admission by following the instructions included with the offer of admission, to the Ontario Universities’ Application Centre by the stated date;

(ii) have sent a written request for a deferral that is received at Undergraduate Admission by 31 August;

(iii) have a significantly compelling reason warranting a deferral; and have final grades that meet the competitive standard for admission to the degree program for which the offer was received.

Candidates who wish to defer their offer of admission should contact Undergraduate Admission for advice on the deferral procedure. Students granted a deferral may not attend another post-secondary institution in the interim.
12.3 – Admission to the Dual Degree Program on Campus
Undergraduate students at Queen’s University who wish to become Dual Degree candidates in the Faculty of Arts and Science (Admission Regulation 6) must apply through Undergraduate Admission.

Candidates for admission to the Dual Degree program will be considered for Fall, Winter or Summer Term entry. Applications must be made by the deadline for the term to which admission is requested (see the Academic Calendar Dates section of the Calendar). It is not possible to be admitted to a term prior to the availability of final grades in the applicant’s preceding term. Where applicable, the degree program and Plan must be indicated on the application. On behalf of qualified applicants, Undergraduate Admission will consult with the Faculty Office and the departments concerned in determining successful candidates.

Candidates are considered for Summer Term entry based on the cumulative GPA on the final grades available at the time of application. If, at the end of the Summer Term, the cumulative GPA based on all the student’s final grades falls below the minimum required cumulative GPA, the student will be discontinued from the Dual Degree program.

Changing a Dual Degree program (i.e., switching to a different Degree Program or changing Plans within Arts and Science) requires a new application through Undergraduate Admission.

12.4 – Admission to Non-Degree Studies On Campus

12.4.3 – Post-degree
Post-degree students whose first undergraduate degree is from Queen’s University may be eligible for non-degree studies on campus. All post-degree students are subject to the limitations on access to on-campus courses outlined in Academic Regulation 2.
Faculty of Arts and Science
Vision and Mandate Document

Vision

The Faculty of Arts and Science will be recognised nationally and internationally for the unparalleled community of learning that its students experience; grounded in world-class research and scholarship; inculcating good judgement in its diverse modes; fostering an environment in which all members can grow creatively, challenge ideas, and debate without fear; and increasing awareness of the diversity of peoples, cultures and societies.

Mandate/Mission

The Faculty of Arts and Science is committed to integrating excellence in research with exceptional teaching to promote an innovative and effective undergraduate and graduate education in the context of a high-quality, research-intensive institution.

Principles/Values

The Faculty of Arts and Science is committed to the following values:

- Excellence
- Innovation
- Academic freedom
- Mutual respect and diversity
- Community
- Diversity of learning environments and pedagogies
- Academic integrity

Core Activities

- Teaching and learning
- Discovery
- Service
FILM AND MEDIA NAME CHANGE – Notice of Motion

The Department of Film and Media at Queen’s University wishes to change its name to “The School of Film, Media, and Cultural Studies.” Our reasons are outlined below.

1. What’s in a name?
A change in name of the unit is separate from a change in names of programs and plans. A change from Department to School does not require a modification in degree type or program entry.

In proposing to change our name from a Department of Film and Media to a School of Film, Media, and Cultural Studies, we are realigning our name to reflect what we are in fact offering to students. Currently, we offer a MAJ, MED, MIN in Film and Media, as well as SPF in STSC and COCA. We intend over the coming two years for the “School” to comprise distinct programs; for example, Film Major; Film and Media Minor; Cultural Studies Minor. The Department of Film and Media will for now retain its BAH, BA and MIN in Film and Media. A modification of the Minor, currently submitted to Curriculum Committee, will see a greater coherence of the Minor around media and cultural studies courses.

The Cultural Studies Minor will be developed over the coming year through the QUQAPs and with the collaboration of departments and individuals who are doing Cultural Studies at Queen’s. The Department Head has communicated with the Heads of the LLCU, Music, Drama, BFA, English, Sociology, French, and Kinesiology and Health Studies, as well as specific faculty in Geography, Global Development Studies, and Gender Studies. The decision to proceed with a name change was supported by the Steering Committee of Graduate Program in Cultural Studies with the understanding that the Graduate Program in Cultural Studies would remain an autonomous program. The School of Film, Media, and Cultural Studies will communicate with the Graduate Program to be sure the identities of the two programs are delineated.

The Department is literally moving to the IBCPA in June 2014. The new location offers a context in which we can strengthen our collaborations with other units. The Department in its new configuration will continue to support and contribute to the Interdisciplinary courses and Special Field Programs it has developed with other units.

This name change has been agreed to by the entire department following several discussions among all faculty, DSC reps, and staff in the unit.

2. What is Cultural Studies?
Cultural studies research and pedagogy aim to theorize the forces that shape the reality of people in the 21st century. Drawing on a range of practices, cultural studies investigates
values, cultural processes and objects, economic and social relations, institutions and identities. What distinguishes cultural studies from other approaches to the study of culture is its recognition that no single disciplinary approach can get at the complexity of cultural forms and its emphasis on power, social justice and social change. Also, a cultural studies approach understands cultural production and processes as productive of power and not merely expressive of context or creativity.

3. **Changing our name to better reflect what we actually do**

When The Department of Film Studies was created in 1969, film was an emerging discipline. The courses the department offered initially dealt almost entirely with feature films intended for exhibition in theaters. Over the years, and especially in the last decades, with the advent of DVDs, interactive games, social media, and the extensive digital realm, the discipline has evolved in a radically transformed context. In 2006 we changed our name to the Department of Film and Media to reflect some of these changes. Today, with the retirement of two senior faculty members whose research and teaching were anchored in film studies, our faculty complement is heavily weighted toward both media and cultural studies in both our research and our pedagogy.

Reviewing the changing nature of course content over the past decade, we see a clear tendency toward cultural studies methods and themes in the Department of Film and Media. The “studies” courses, such as “Media and Popular Culture,” “Cinema and the City,” “Media Studies” or “National and International Cinema”, to name a few, use the words “cinema” or “media” but in fact derive the (inter-)disciplinary content and methods from the cultural studies field. Even “production” courses, such as “Documentary” or “Narrative” are taught in the model of what SSHRC calls “research creation”—a blending of theory and practice that has been the foundation of our Department’s approach to the study of the moving image and intersects this with analyses of social power and institutional complexity. Thus, students are increasingly presented with a program that does not entirely fit the name “Film and Media.” This is not to say that formal, historical or aesthetic approaches to cinema as an object of analysis/as a discipline have been abandoned entirely. Hence the commas in the unit’s new name permit a delineation of streams of research, teaching and learning.

The Department’s regular and cross-appointed faculty are all associated with the Graduate Program in Cultural Studies; all of our Teaching Assistants and Teaching Fellows are from Cultural Studies.

4. **Signal the direction we wish to move in the future**

Digital technologies, cultural industries and institutions, cultural production and labour have radically and rapidly changed in the last 10 years. It is necessary for our department to keep abreast of these changes and make them a core part of the academic inquiry we undertake in the future. As these changes continue to occur, we will need to make innovations in both the form and content of our curriculum. This is already happening in
our submission to the Faculty’s curriculum committee this fall. It is important that our intentions also be made clear in the name of the unit.

5. **To make the department more attractive to a new generation of students**

Queen’s students, some of the best undergraduates in the country, are very sensitive to cultural shifts and imagined futures. Television and new media, along with films of all kinds, are an intrinsic part of their experience, and they have an understandable interest in finding ways to interpret their contemporary world better. But more than this, the world of media making is intensively formed by the new scales, formats and financing of local/global cultural production; the information economies and social media environment are engines of globalization; the spaces of social power, repertoire of legal apparatus, and scope of policies are inextricable from the “expression”. Students need to have a usable, practicable grasp of this landscape. Hence, the cultural studies anchor allows for a more extensive set of experience and practice-based learning processes and outcomes. It is important that we demonstrate our intentions clearly to prospective students so that they can make informed choices.

6. **Why the commas?: Film, Media, and Cultural Studies**

Since teaching and learning about film and media history, theory and production will continue to be a significant strength of the unit, it is important that we indicate this in the title by separating film out from media and from cultural studies more broadly defined. Film has marked a major transition in the 20th century in what we consider to be art, communication, and popular culture. It is part of the mission of the department to disseminate and in a sense conserve this major cultural form much as, say, an English department is committed to the dissemination of literature. We cannot evolve in a way that fails to provide appropriate pedagogical and research space for foundational achievements of the past. In addition, the study of film has provided the critical and theoretical strategies for the key academic approaches to new media.

7. **Resource Implications**

Because the new name reflects what we are already doing and our aspirations within our current structure and budget, and because we have the interest in developing the Minor collaboratively with other units in Arts and Science, we don’t anticipate any special resource implications connected with this change. Other than our move to the IBCPA, there are no significant changes in library holdings, faculty, staff, classroom or equipment requirements.

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