AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The Minutes of February 12, 2016 have been posted.

3. Business Arising from the Minutes

4. Arts and Science Undergraduate Society Report

5. Dean’s Report

6. Question Period

7. Communications

8. Curriculum Committee Omnibus Report – Appendix A - for approval
   Ms. Stephenson will move “that the Omnibus Report Part V be approved.”

9. Personal Interest Credit – Appendix B - for approval
   Ms. Bénard will move “that the Faculty of Arts and Science Policy on Student Designation of Courses for Pass/Fail Grading (the Personal Interest Credit), and the resulting addition to Academic Regulation 10 (System of Grading), be approved.”

10. Academic Regulations – Amendments and Additions – Appendix C – for approval
    Ms. Bénard will move “that the additions and revisions to the Academic Regulations be approved.”

11. Report of the Nominating Committee – Appendix D – for approval
    Ms. Fachinger will move “that the nominees being brought forwarded by the Nominating Committee be appointed.”

12. School of Kinesiology and Health Studies – Bachelor of Physical and Health Education (BPHE) – for information

13. Report of New Offerings of Existing Courses – Appendix E - for information

14. “Open Discussion” (Topic to follow):

15. Other Business

Richard Ascough     Patrick Costigan
Chair                Secretary
Faculty Board        Faculty Board
### COURSE ADDITIONS

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>New Course Units</th>
<th>New Course Title</th>
<th>Transcript Title</th>
<th>New Course Description</th>
<th>New Course Notes</th>
<th>New Prerequisite</th>
<th>New Exclusion</th>
<th>Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBMS</td>
<td>BMED</td>
<td>270</td>
<td>3.0</td>
<td>Fundamentals of Research Methodology</td>
<td>Fundmnts Research Methodology</td>
<td>This course will introduce fundamentals of health-related research methodologies with a focus on developing critical reasoning skills. Throughout the course students will assess various aspects of both qualitative and quantitative research such as question development, approaches and threats to measurement accuracy, study designs, ethical consider</td>
<td>Only offered online.</td>
<td>Level 2 standing and STATS 263/3.0, or permission of the instructor</td>
<td>No more than 3.0 units from BMED 270/3.0; HLTH 252/3.0; PSYC 203/3.0; SOCY 210/3.0; GPHY 240/3.0.</td>
<td>114 (36O;78P)</td>
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<tr>
<td>DBMS</td>
<td>BMED</td>
<td>370</td>
<td>3.0</td>
<td>Fundamentals of Genomics</td>
<td>Fundamentals of Genomics</td>
<td>This course will provide an introduction to the field of applied genomics. Basic principles of disease gene mapping, statistical methods, segregation analysis, family- and population-based associated studies will be covered in the context of recent advances in the field. The applications and implications of genome-wide studies will be discussed.</td>
<td>Only offered online.</td>
<td>Level 3 standing and (one of BCHM 218/3.0 or BCHM 270/3.0) or permission of the instructor</td>
<td>No exclusions identified.</td>
<td>114 (36O;78P)</td>
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<tr>
<td>DBMS</td>
<td>BMED</td>
<td>373</td>
<td>3.0</td>
<td>Health Ethics, Law, and Policy</td>
<td>Health Ethics, Law, and Policy</td>
<td>This course is a continuation of BMED 173/3.0. Students will take a more in-depth look at health ethics, and will learn about health law and policy. Specifically, students will learn the process, timeline, and ethics of developing and implementing new health laws and policies.</td>
<td>Only offered online.</td>
<td>Level 3 standing and BMED 173/3.0, or permission of the instructor</td>
<td>No exclusions identified</td>
<td>114 (36O;78P)</td>
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<tr>
<td>DBMS</td>
<td>BMED</td>
<td>383</td>
<td>3.0</td>
<td>Advanced Research Design and Methods</td>
<td>Adv Research Design and Method</td>
<td>Students will have the opportunity to develop and apply a mixed methods design for research. The course instruction will assist students as they navigate processes of literature review, question development, experimental design, proposed approaches to data analyses (both quantitative and qualitative) and proposed methods of knowledge mobilization.</td>
<td>Only offered online.</td>
<td>Level 3 standing and BMED 270/3.0 OR permission of the instructor</td>
<td>No exclusions identified</td>
<td>114 (36O;78P)</td>
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<td>Dept.</td>
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<td>Course Catalog Number</td>
<td>New Course Units</td>
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<tr>
<td>DBMS</td>
<td>BMED</td>
<td>482</td>
<td>3.0</td>
<td>Proteomics and Metabolomics</td>
<td>Proteomics and Metabolomics</td>
<td>This course will focus on the principles of proteomics and metabolomics and their application in the new systems biology 'omics' approach to scientific discovery. This course will emphasize both the methodologies used in proteomics and metabolomics, as well as their applications in both research, medical diagnostics, and disease management.</td>
<td>Only offered online.</td>
<td>Level 4 standing and [(one of BCHM 310/6.0 or BCHM 315/3.0) or registered in a Biochemistry Major or Specialization] or permission from the instructor.</td>
<td>No exclusions identified</td>
<td>114 (360;78P)</td>
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<td>DRAM/MUSC</td>
<td>MUTH</td>
<td>201</td>
<td>3.0</td>
<td>Sex and Violence in Performance</td>
<td>Sex &amp; Violence in Performance</td>
<td>This course is structured around a series of case studies of particular moments in the history of the representation of sex and violence in dramatic and musical performances.</td>
<td>Level 2</td>
<td>120 (600;60P)</td>
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<td>HIST</td>
<td>HIST</td>
<td>270</td>
<td>3.0</td>
<td>Contemporary China</td>
<td>Contemporary China</td>
<td>Contemporary China aims to place the dynamics of recent social and economic change in historical perspective. Rather than proceeding both thematically and chronologically, it familiarizes students with the deep continuities associated with phenomena such as urbanization, environmental challenges, cultural expectations and gender norms.</td>
<td>Only offered online. Consult Continuing and Distance Studies</td>
<td>Level 2 or above</td>
<td>No more than 3.0 units from HIST 270/3.0; HIST 299/3.0</td>
<td>120 (480;72P)</td>
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<tr>
<td>POLS</td>
<td>POLS</td>
<td>355</td>
<td>3.0</td>
<td>Issues in Contemporary Political Theory</td>
<td>Issues in Contemp. Pol. Theory</td>
<td>This course discusses important contemporary issues that arise in political theory. Examples include: liberty and paternalism, toleration, punishment, multiculturalism, climate change, intergenerational justice (or injustice) and violence.</td>
<td>None</td>
<td>(12 units in POLS at the 200 level or above) and (a GPA of 2.0 on all units in POLS), or permission of the Department.</td>
<td>No more than 3.0 units from POLS394/3.0 (FALL 2015) and POLS 355/3.0</td>
<td>LH 120(36L; 84P)</td>
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### Course Deletions

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<tr>
<td>DBMS</td>
<td>PHGY</td>
<td>212</td>
<td>6.0</td>
<td>Physiology for the Life Sciences</td>
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### Course Revisions

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<th>Existing Course Title</th>
<th>Existing Prerequisite</th>
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<tr>
<td>BIOL</td>
<td>Prerequisite BIOL</td>
<td>206</td>
<td>3.0</td>
<td>Evolutionary Genetics</td>
<td>A minimum grade of C- in BIOL205/3.0</td>
<td>BIOL205/3.0</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite BIOL</td>
<td>302</td>
<td>3.0</td>
<td>Population and Evolutionary Ecology</td>
<td>BIOL201/3.0, BIOL202/3.0, and (a minimum grade of C- in BIOL206/3.0)</td>
<td>BIOL201/3.0, BIOL202/3.0, and BIOL206/3.0</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite BIOL</td>
<td>303</td>
<td>3.0</td>
<td>Community and Ecosystem Ecology</td>
<td>BIOL201/3.0, BIOL202/3.0, and (a minimum grade of C- in BIOL206/3.0) and (BIOL243/3.0 or PSYC 202/3.0 or STAT 269/3.0)</td>
<td>BIOL201/3.0, BIOL202/3.0, BIOL206/3.0, and (BIOL243/3.0 or PSYC 202/3.0 or STAT 269/3.0)</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite BIOL</td>
<td>330, 339, 341</td>
<td>3.0</td>
<td>Cell Biology, Animal Physiology, Plant Physiology</td>
<td>A minimum grade of C- in BIOL205/3.0</td>
<td>BIOL205/3.0 or BCHM218/3.0</td>
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<td>Changes to:</td>
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<td>Course Catalog Number</td>
<td>Existing Course Units</td>
<td>Existing Course Title</td>
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<td>BIOL</td>
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<td>331</td>
<td>3.0</td>
<td>Analytical Genomics</td>
<td>BIOL205/3.0</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>334</td>
<td>3.0</td>
<td>Comparative Biochemistry</td>
<td>BIOL103/3.0 and CHEM112/6.0 and (A minimum grade of C- in BIOL205/3.0)</td>
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<td>BIOL</td>
<td>Prerequisite</td>
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<td>360</td>
<td>3.0</td>
<td>Biotechnology and Society</td>
<td>BIOL205/3.0</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>401, 402, 403</td>
<td>3.0</td>
<td>Experimental Approaches to Animal Physiology, Experiments in Plant Physiology, Frontiers in Cell and Molecular Physiology</td>
<td>None.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>404, 430, 441</td>
<td>3.0</td>
<td>Techniques in Molecular Biology, Molecular Genetics of Development, Molecular Genetics</td>
<td>BCHM 218/3.0 or MBIO 218/3.0 or BIOL 330/3.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>409</td>
<td>3.0</td>
<td>Bioremediation</td>
<td>BIOL 330/3.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>410, 422, 433, 439, 440</td>
<td>3.0</td>
<td>Ecology of Lakes and Streams, Conservation Biology, History and Philosophy of Biology, Natural Selection and Microevolution, Speciation and Macroevolution</td>
<td>BIOL 302/3.0 or BIOL 303/3.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>416</td>
<td>3.0</td>
<td>Terrestrial Ecosystems</td>
<td>BIOL 302/3.0 or BIOL 303/3.0 or GPHY 317/3.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>421</td>
<td>3.0</td>
<td>Conservation Genetics</td>
<td>BIOL 243/3.0 or PSYC 202/3.0 or STAT 263/3.0 or STAT 269/3.0.</td>
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<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>423</td>
<td>3.0</td>
<td>Modern Insect Science</td>
<td>BIOL 205/3.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>431</td>
<td>3.0</td>
<td>Cellular Basis of Adaptation</td>
<td>(BIOL 330/3.0 or BCHM 218/3.0) and (one of BIOL 301/3.0; BIOL 334/3.0; BIOL 338/3.0; BIOL 339/3.0; BIOL 341/3.0)</td>
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<td>Dept.</td>
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<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>442</td>
<td>3.0</td>
<td>Evolutionary Medicine</td>
<td>BIOL 206/3.0.</td>
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<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>445</td>
<td>3.0</td>
<td>Neuroethology</td>
<td>BIOL 339/3.0 or PHGY 214/6.0.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>501, 507, 509, 510, 515, 527, 530, 532, 533, 534, 535, 536</td>
<td>3.0 Variable</td>
<td>Level 4 and registration in a Biology Honours Plan or permission of Department.</td>
<td>Level 4 and registration in a Biology Honours Plan and a minimum CUMGPA of 2.0 in the Biological Foundations List or permission of Department.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>502</td>
<td>3.0</td>
<td>Plant Cellular Responses to Environmental Stress</td>
<td>Level 4 and registration in a Biology Honours Plan and (BIOL 334/3.0 or BIOL 341/3.0 or BIOL 430/3.0) or permission of Department.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>503</td>
<td>3.0</td>
<td>Plant Biotechnology</td>
<td>Level 4 and registration in a Biology Honours Plan and (BIOL 205/3.0 and BIOL 341/3.0) or permission of Department.</td>
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<tr>
<td>BIOL</td>
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<td>BIOL</td>
<td>506</td>
<td>3.0</td>
<td>Biochemical Adaptations to Life Under Extreme Conditions</td>
<td>Level 4 and registration in a Biology Honours Plan and (BCHM 315/3.0 and BCHM 316/3.0) or BCHM 310/6.0) or permission of Department.</td>
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<td>BIOL</td>
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<td>BIOL</td>
<td>508</td>
<td>3.0</td>
<td>Biology of the Cell Cycle</td>
<td>Level 4 and registration in a Biology Honours Plan and (BCHM 218 or MBIO 218/3.0) or permission of the Department.</td>
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<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>537</td>
<td>12.0</td>
<td>Research in Biology</td>
<td>Admission to the final year of a BSCH program in Biology, and permission of the project supervisor and course coordinator.</td>
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<tr>
<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>538, 539, 540</td>
<td>3.0 and/or 6.0</td>
<td>Research Mentorship in Biology I, Research Mentorship in Biology II, Research Mentorship in Biology</td>
<td>Registration in a Biology Honours Plan and permission of the Department.</td>
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<td>BIOL</td>
<td>Prerequisite</td>
<td>BIOL</td>
<td>541</td>
<td>12.0</td>
<td>Research in Biotechnology</td>
<td>Admission to the final year of the BTEC program in Biology, and permission of the project supervisor and course coordinator.</td>
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<td>Dept.</td>
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<td>BIOL</td>
<td>Learning Hours</td>
<td>BIOL</td>
<td>339</td>
<td>3.0</td>
<td>Animal Physiology</td>
<td>120 (36L;180;66P)</td>
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<th>Existing Course Notes</th>
<th>New Course Notes</th>
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<tr>
<td>CHEM</td>
<td>Course Note</td>
<td>CHEM</td>
<td>282</td>
<td>3.0</td>
<td>General Organic Chemistry II</td>
<td>Also offered online. Consult Continuing and Distance Studies</td>
<td>None</td>
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<td>CHEM</td>
<td>Course Note, Enrollment Restriction</td>
<td>CHEM</td>
<td>285</td>
<td>3.0</td>
<td>General Organic Chemistry II (with Virtual Laboratory)</td>
<td>Note: Offered only online. Consult Continuing and Distance Studies</td>
<td>Note: Offered only online. Consult Continuing and Distance Studies. Life Sciences Honours students should not enroll in this course</td>
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<td>Learning Hours</td>
<td>CLST</td>
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<td>3.0</td>
<td>Topics in Greek Scholarship</td>
<td>120 (24L;125;84P)</td>
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<td>CLAS</td>
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<td>CLST</td>
<td>420</td>
<td>3.0</td>
<td>Topics in Latin/Roman Scholarship I</td>
<td>120 (24L;125;84P)</td>
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<td>Elementary Computer Animation</td>
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<td>121</td>
<td>120</td>
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<td>Learning Hours</td>
<td>CISC</td>
<td>220</td>
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<td>System Level Programming</td>
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<td>120 (36L;84P)</td>
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### FACULTY OF ARTS AND SCIENCE CURRICULUM COMMITTEE

**OMNIBUS REPORT V**

**March 11th, 2016**

<table>
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<td>COMP Learning Hours</td>
<td>CISC</td>
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<td>Data Structures</td>
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<td>Game Engine Development</td>
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<td>Programming Cognitive Models</td>
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<td>COMP Prerequisite</td>
<td>CISC</td>
<td>472</td>
<td>120</td>
<td>Medical Informatics</td>
<td>(CISC 271/3.0 or MATH 272/3.0) and CISC 330/3.0</td>
<td>CISC-330/3.0</td>
<td>No change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept. Changes to:</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBMS Exclusion</td>
<td>ANAT</td>
<td>215</td>
<td>3.0</td>
<td>Principles of Human Morphology I</td>
<td>ONE-WAY EXCLUSION May not be taken with or after ANAT 315/3.0; ANAT 316/3.0.</td>
<td>No more than 3.0 units from ANAT 215/3.0; ANAT 315/3.0.</td>
</tr>
<tr>
<td>DBMS Exclusion</td>
<td>ANAT</td>
<td>216</td>
<td>3.0</td>
<td>Principles of Human Morphology II</td>
<td>ONE-WAY EXCLUSION May not be taken with or after ANAT 315/3.0; ANAT 316/3.0.</td>
<td>No more than 3.0 units from ANAT 216/3.0; ANAT 316/3.0.</td>
</tr>
<tr>
<td>DBMS Exclusion</td>
<td>ANAT</td>
<td>315</td>
<td>3.0</td>
<td>The Human Musculoskeletal System</td>
<td>No exclusion.</td>
<td>No more than 3.0 units from ANAT 215/3.0; ANAT 315/3.0.</td>
</tr>
<tr>
<td>DBMS Exclusion</td>
<td>ANAT</td>
<td>316</td>
<td>3.0</td>
<td>The Human Visceral Systems</td>
<td>No exclusions.</td>
<td>No more than 3.0 units from ANAT 215/3.0 and ANAT 316/3.0.</td>
</tr>
<tr>
<td>DBMS Exclusion</td>
<td>PHGY</td>
<td>214</td>
<td>6.0</td>
<td>Mammalian Physiology</td>
<td>No more than 6.0 units from KNPE 125/3.0; KNPE 225/3.0; PHGY 210/6.0; PHGY 212/6.0; PHGY 214/6.0.</td>
<td>No more than 6.0 units from KNPE 125/3.0; KNPE 225/3.0; PHGY 210/6.0; PHGY 212/6.0; PHGY 214/6.0; PHGY 350/3.0</td>
</tr>
<tr>
<td>DBMS Exclusion</td>
<td>PHGY</td>
<td>350</td>
<td>3.0</td>
<td>Pathophysiology</td>
<td>No exclusions currently.</td>
<td>No more than 3.0 units from PHGY 350/3.0; PHGY 214/6.0</td>
</tr>
</tbody>
</table>
### DBMS Exclusion

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMED</td>
<td>271</td>
<td>None</td>
<td>No more than 3.0 units from BMED 271/3.0; HLTH 205/3.0</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>BMED</td>
<td>471</td>
<td>NONE</td>
<td>No more than 3.0 units from BMED 471/3.0; HLTH 415/3.0</td>
</tr>
</tbody>
</table>

### DEVS Exclusion

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS</td>
<td>392</td>
<td>3.0</td>
<td>Topics in Development Studies I</td>
<td>No more than 3.0 units from DEVS321/3.0; DEVS392/3.0</td>
<td>None</td>
<td>Learning Hours vary.</td>
</tr>
<tr>
<td>DEVS</td>
<td>100</td>
<td>6.0</td>
<td>Canada and the &quot;Third World&quot;</td>
<td></td>
<td></td>
<td>240 (48L;24O;24P)</td>
</tr>
</tbody>
</table>

### FILM Course Description

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Course Description</th>
<th>New Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC</td>
<td>339</td>
<td>3.0</td>
<td>Media and Performance</td>
<td>An intermediate study that examines how performance shapes our social experiences and lived identities. From the daily acts of self-performance on social media to the ‘once in a life time’ performances in the Olympic Games, performance binds contemporary cultural practices, small and large</td>
<td>An intermediate study that examines how performance shapes our social experiences and lived identities. From the daily acts of self-performance on social media to mega events, performance binds contemporary cultural practices, small and large</td>
</tr>
</tbody>
</table>
### FACULTY OF ARTS AND SCIENCE CURRICULUM COMMITTEE OMNIBUS REPORT V

March 11th, 2016

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
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</thead>
<tbody>
<tr>
<td>HIST</td>
<td>Exclusion</td>
<td>HIST</td>
<td>299</td>
<td>3.0</td>
<td>China since 1800</td>
<td>none</td>
<td>No more than 3.0 units from HIST 299/3.0 and HIST 270/3.0</td>
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<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Learning Hours</th>
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<tbody>
<tr>
<td>LLCU</td>
<td>Learning Hours</td>
<td>LING</td>
<td>100</td>
<td>6.0</td>
<td>Introduction to Linguistics</td>
<td>240 (72L;24T;144P)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>New Course Units</th>
<th>Existing Course Title</th>
<th>Learning Hours</th>
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</thead>
<tbody>
<tr>
<td>POLS</td>
<td>Course Units</td>
<td>POLS</td>
<td>590</td>
<td>6.0</td>
<td>9.0</td>
<td>Thesis</td>
<td>LH 348 (24S;24Pc;24G;12I;48Oc;216P)</td>
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</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Description</th>
<th>New Course Description</th>
<th>Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>Course Description, Learning Hours</td>
<td>PSYC</td>
<td>251</td>
<td>3.0</td>
<td>Developmental Psychology</td>
<td>Introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence.</td>
<td>114 (12L;18T;36O;48P)</td>
</tr>
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</table>
### Degree Plan Revisions

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Degree Plan Code</th>
<th>Existing Core Courses</th>
<th>New Core Courses</th>
<th>Existing Option Courses</th>
<th>New Option Courses</th>
<th>Existing Substitutions</th>
<th>New Substitutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOL</strong></td>
<td>Core courses, Substitutions</td>
<td>BIOL-M-BSH</td>
<td>1. Core (30.0 units) Biology</td>
<td>1. Core (30.0 units) Biology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0</td>
<td>A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0</td>
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<tr>
<td></td>
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<td></td>
<td>B. 12.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0</td>
<td>B. 12.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C. 3.0 units from BIOL 302/3.0 or BIOL 303/3.0</td>
<td>C. 3.0 units from BIOL 302/3.0 or BIOL 303/3.0</td>
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<td></td>
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<td></td>
<td>D. 3.0 units from BIOL 339/3.0; BIOL 334/3.0; BIOL 341/3.0</td>
<td>D. 3.0 units from BIOL 339/3.0; BIOL 334/3.0; BIOL 341/3.0</td>
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<td></td>
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<td></td>
<td>E. 3.0 units from BIOL 330/3.0; BCHM 218/3.0; MBIO 218/3.0</td>
<td>E. 3.0 units in BIOL 330/3.0</td>
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</tr>
<tr>
<td><strong>BOL</strong></td>
<td>Core courses, Substitutions</td>
<td>BIPS-P-BSH</td>
<td>1. Core (45.0 units) Biology</td>
<td>1. Core (45.0 units) Biology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0</td>
<td>A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>B. 6.0 units in CHEM 112/6.0</td>
<td>B. 6.0 units in CHEM 112/6.0</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C. 12.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0</td>
<td>C. 12.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>D. 3.0 units from BIOL 302/3.0 or BIOL 303/3.0</td>
<td>D. 3.0 units from BIOL 302/3.0 or BIOL 303/3.0</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>E. 3.0 units from BIOL 339/3.0; BIOL 334/3.0; BIOL 341/3.0</td>
<td>E. 3.0 units from BIOL 339/3.0; BIOL 334/3.0; BIOL 341/3.0</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F. 3.0 units from BIOL 330/3.0; BCHM 218/3.0; MBIO 218/3.0</td>
<td>F. 3.0 units in PSYC 203/3.0</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Psychology</td>
<td>G. 6.0 units in PSYC 100/6.0</td>
<td>H. 3.0 units in BIOL 243/3.0 or PSYC 202/3.0</td>
<td>i. 3.0 units in PSYC 203/3.0</td>
<td></td>
</tr>
</tbody>
</table>
## BIOL Core courses, Substitutions

<table>
<thead>
<tr>
<th>BIMA-P-BSH</th>
<th>BIOL 102/3.0</th>
<th>BIOL 103/3.0</th>
<th>CHEM 112/6.0</th>
<th>BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0</th>
<th>BIOL 302/3.0 or BIOL 303/3.0</th>
<th>BIOL 339/3.0, BIOL 334/3.0, BIOL 341/3.0</th>
<th>BIOL 330/3.0, BCHM 218/3.0, MBIO 218/3.0</th>
<th>BIOL 243/3.0, BIOL 300/3.0, MATH 339/3.0</th>
</tr>
</thead>
</table>

### 1. Core (45.0 units)

- **Biology**
  - A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0
  - B. 6.0 units in CHEM 112/6.0
  - C. 12.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0
  - D. 3.0 units from BIOL 302/3.0 or BIOL 303/3.0
  - E. 3.0 units from BIOL 339/3.0, BIOL 334/3.0, BIOL 341/3.0
  - F. 3.0 units from BIOL 330/3.0, BCHM 218/3.0, MBIO 218/3.0
  - G. 6.0 units from MATH 110/6.0
  - H. 6.0 units from MATH 120/6.0, MATH 121/6.0, MATH 122/6.0
  - I. 3.0 units from MATH 221/3.0 or MATH 280/3.0
  - J. 3.0 units from MATH 225/3.0 or MATH 231/3.0 or MATH 232/3.0
  - K. 3.0 units from STAT 268/3.0 or STAT 351/3.0
  - L. 3.0 units from BIOL 243/3.0 or STAT 269/3.0
  - M. 6.0 units in BIOM 300/3.0 and MATH 339/3.0

### 2. Option (6.0 units)

- A. 6.0 units from PHGY 210/6.0 or PHGY 212/6.0 or PHGY 214/6.0 can be substituted for 6.0 units from BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0. This substitution is not allowed in any other Biology Plan.

### A. BCHM 310/9.0 (or the combination of BCHM 315/3.0 and BCHM 316/3.0) may be substituted for 3.0 units from (BIOL 339/3.0 or BIOL 341/3.0 or BIOL 334/3.0) with the remaining units applied toward Option Course requirements in the degree program.

### B. Students registered in a BIOL Plan prior to May 1, 2016 may use BCHM 218/3.0 as an alternative to BIOL 330/3.0 to satisfy requirement 1.F.
<table>
<thead>
<tr>
<th>Dept.</th>
<th>Degree Plan Code</th>
<th>Course List</th>
<th>Existing Course Lists</th>
<th>New Course Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>CLAS</td>
<td>CLAS_Sub</td>
<td>HIST 218/3.0; HIST 250/6.0; HIST 332/3.0; ITLN 210/3.0; LLCU 201/3.0; LLCU 210/3.0; RELS 212/3.0; RELS 228/3.0; RELS 321/3.0</td>
<td>HIST 215/3.0; HIST 218/3.0; HIST 250/6.0; HIST 332/3.0; ITLN 210/3.0; LLCU 201/3.0; LLCU 210/3.0; RELS 212/3.0; RELS 228/3.0; RELS 321/3.0</td>
</tr>
<tr>
<td>CLAS</td>
<td>CLST</td>
<td>CLST_Sub</td>
<td>ARTH 212/3.0; ARTH 213/6.0; HIST 218/3.0; HIST 250/6.0; HIST 332/3.0; ITLN 210/3.0; LLCU 201/3.0; LLCU 210/3.0; PHIL 232/6.0; PHIL 233/3.0; PHIL 328/3.0; RELS 212/3.0; RELS 228/3.0; RELS 321/3.0</td>
<td>ARTH 212/3.0; ARTH 213/6.0; HIST 218/3.0; HIST 250/6.0; HIST 332/3.0; ITLN 210/3.0; LLCU 201/3.0; LLCU 210/3.0; PHIL 232/6.0; PHIL 233/3.0; PHIL 328/3.0; RELS 212/3.0; RELS 228/3.0; RELS 321/3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Degree Plan Code</th>
<th>Existing Option Courses</th>
<th>New Option Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP</td>
<td>Option Courses</td>
<td>COMP-G-BA</td>
<td>2.A. 3.0 units from CISC; CISC_Subs; SOFT at the 300 level or above 2.B. 6.0 units from CISC; CISC_Subs; SOFT at the 200 level or above</td>
<td>2.A. 3.0 units from (CISC; CISC_Subs; COCA; COGS; SOFT) at the 300 level or above 2.B. 6.0 units from COGS 100/3.0; (CISC; CISC_Subs; COCA; COGS; SOFT) at the 200 level or above</td>
</tr>
<tr>
<td>COMP</td>
<td>Option Courses</td>
<td>COMP-G-BCP</td>
<td>2.A. 3.0 units from CISC; CISC_Subs; SOFT at the 300 level or above 2.B. 6.0 units from CISC; CISC_Subs; SOFT at the 200 level or above</td>
<td>2.A. 3.0 units from (CISC; CISC_Subs; COCA; COGS; SOFT) at the 300 level or above 2.B. 6.0 units from (CISC; CISC_Subs; COCA; COGS; SOFT) at the 200 level or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Changes to:</th>
<th>Degree Plan Code</th>
<th>Existing Core Courses</th>
<th>New Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY</td>
<td>Core courses</td>
<td>SOCY-M-BAH, SOCY-A-BAH</td>
<td>1. Core (18.0 units) A. 6.0 units in SOCY 122/6.0 B. 6.0 units in SOCY 210/3.0 and SOCY 211/3.0 C. 6.0 units in SOCY 226/3.0 and SOCY 227/3.0</td>
<td>1. Core (18.0 units) A. 6.0 units in SOCY 122/6.0 B. 3.0 units in SOCY 210/3.0 C. 3.0 units from SOCY 211/3.0 or STAT_Options D. 6.0 units in SOCY226/3.0 and SOCY227/3.0</td>
</tr>
<tr>
<td>SOCY</td>
<td>Core courses</td>
<td>SOCY-G-BA</td>
<td>1. Core (18.0 units) A. 6.0 units in SOCY 122/6.0 B. 6.0 units in SOCY 210/3.0 and SOCY 211/3.0 C. 6.0 units in SOCY 226/3.0 and SOCY 227/3.0</td>
<td>1. Core (18.0 units) A. 6.0 units in SOCY 122/6.0 B. 3.0 units in SOCY 210/3.0 C. 3.0 units from SOCY 211/3.0 or STAT_Options D. 6.0 units in SOCY226/3.0 and SOCY227/3.0</td>
</tr>
</tbody>
</table>

Respectfully Submitted,
Jenn Stephenson
Chair, Curriculum Committee
The Personal Interest Credit
Faculty of Arts and Science Policy on Student Designation of Courses for Pass/Fail Grading
March 2016

Objectives
This policy is designed to:
1. encourage students to explore subject matter outside their program of study;
2. promote interdisciplinarity; and
3. minimize risk to the students’ GPA.

Applicability
This policy applies to all students who:
• are registered in a Plan that will lead to completion of a degree program in the Faculty of Arts and Science;
• have successfully completed a minimum of 24.0 units at Queen's; and
• are in good academic standing.

This policy applies to all courses offered by Departments in the Faculty of Arts and Science that are normally graded using a letter-grade system.

Policy
1. Students have the option to designate a maximum of 6.0 units of degree-credit courses for pass/fail grading (Personal Interest Credit).

2. A maximum of one course per term may be designated for pass/fail grading.

3. Only courses that count for elective credit toward the student’s degree may be designated for pass/fail grading. Elective courses are those taken to fulfill the total unit requirement of the degree program and are outside the requirements of the Plan(s) (i.e. no courses that may count as core, option or supporting courses may be designated).
   a. If a student successfully completes a course designated for pass/fail grading and wishes to apply it toward the core or supporting course requirements of a Plan in which they subsequently register, they must obtain the agreement of the Department to substitute another appropriate course in its place.
   b. If a course designated for pass/fail grading is to be used to fill the option course requirements of a Plan in which the student subsequently registers, the student must choose a different option course.

4. A student may designate a course in which they have enrolled for pass/fail grading before the deadline to drop the course without academic penalty in each term. Once selected, the student may change his/her choice up to the same deadline. If the course is a multi-term course, the student must make the pass/fail designation by the deadline for the B half of the course.

5. A student cannot change from a letter grade to pass/fail grading, or vice-versa, after the deadline to designate a course for pass/fail grading for any reason whatsoever.
6. A student may not designate a course for pass/fail grading if there is a finding of a departure from academic integrity in the course.

7. No variation from the required course components and grading scheme as published in the course syllabus will be made for a student who designates a course for pass/fail grading.

8. For courses designated for pass/fail grading, a grade of Pass (P) will be assigned where a student obtains a grade of D- or greater in the course as determined by the grading scheme; otherwise a grade of Fail (F) will be assigned.

9. A passing grade in a course designated for pass/fail grading will not contribute to the student’s term, Plan or cumulative GPA, but will count for credit toward the student’s degree program.

10. For courses designated for pass/fail grading, the student information system (PeopleSoft) will retain both the Input Grade entered by the instructor and the Final Grade (Pass/Fail). The letter grade will not be displayed or released to any party.

11. The official transcript and those PeopleSoft components normally accessible to faculty and staff members will display only the appropriate Pass or Fail grade and not the letter grade.

12. Tuition fees will be unaffected by the grading option designated.

13. Instructors will not be informed by the University or PeopleSoft of a student’s designation of a course for pass/fail grading. The responsibilities of both the student and the instructor in the course will remain the same as when letter grades are assigned.

14. The Personal Interest Credit is intended to be used by students to make active decisions related to their academic careers. Students who are facing extenuating circumstances should not use the pass/fail designation to provide accommodation but instead should refer to Academic Regulation 10.3 for other options to consider. Note in particular Regulations 10.3.1 (aegrotat standing), 10.3.2 (credit standing), 10.3.4 (incomplete) and 10.3.7 (dropped).

**Effective Date**
Fall Term 2016

**Review Date**
The policy will be reviewed during the third year of implementation (in 2018-19). Factors to include:
- Number of student pass/fail designation requests per year
- Effect on GPA calculations – any impact on probation and RTW numbers?
- Technical challenges – PeopleSoft, website
- Effect on post-degree outcomes
- Any other unintended implications
- Student input on the success/failure of the policy

As a result of this review, recommendations for change will be considered.
Additional Information
Before designating a course for pass/fail grading, students are encouraged to check with institutions outside Queen’s whether the appearance of a P grade instead of a letter grade on their transcript will have any effect on the evaluation of their academic performance in the case of future post-graduate applications.
Academic Regulation 10: System of Grading and Transcript Notations

10.2 – Pass/Fail Grades
A grade of Pass (P) may be assigned when a student meets or exceeds the minimum standards in a course that has been designated for pass/fail grading either by an academic unit in the Faculty of Arts and Science, or by the student as a Personal Interest Credit. A grade of Fail (F) will be given if the student does not meet the minimum standards in a course that has been designated for pass/fail grading. A course that has been assigned a grade of Pass will not be included in the student’s GPA but may be counted for credit towards a degree program. A grade of F in a course that has been designated for pass/fail grading will be included (with the corresponding grade point of 0.0) in any GPA calculation. Other non-evaluative grades (IN, GD, AG) may be entered in accordance with the academic regulations.

10.2.1 – Pass/Fail Grades in Courses Designated by Academic Units in the Faculty
While most courses in the Faculty will be graded using the letter-based grading system, some courses, particularly those of a technical or applied nature offered as part of a professional degree program or Plan, may be appropriately designated for pass/fail grading. An academic unit that wishes to designate a course for pass/fail grading must obtain approval for such a designation through the curriculum review process as outlined in the By-Laws of the Faculty Board, and all such designations are subject to the final approval of Faculty Board. Any course designated for pass/fail grading must clearly indicate this grading method in the course syllabus. All students enrolled in a course designated for pass/fail grading in this manner will be graded as such; letter grades will not be available.

10.2.2 – Pass/Fail Grades in Courses Designated by the Student (Personal Interest Credit)
A student may choose to designate a degree-credit course for pass/fail grading that would normally have letter grading. The intention of such a designation is to encourage a student to explore subject matter in a field outside the program of study, to promote interdisciplinarity, and to minimize the risk to the student’s cumulative GPA.

A student may designate a course in which they have enrolled for pass/fail grading by submitting the appropriate application form to the Office of the Associate Dean (Studies) before the deadline to drop the course without academic penalty in each term.

The following restrictions will apply to the designation of any pass/fail grading by the student:

(i) The student must have passed a minimum of 24.0 units taken in the Faculty of Arts and Science at Queen’s before a pass/fail course can be designated;
(ii) The student must be in good academic standing at the time that a course is designated for pass/fail grading;
(iii) The student may designate a maximum of 6.0 units for pass/fail grading throughout their Undergraduate and/or Distance Careers (excluding any courses designated pass/fail by an academic unit, as per Regulation 10.2.1);
(iv) The student may designate a maximum of one course per term for pass/fail grading;
(v) Once a course has been designated for pass/fail grading, the student may change this designation only up to the deadline to drop the course without academic penalty in each term. In the case of multi-term courses, the student may change the designation up to the deadline for the B half of the course. After this deadline, the student may not change this designation for any reason, regardless of academic performance;
(vi) The student may not designate a course for pass/fail grading if there is a finding of a departure from academic integrity in the course; and
(vii) Only courses that are taken to fulfill the elective or total unit requirement of a degree program may be designated for pass/fail grading; no courses that may count as core, option or supporting courses to fulfill the requirements of any Plan in which the student is registered may be designated for pass/fail grading. If a student successfully completes a course designated for pass/fail grading and wishes to apply it toward the core or supporting course requirements of a Plan in which they subsequently register, they must obtain the agreement of the Department to substitute another appropriate course in its place. If a course designated for pass/fail grading is to be used to fill the
option course requirements of a Plan in which the student subsequently registers, the student must choose a different option course.

No variation from the required course components and grading scheme as published in the course syllabus will be made for a student who designates a course for pass/fail grading. If the instructor assigns a grade of D- or greater as determined by the grading scheme, the student will be deemed to have met the minimum standard in the course and will be given a grade of P.

10.2.3 – Appeals
Academic Regulation 10.2.2 may not be appealed.
Appendix C

Proposed Revisions to the Academic Regulations of the Faculty of Arts and Science

11 March 2016

Changes are proposed to the following Academic Regulations of the Faculty of Arts and Science:

- Academic Regulation 1: Academic Integrity
- Academic Regulation 2: Enrolment and Registration Priorities
- Academic Regulation 7: Assessment of Performance
- Academic Regulation 8: Final Examinations
- Academic Regulation 9: Examination Conduct
- Academic Regulation 10: System of Grading and Transcript Notations
- Academic Regulation 12: Dean’s Honour Lists
- Academic Regulation 13: Academic Standing
- Academic Regulation 14: Credit for Courses Taken Elsewhere
- Academic Regulation 15: Voluntary Withdrawal and Return to Studies
- Academic Regulation 16: Requirements for Graduation
- Academic Regulation 18: Jurisdiction

All proposed additions and revisions are indicated below using strikethrough and yellow highlighting.

I. Academic Regulation 1: Academic Integrity

The proposed revisions to Regulations 1.1.1 and 1.1.2 update the definition of academic integrity to include the sixth value of Courage, in line with the second edition of the Fundamental Values of Academic Integrity document published by the International Center for Academic Integrity. All references to the Coordinator of Dispute Resolution Mechanisms are being revised to the University Ombudsperson throughout Regulation 1. The proposed additions to Regulations 1.4.1.7 and 1.4.3.6 specify that a copy of any finding for a visiting student or a student registered in a collaborative program will be sent to the home or partner institution. The proposed addition of regulation 1.5 is intended to cover a range of academic rules at the course, Faculty and University level.

1.1 – Introduction

1.1.1 – Definition

According to the International Center for Academic Integrity (ICAI), academic integrity may be defined “as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action.” The Senate Report on Principles and Priorities notes that the educational mission of Queen’s with its emphasis on “intellectual integrity”, “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions. In support of the concept of academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information for instructors and students and direction for appeals can be found throughout this regulation.
In accordance with the Senate Report on Principles and Priorities, academic integrity provides a foundation for the “freedom of inquiry and exchange of ideas” fundamental to the educational environment at Queen’s University. As a member of the International Center for Academic Integrity (ICAI), Queen’s subscribes to the definition of academic integrity “as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage.” In “The Fundamental Values of Academic Integrity”, the CAI offers the following statements contextualizing these values:

(i) **Honesty**  
An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.

(ii) **Trust**  
An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

(iii) **Fairness**  
An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.

(iv) **Respect**  
An academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.

(v) **Responsibility**  
An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing.

(vi) **Courage**  
Developing and sustaining an academic community of integrity requires determination, commitment and courage to stand up for the fundamental values in the face of pressure and adversity.

The values set out in this definition are described more fully in a document produced by the CAI titled “The Fundamental Values of Academic Integrity” and faculty, students and staff are encouraged to consult this document for a more detailed discussion.

1.1.2 – Integrity in Action

The Faculty of Arts and Science at Queen’s is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next. **Honesty** appears in presenting one’s own work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one’s own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one’s own ideas and thoughts from other sources. **Trust** exists in an environment where one’s own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. **Fairness** appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects. **Respect**, in a general sense, is part of an intellectual community which “recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.” However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors “show respect by taking students’ ideas seriously, providing full and honest feedback on their work” (“The Fundamental Values of Academic Integrity”, p. 8). Ultimately, **responsibility** is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic
integrity. *Courage* “differs from the preceding values in that it is less a value than a quality or capacity – the capacity to act in accordance with one’s values despite fear” (“The Fundamental Values of Academic Integrity”, p. 12). Courage is displayed by students who make choices and integrous decisions that are followed with action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact. As the document further shows, these values are not just abstract but are expressed in and reinforced by policies and practices.

1.4 – Processes for Investigation of Departures from Academic Integrity

1.4.1 – Investigation by an Instructor of Suspected Departures from Academic Integrity in a Class

1.4.1.2 – Collection of Initial Information

To begin investigating a possible departure from academic integrity, the instructor should assemble all documents related to the case. Such documents might include:

(i) the work submitted by the student for academic credit;
(ii) the source(s) from which the work submitted by the student is apparently derived;
(iii) the instructions describing the nature of the work to be done;
(iv) any e-mail between the instructor and the student relating to the work;
(v) any other materials related to the departure; or
(vi) any documents used by the instructor or his or her department stating policies on departures from academic integrity.

While collecting evidence, the instructor is encouraged to seek guidance from the Undergraduate Chair, Head, or appropriate department delegate concerning matters relating to departures from academic integrity, and from the University Ombudsperson Coordinator of Dispute Resolution Mechanisms concerning university policy and procedure.

When discussing possible departures from academic integrity, the instructor should ensure that the student’s identity remains confidential, pending a finding of departure from academic integrity.

Should the instructor decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

Should the instructor decide the evidence merits further investigation, he or she should continue the processes outlined below.

1.4.1.3 – Notification of Investigation

Where possible departures from academic integrity within a course are identified, the instructor must advise the student in writing. Instructors are encouraged to use the Notice of Investigation form. Completing the form supplies the student with the information required by Senate Policy, including:

(i) the evidence on which the investigation is based; the possible remedies or sanctions;
(ii) the student’s right to respond to the investigation; and
the student’s right to have representation for any response – the instructor will inform the student of the services provided by the University Ombudsperson Coordinator of Dispute Resolution Mechanisms.

While the case is under investigation, the instructor should address all matters to the student as “possible” or “apparent” departures from academic integrity. The instructor should include all documents relevant to the investigation (i.e., those gathered under Academic Regulation 1.4.1.2 above) along with the Notice of Investigation form.

1.4.1.7 – Notification of Decision
After making the finding, setting a remedy or sanction within the scope of those available to the instructor (see Academic Regulation 1.3.1), and categorizing the departure as Level I or Level II, the instructor must inform the student in writing of the decision. Instructors are encouraged to use the Finding of a Departure from Academic Integrity form. Completing the form supplies the student with the information required by Senate Policy, including:

(i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
(ii) the remedy or sanction;
(iii) the type of departure (Level I or Level II)
(iv) the student’s right to appeal the finding and/or the remedy or sanction to the Associate Dean (Studies) (see Appeal of Academic Decisions, Section 2);
(v) the deadline for appealing to the Associate Dean (Studies);
(vi) the resources available for consultation (the instructor will inform the student of the services provided by the University Ombudsperson Coordinator of Dispute Resolution Mechanisms); and
(vii) the fact that a copy of the finding will be kept on file in the Office of the Associate Dean (Studies).

In the case of a student who is studying at Queen’s University on an official exchange program or as a visiting student on a Letter of Permission, a copy of the finding of a departure from academic integrity must be reported in writing to the student’s home university Faculty or Program Office.

In the case of an Arts and Science student who is registered in a collaborative degree program offered jointly with another post-secondary institution, a copy of the finding of a departure from academic integrity must be reported in writing to the partner institution (see Academic Regulation 18.5.1).

Information on the process of appealing an instructor’s decision to the Associate Dean (Studies) is outlined in Appeal of Academic Decisions, Section 2.

1.4.2 – Assessment of Sanction by the Associate Dean (Studies) Upon Referral from an Instructor
1.4.2.1 – Notification of Referral
In referring the sanction for a finding of a departure from academic integrity to the Associate Dean (Studies), the instructor must advise the student in writing. Instructors are encouraged to use the Finding of a Departure from Academic Integrity form, indicating that there has been a finding but that the case will be referred to the Associate Dean (Studies) for consideration of a
sanction. Completing the form supplies the student with the information required by Senate policy, including:

(i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
(ii) the fact that the case is being referred to the Associate Dean (Studies) for assessment of an appropriate sanction;
(iii) the student’s right to appeal the finding and/or the remedy or sanction to the Associate Dean (Studies) (see Appeal of Academic Decisions, Section 2);
(iv) the resources available for consultation (the instructor will inform the student of the services provided by the University Ombudsperson Coordinator of Dispute Resolution Mechanisms); and
(v) the fact that a copy of the finding will be kept on file in the Office of the Associate Dean (Studies).

The instructor should also include all documents relevant to the investigation and finding with a copy sent to the Associate Dean (Studies).

To ensure that students receive the finding and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the academic unit’s main administrative office or send these documents by registered mail to the student’s local address (as obtained from the student information system).

Within 10 days of receiving the notice of investigation, the student must make an initial response to the Associate Dean (Studies), either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

1.4.2.3 – Assessing a Sanction

After a review of the evidence and consideration of the response by the student, the Associate Dean (Studies) will inform the student of the appropriate sanction or remedy according to the guidelines in Academic Regulation 1.3.2, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

(i) the remedies or the sanctions and reasons for them;
(ii) the type of departure (Level I or Level II);
(iii) the student’s right to appeal the finding and/or the remedy or sanction to the Academic Integrity and Conduct Panel (see Appeal of Academic Decisions, Section 2);
(iv) the deadline for appealing to the Academic Integrity and Conduct Panel;
(v) the resources available for consultation (the Associate Dean (Studies) will inform the student of the services provided by the University Ombudsperson Coordinator of Dispute Resolution Mechanisms); and
(vi) the fact that, in the case of a Level II finding, a copy of the finding will be kept on file in the Office of the Associate Dean (Studies).

Appeals of the decisions of the Associate Dean (Studies) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Appeal of Academic Decisions, Section 2.

1.4.3 – Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Studies)
1.4.3.1 – Preliminary Investigation: Collection of Initial Information
To begin investigating a possible departure from academic integrity, the Associate Dean (Studies) should assemble all documents related to the case. Such documents might include:

(i) the work submitted by the student for academic credit;
(ii) the source(s) from which the work submitted by the student is apparently derived;
(iii) the instructions describing the nature of the work to be done;
(iv) any e-mail between the instructor and the student relating to the work;
(v) any other materials related to the departure;
(vi) any documents used by the instructor or his or her department stating policies on departures from academic integrity.

While collecting evidence, the Associate Dean (Studies) is encouraged to seek guidance from the Undergraduate Chair, Head, or appropriate department delegate concerning matters relating to departures from academic integrity, and from the University Ombudsperson Coordinator of Dispute Resolution Mechanisms concerning university policy and procedure.

When discussing possible departures from academic integrity, the Associate Dean (Studies) should ensure that the student’s identity remains confidential, pending a finding of departure from academic integrity.

Should the Associate Dean (Studies) decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

Should the Associate Dean (Studies) decide the evidence merits further investigation, he or she should continue the processes outlined below.

1.4.3.2 – Notice of Investigation of Departure from Academic Integrity
The Associate Dean (Studies) must advise the student in writing of the following:

(i) the evidence on which the investigation is based;
(ii) the student’s right to respond to the investigation; and
(iii) the student’s right to have representation for any response; the Associate Dean (Studies) will inform the student of the services provided by the University Ombudsperson Coordinator of Dispute Resolution Mechanisms.

The Associate Dean (Studies) should also include all documents relevant to the investigation and finding.

1.4.3.6 – Notification of Decision
After making the finding, setting a remedy or sanction and categorizing the departure as Level I or Level II, the Associate Dean (Studies) must inform the student of the following:

(i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
(ii) the remedy or sanction;
(iii) the type of departure (Level I or Level II);
(iv) the student’s right to appeal the finding and/or the sanction to the Academic Integrity and Conduct Panel (see Appeal of Academic Decisions, Section 2);
(v) the deadline for appealing to the Academic Integrity and Conduct Panel;
In the case of a student who is studying at Queen’s University on an official exchange program or as a visiting student on a Letter of Permission, a copy of the finding of a departure from academic integrity must be reported in writing to the student's home university Faculty or Program Office.

In the case of an Arts and Science student who is registered in a collaborative degree program offered jointly with another post-secondary institution, a copy of the finding of a departure from academic integrity must be reported in writing to the partner institution (see Academic Regulation 18.5.1).

Appeals of the decisions of the Associate Dean (Studies) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Appeal of Academic Decisions, Section 2.

1.5 – Failure to Abide by Academic Rules

Students must abide by all Faculty and University academic rules, including rules imposed by course instructors, or others (for example, teaching assistants, guest or substitute instructors), regarding the preparation, writing, and submission of assignments, or the writing of tests and examinations. Students must also abide by other University-wide academic regulations, such as those governing ethics reviews. For remedies or sanctions that can be assessed and procedures to be followed if a student fails to abide by academic rules, see Regulations 1.3 and 1.4.

II. Academic Regulation 2: Enrolment and Registration Priorities

The proposed addition to Regulation 2.2.1 includes the Faculty recommendation that limits first-year on-campus students from enrolling in online courses. The proposed addition to Regulation 2.7 provides an exception to allow the double-counting of graduate courses in both an undergraduate and graduate program.

2.2 – Students at Level 1 (Fewer than 24.0 Units Completed)

2.2.1 – Programs and Plans for Level 1 Students

Upon entering Level 1, students may select from any of the courses available to first-year students that are offered in the Faculty of Arts and Science subject to the following limitations:

(i) Those courses in which, in order to enrol, students must demonstrate a suitable level of competency through a placement test, audition or interview with the department or the course instructor.

(ii) Those courses in which, in order to enrol, students must have completed the necessary secondary school (or equivalent) prerequisite requirements.

(iii) Those courses reserved for students registered in one of the four specialized degree programs noted above.

(iv) High-demand Arts courses, in which enrolment priority will be given to those admitted as Arts students; similarly, high-demand Science courses, in which
enrolment priority will be given to those admitted as Science students. Such courses will normally be announced in early June of each year. NOTE: During the open enrolment period, most enrolment limitations of this nature are removed and any available spots in high-demand courses become available to all Arts and Science students, provided that any other existing prerequisite requirements are satisfied.

(v) Online courses, in which enrolment priority will be given to those students admitted to the Distance Studies Career and to upper-year on-campus students to provide them with flexibility and choice. It is recommended that first-year on-campus students take part in the classroom experience to help with the transition from high school, rather than enrolling in online courses.

2.7 – Enrolment in Graduate Courses
Arts and Science students may be permitted to take courses offered through the School of Graduate Studies for credit toward their undergraduate degree program under the following conditions:

(i) Enrolment requires the approval of the instructor, the Chair of Undergraduate Studies in their Department of concentration and the School of Graduate Studies;

(ii) Permission to enrol is only available to level 4 students (84.0 or more units completed) whom the Department deems to be outstanding (generally taken to mean a cumulative GPA of at least 3.50); and

(iii) Except in the case of approved combined Bachelor’s and Master’s programs, the same course(s) may not count for credit in both an undergraduate and graduate degree program in which the student is registered or subsequently registers.

III. Academic Regulation 7: Assessment of Performance
The proposed revisions to Regulation 7.2.1 update the language to refer to the class syllabus and intended learning outcomes rather than a written outline and class objectives.

7.2 – Scheduling of Class Elements

7.2.1 – Provision of a Class Syllabus Written Outline
Before the end of the second week of the term in which a class starts, instructors must provide students with a class syllabus to include an written outline of the basic features of the class. At a minimum, the class syllabus outline should include the intended student learning outcomes a description of the class objectives and a clear statement of the basis on which final marks are assigned. Instructors should specify the term work expected and weight, if any, that it will contribute to the final mark.

IV. Academic Regulation 8: Final Examinations
The proposed addition to Regulation 8.1 clarifies that students may not rewrite a final examination if they have made any attempt at writing the exam.

8.1 – Supplemental Examinations
There are no supplemental examinations in courses offered in the Faculty of Arts and Science. A student who has made any attempt at writing a final examination cannot rewrite the examination at a later time.
Regulation 8.1 may not be appealed.

V. Academic Regulation 9: Examination Conduct

The proposed additions to Regulation 9.2 include the Faculty calculator policy and additional information related to the use of communication devices during an examination.

9.2 – Restrictions on Articles Taken Into the Examination Hall
No articles such as textbooks, notes, books of tables, data sheets, graphs, paper, written material, calculators, etc., may be taken into the examination hall unless authorized by the instructor in writing at least 3 days before the examination.

Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students.

Students should bring only essential items to the examination. Food, drinks (except bottled water in a transparent bottle), backpacks, computers and purses are not permitted in the examination hall. Any use of communication devices (including but not limited to e.g., cell phones, smart phones, smart watches, media players, earphones, headsets etc.) and electronic devices with memory capabilities or web-access is prohibited during an examination. All electronic devices must be turned off and placed under the student’s seat. The University assumes no responsibility for personal property lost in or near any examination hall.

VI. Academic Regulation 10: System of Grading and Transcript Notations

As a result of the addition of Regulation 10.2 related to Pass/Fail Grades, the remaining grading regulations are being renumbered. The proposed addition to Regulation 10.3.1 clarifies the information that is required from an instructor to support an appeal for an aegrotat grade. The proposed revision to Regulation 10.3.2 clarifies that an instructor will not be required to support an appeal for credit standing, but will be notified of the decision. The proposed deletion of former Regulation 10.2.5 is necessary because this information has been incorporated in the new Regulation 10.2.

10.3 – Non-Evaluative Grades

10.3.1 – Aegrotat Standing
Aegrotat estimated standing in a course is reserved for situations in which a student, who has completed and passed at least 60 per cent of the work for a course, but because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of the course (see Academic Regulation 6). Aegrotat grades will be included in the student’s grade point average (GPA) and can be used as credit earned towards a degree program.

A student seeking aegrotat standing in a class must have the written support of the instructor and must submit a formal appeal to the Office of the Associate Dean (Studies) (see Appeal of Academic Decisions, Section 3). As part of the appeal, the instructor must indicate whether the student has demonstrated an understanding of the class material and must provide an estimation of the student’s grade in the class based on the work completed. If the request is granted, this
estimated letter grade will appear on the student’s transcript together with a note reading “Aegrotat Estimated Grade.”

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

10.3.2 – Credit Standing (CR)
Credit standing (CR) in a course is reserved for situations in which a student, who has completed all of the work of the course including the final examination, and achieved a passing grade in the course, but because of illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected, normally a grade of C or lower (see Academic Regulation 6). A course with credit standing will not be included in the student’s GPA but can be used as credit earned towards a degree program. Students who wish to use a course in which they have credit standing as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite requirement includes a minimum grade. The instructor has the authority to waive this prerequisite at their discretion. Use of a course with credit standing for admission to a Plan shall be at the discretion of the Department.

A student seeking credit standing in a course must have the written support of the instructor and must submit a formal appeal to the Office of the Associate Dean (Studies) (see Appeal of Academic Decisions, section 3). If the request is granted, the designation CR will appear on the student’s transcript in place of a letter grade, and the instructor will be notified of this change in grade.

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

10.3.3 – Grade Deferred (GD)
Grade deferred standing (GD) is a temporary designation reserved for circumstances in which
(i) a student has submitted all the work in a course, but the final grade is not available (e.g. late assignments not yet marked); or
(ii) a suspected departure from academic integrity is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Associate Dean (Studies) the special circumstances under which the GD is being assigned, and in the case of (i) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student’s GPA, and any course with a GD designation may not be counted for credit towards a degree program.

NOTE: GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

10.3.4 – Incomplete (IN)
Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond his or her control, has not completed all term work for a course or requests permission to defer the writing of a final examination.
A student seeking incomplete standing may be requested to provide, at the instructor’s discretion, a medical certificate or other documentation that demonstrates extenuating circumstances, and must arrange with the instructor to complete a “Permission for an Incomplete Mark” form available from the Arts and Science website. The “Permission for an Incomplete Mark” form indicates the current letter grade for the course based on the work completed, the specific work yet to be finished and a date by which the outstanding work will be submitted. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student’s GPA, and any course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student’s GPA.

In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student’s GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

Any extensions beyond either the date of the first agreement or the end of the subsequent term must be based on further extenuating circumstances and will require an appeal to the Office of the Associate Dean (Studies) with support from the instructor (see Appeal of Academic Decisions, Section 3).

**10.2.5 – Pass in a Pass/Fail Course (P)**

A pass standing (P) is reserved for a course in which a student successfully completes all the requirements in a course designated as pass/fail. A course that has been designated Pass standing will not be included in the student’s GPA but can be counted for credit towards a degree program.

**10.3.5 – Transfer Credit (TR)**

A transfer credit (TR) designation is reserved for a course in which a student undertakes study at another accredited post-secondary institution (see Academic Regulation 14). A transcript note will accompany this entry, indicating the University or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. For purposes of internal evaluation of course prerequisites and admission to second year only, the TR designation shall be deemed equivalent to a grade of C. In the case of transfer credit for International Baccalaureate (IB), Advanced Placement (AP), CEGEP, or A-Level (GCE) courses, grades of A or B may also be deemed equivalent depending on student performance. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen’s transcript.

Students who wish to use a course in which they have a TR designation as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite
requirement includes a grade higher than C. The instructor has the authority to waive this prerequisite at their discretion.

Transfer credit designations will not be included in the student’s GPA but may be counted for credit towards a degree program.

10.3.6 – Audit (AU)
The audit (AU) designation is reserved for courses in which a student officially attends a class as a registered auditor but in which the student does not undertake any work to be marked by the instructor.
Audit designations will not be included in the student’s GPA and may not be counted for credit towards a degree program (see Academic Regulation 5).

10.3.7 – Dropped (DR)
Any course dropped by a student before the date specified in the Faculty’s published academic calendar dates for dropping a course without academic penalty shall be expunged from the transcript. Students wishing to drop a course after the published date must appeal to the Associate Dean (Studies). If the appeal is granted, a DR designation shall be placed on the transcript. If the appeal is denied, the final grade earned shall remain on the transcript. A student may not appeal to remove a DR grade from the transcript.

Dropped designations will not be included in the student’s GPA and will not count for credit towards a degree program.

See also Academic Regulation 4 for details on transcript designations when dropping multi-term courses.

10.3.8 – Not Graded (NG)
The not graded (NG) designation indicates the completion of the first half of a multi-term course. A student will receive an NG designation at the end of the first term in which the class was in progress. At the end of the second term in which the course is offered a letter grade or other appropriate designation shall be entered.

Not graded designations will not be included in the student’s GPA and will not be counted for credit towards a degree program. No course with an NG designation may subsequently be counted as partial or full credit towards completion of another course at Queen’s University, or as transfer credit.

10.4 – Courses in Progress (no designation)
Transcripts shall note all courses in progress during the academic term in which they are offered. Such courses in progress shall have no designations attached to them.

10.5 – Grade Point Average (GPA)

10.5.1 Letter Grade/Grade Point Table
All letter grades shall have grade points associated with them, according to the following table:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
</tbody>
</table>
A    4.0
A-   3.7
B+   3.3
B    3.0
B-   2.7
C+   2.3
C    2.0
C-   1.7
D+   1.3
D    1.0
D-   0.7
F    0.0

The grade point average (GPA) shall be calculated by multiplying the grade points earned in a course by the unit value of that course, then dividing by the total number of units attempted during the period of time over which the GPA is being determined. Grade point averages may be determined over three periods for evaluative purposes:

10.5.2 – Cumulative GPA
The cumulative GPA shall be determined using all courses attempted and for which grade points are assigned over the course of a student’s Career (Undergraduate or Distance Studies, see Academic Regulation 2.1). Thus, students who change Career will have two cumulative GPA’s on their academic record. The cumulative GPA used for all assessment purposes shall be the one associated with the student’s current Career of registration.

In the case of students who transfer into the Faculty of Arts and Science from another Faculty or School at Queen’s, Dual Degree students (including those in Concurrent Education programs) and Second Degree students, all courses attempted while registered in an Undergraduate Career in other Faculties/Schools and/or taken towards other degree programs shall continue to be included in the Undergraduate Career cumulative GPA used for evaluative purposes in the Faculty of Arts and Science. Unless otherwise indicated in the academic regulations, when reference is made to a GPA, a cumulative GPA is indicated.

10.5.3 – Term GPA
The term GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic term.

10.5.4 – Academic Year GPA
The academic year GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic year starting on 1 September and ending on the subsequent 31 August.

10.5.5 – Retaking Courses
If an exact course is repeated, the highest mark achieved shall be used in the determination of the GPA. To determine which grade takes precedence when one of the course attempts results in a TR, the TR shall be considered equivalent to a grade of C. If a TR takes precedence it will not be used in the GPA calculation.
10.5.6 – Students who began a course of study before 1 May 2011

Numeric (percentage) grades have been assigned to classes that were offered up to and including the Winter Term of 2011. These numeric grades will continue to appear on the transcript for students who began a course of study before 1 May 2011. However, cumulative percentage averages will not be used for any academic purpose from May 2011 onwards. GPA values will instead be calculated based on the grade points assigned to these numeric grades. For conversion purposes, numeric grades shall be associated with grade points according to the following table:

<table>
<thead>
<tr>
<th>Numeric Equivalent (prior to 1 May 2011)</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>4.3</td>
</tr>
<tr>
<td>85 – 89%</td>
<td>4.0</td>
</tr>
<tr>
<td>80 – 84%</td>
<td>3.7</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>3.0</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>2.7</td>
</tr>
<tr>
<td>67 – 69%</td>
<td>2.3</td>
</tr>
<tr>
<td>63 – 66%</td>
<td>2.0</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>1.7</td>
</tr>
<tr>
<td>57 – 59%</td>
<td>1.3</td>
</tr>
<tr>
<td>53 – 56%</td>
<td>1.0</td>
</tr>
<tr>
<td>50 – 52%</td>
<td>0.7</td>
</tr>
<tr>
<td>0 – 49%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

10.6 – Change of Grade

The deadline for submission of a change of final grade by an instructor can be no later than the end of the term following that in which the class was offered. If the change of grade is not submitted within that timeline, the existing grade in the course shall stand. Any extensions beyond the end of the subsequent term must be based on extenuating circumstances and will require an appeal from the student to the Associate Dean (Studies) with support from the instructor (see Appeal of Academic Decisions, Section 3).

VII. Academic Regulation 12: Dean’s Honour Lists

The proposed addition to Regulation 12.3 is consistent with the language in Regulation 12.1, and specifies which courses will be included in the academic year GPA for students who participated in exchange programs.

12.3 – Students on International Exchange Programs

Those students who have participated in an approved exchange program at an international partner university, and who have consequently attempted fewer than 18.0 units at Queen’s University during the relevant Fall-Winter-Summer academic year, may be considered for placement on the Dean’s Honour List, but will not be eligible for the Dean’s Honour List with Distinction.

To be eligible for consideration, the student must:

(i) Have participated in an approved international exchange program.
(ii) Have completed a minimum of 15.0 units, and fewer than 18.0 units, at Queen’s University in the relevant Fall-Winter-Summer academic year (those students having completed 18.0 or more units at Queen’s will be automatically considered for the Dean’s Honour List under Regulation 12.1 above). Only courses that contribute towards the Arts and Science degree program will be included in this minimum of 15.0 units.

(iii) Have achieved a minimum GPA of 3.50 on these units.

(iii) Have no failures and no repeated course registrations in the relevant Fall-Winter-Summer academic year.

(iv) Have no outstanding IN or GD grades. All final grades and changes of grade must be submitted by 31 August, the final date for determination of an academic year GPA.

The student must provide a transcript from the host university. For the student to be placed on the Dean’s Honour List, the transcript from the host university must show:

(i) That the student was continuously registered in a full academic load;

(ii) That the student achieved an academic standing consistent with a Queen’s GPA of 3.50; and

(iii) That there were no failed courses, repeated courses, or outstanding grades during the relevant term(s) the student spent at the host university.

The Queen’s transcript must further show that all courses attempted at the host university were subsequently transferred for credit towards a degree program at Queen’s University.

This honour will be noted on the student’s transcript.

VIII. Academic Regulation 13: Academic Standing

The proposed additions to Regulations 13.4.1 and 13.5.1 change the academic standing that will be assigned to a student who is on probation, has a cumulative GPA of less than 1.60, and has one previous requirement to withdraw for one year that was waived on appeal. Currently that student would be required to withdraw for a minimum of three years; the proposed change would require the student to withdraw for one year only, to ensure that such a student is forced to take a one-year withdrawal period before a three-year withdrawal period is imposed. This requirement to withdraw for one year will not be appealable.

13.4 – Requirement to Withdraw for One Year (RTW1)

13.4.1 – Criteria for RTW1

A student shall be Required to Withdraw for One Year if he or she:

(i) has a cumulative GPA of less than 0.70 at the time of assessment; or

(ii) is on academic probation at the time of assessment and has a cumulative GPA of less than 1.60; or

(iii) is on academic probation at the time of assessment, has a cumulative GPA of less than 1.60 and has only one previous Requirement to Withdraw for One Year that was waived on appeal.

The academic standing “Required to Withdraw for One Year” shall be placed on the student’s transcript.
13.4.3 – Appeal of Decisions on RTW1

Information about an appeal to waive the requirement to withdraw for one year can be found in Appeal of Academic Decisions, Section 3. If the requirement to withdraw for one year was imposed following a previous requirement to withdraw for one year that was waived, the subsequent requirement to withdraw for one year may not be appealed.

In exceptional circumstances, academic probation may be imposed by the Associate Dean (Studies) as an alternative to requiring a student to withdraw. The special conditions that the student must meet in such instances will be determined by the Associate Dean (Studies) on an individual basis.

If a student wishes to appeal the decision of the Associate Dean (Studies) the student must do so in writing to the Board of Studies (see Appeal of Academic Decisions, Section 3).

13.5 – Requirement to Withdraw for a Minimum of Three Years (RTW3)

13.5.1 – Criteria for RTW3

A student shall be Required to Withdraw for a Minimum of Three Years if he or she:

(i) has a cumulative GPA of less than 0.70 at the time of assessment and has previously been required to withdraw for one year, even if that previous requirement to withdraw was waived on appeal; or

(ii) is on academic probation at the time of assessment, has a cumulative GPA of less than 1.60 and has previously been required to withdraw. Note that any student who has been required to withdraw and returns to studies is automatically placed on academic probation under Academic Regulation 13.3. Therefore, any student previously required to withdraw must achieve a cumulative GPA of greater than 1.60 at their next academic assessment upon their return to studies, or they will be required to withdraw for a minimum of three years.

The academic standing “Required to Withdraw for a Minimum of Three Years” shall be placed on the student’s transcript.

IX. Academic Regulation 14: Credit for Courses Taken Elsewhere

The proposed addition to Regulation 14.1 specifies additional conditions under which a letter of permission is issued. The proposed revisions to Regulation 14.2 allow a first-year student with no Fall term grades to receive a conditional letter of permission. The addition of Regulation 14.7 informs students that a record of any finding of a departure from academic integrity in a course taken at another post-secondary institution will be maintained and accessed in the case of a subsequent finding.

14.1 – Letters of Permission

Subject to the requirements of Academic Regulation 16, a student on a degree program in the Faculty of Arts and Science may be permitted to take undergraduate classes elsewhere for credit toward a degree offered by the Faculty of Arts and Science. The student must obtain a letter of permission from the Arts and Science Faculty Office prior to enrolling in classes at another post-secondary institution. There is a non-refundable application fee for a letter of permission.
The letter of permission is issued for a specified post-secondary institution and for a specified term. The student must begin the class(es) in the term specified in the letter of permission. Failure to do so will require the student to apply for either a new or a retroactive letter of permission in order to transfer the credit(s) toward the Queen’s degree.

To obtain a letter of permission, a student must be in good academic standing (see Academic Regulation 13), have a minimum cumulative GPA of 1.60 and have completed a minimum of 6.0 units on a degree program in the Faculty of Arts and Science. A student who is completing the final course(s) of an honours degree must have a minimum Plan GPA and a minimum cumulative GPA of 1.90.

14.2 – Conditional Letters of Permission: Level 1 Students
A student who has completed fewer than 24.0 units may apply for a conditional letter of permission if their cumulative GPA on any courses taken (including mid-year grades on multi-term courses) is at least 1.60. The conditional letter of permission will be valid if the student completes on a minimum of 6.0 units three courses for which evaluative grades are granted, with a minimum cumulative GPA of 1.60; otherwise if the student fails to be in good academic standing following the assessment period at the end of the Winter Term (see Academic Regulation 13), the conditional letter of permission will be considered null and void, and the student will not be permitted to transfer any units taken at another post-secondary institution.

14.4 – Level 3 and 4 Students
Normally the last two years of an Honours degree are taken in the Faculty of Arts and Science at Queen’s. A student in Level 3 or 4 may request a letter of permission to transfer for up to 6.0 units from another post-secondary institution in transfer credit. A level 3 or 4 student who wishes to spend all or part of the third or fourth year of an Honours program at another post-secondary institution must appeal to the Associate Dean (Studies). The student must be in good academic standing, have achieved a cumulative GPA of at least 1.60 1.90 (subject to the restriction in Academic Regulation 14.1) and must obtain the written permission of the Department(s) administering his or her Plan(s). If approval is granted, the student must then obtain a letter of permission from the Arts and Science Faculty Office prior to applying to the host institution as a visiting student.

14.7 – Departures from Academic Integrity in Courses Taken Elsewhere
If notification is received by the Faculty of Arts and Science of a finding of a departure from academic integrity in a course taken by an Arts and Science student while studying at another post-secondary institution on a letter of permission, the finding will be kept in a special file in the Office of the Associate Dean (Studies) that will only be accessed if there is a subsequent finding.

X. Academic Regulation 15: Voluntary Withdrawal and Return to Studies
The proposed revisions, addition to and deletion from Regulation 15.2.3.2 clarify that students who complete 18.0 or fewer units at another post-secondary institution without a letter of permission may apply for a retroactive letter of permission in order to transfer the credit(s) to their program at Queen’s.

15.2 – Return to Studies
  15.2.3 – Students in Good Academic Standing
    15.2.3.2 – Attending another Institution without Leave
Those students in good academic standing who, without a letter of permission:
completed 18.0 or fewer university-level units (including failures) at another post-secondary institution; or

(ii) were registered in a two- or three-year diploma program at a post-secondary institution, but did not graduate; or

(iii) completed a graduate program at another post-secondary institution, and who are willing to waive their right to any transfer credit earned while withdrawn from the University, must complete and return the appropriate section of the Return to Studies form to the Office of the Associate Dean (Studies) in order to enrol in classes.

Those students in good academic standing who, without a letter of permission, completed 18.0 or fewer units (including failures) as a visiting student at another post-secondary institution, and who wish to have transcripts evaluated for the purpose of receiving transfer credit, must apply for a retroactive letter of permission. Students making an application for a retroactive letter of permission should be aware that there is no guarantee that their credits will be transferred toward their degree program.

A student who has completed 9.0 or fewer university-level units (including failures) at another post-secondary institution during the Queen’s University Summer Term directly preceding the current Fall Term only may apply for a retroactive letter of permission. Students making an application for a retroactive letter of permission should be aware that there is no guarantee that their credits will be transferred toward their degree program. In all other cases, if a student without a letter of permission has either taken more than 9.0 units in the Summer Term or has taken units during the Fall or Winter Term and wishes to have transcripts evaluated for the purpose of receiving transfer credit from another institution, they must instead apply for readmission as an external student (see Admission Regulations 5 and 12). Such students must meet the minimum admission requirements for external students to be accepted. Such students are not guaranteed access to all Plans, including that in which they were registered before leaving Queen’s. Therefore, it is strongly recommended that such students speak to an academic advisor before applying through Undergraduate Admission.

Those students in good academic standing who:

(i) transferred to a university degree program at another post-secondary institution (excluding a graduate program); or

(ii) graduated from a two- or three-year diploma program at a post-secondary institution; or

(iii) without a letter of permission, completed more than 18.0 university-level units (including failures) at another post-secondary institution; or

(iv) hold any other status at another post-secondary institution not described in this regulation,

must apply for readmission as an external student (see Admission Regulations 5 and 12). Such students must meet the minimum admission requirements for external students to be accepted, and Such students are also not guaranteed access to all Plans, including that in which they were registered before leaving Queen’s.

XI. Academic Regulation 16: Requirements for Graduation

The proposed addition to Regulation 16.1.2 reflects the increase in the total units required to graduate with a B.A.(Honours) degree from 114.0 units to 120.0 units, effective for students admitted in the Fall
Term of 2017 and later. This increase brings the B.A.(Honours) requirements in line with all other degrees in the Faculty of Arts and Science, as well as with Arts degrees at other comparator universities across Canada. The proposed revision to Regulation 16.1.3 allows students to transfer up to 57.0 units toward the total unit requirements of the honours degrees, instead of the current 54.0 units. This modest increase still ensures that students complete the majority of the total units required for their degree at Queen’s. The addition to Regulation 16.3.1 requires that students achieve a minimum GPA of 3.50 on the courses used towards all the Plan requirements of each of the Plans that comprise the degree (e.g., 3.50 on the Major courses and 3.50 on the Minor courses), rather than a minimum GPA averaged over the courses required for all the Plans (e.g., 3.50 on the Major and Minor courses together).

16.1 – Honours Degrees

16.1.2 – Total Unit Requirement

For students admitted to the Faculty of Arts and Science prior to the Fall Term 2017, the awarding of the B.A.(Hons.) degree is conditional on the successful completion of a minimum of 114.0 units.

Effective for students admitted to the Faculty of Arts and Science in the Fall Term 2017 and later, the awarding of the B.A.(Hons.) degree is conditional on the successful completion of a minimum of 120.0 units.

The awarding of the B.Cmp.(Hons.), B.F.A.(Hons.), B.P.H.E.(Hons.) and B.Sc.(Hons.) degrees is conditional on the successful completion of a minimum of 120.0 units.

The awarding of the B.Mus. degree is conditional on the successful completion of a minimum of 126.0 units.

16.1.3 – Applying Transfer Credits

Effective for students admitted to the Faculty of Arts and Science in the Summer Term 2016 and later, no more than 57.0 units in the program (60.0 for the B.Mus. program) and no more than the following number of units in the Plan(s) may be transfer credits (grade of TR) from outside Queen’s University:

(i) For Specialization Plans, one-half less 6.0 units of the total required for the Plan
(ii) For Major Plans, 24.0 units excluding supporting courses
(iii) For Medial Plans, 18.0 units
(iv) For Minor Plans, as per the corresponding General Plan requirements noted below in Academic Regulation 16.2.3.

16.3 – Degrees with Distinction

16.3.1 – Requirements for Degree with Distinction

Graduation with Distinction recognizes the highest level of academic performance at Queen’s. A Degree with Distinction will be awarded to students who have achieved the following:

(i) a minimum cumulative GPA of 3.50 in the Undergraduate and Distance Studies Careers; and
(ii) a minimum GPA of 3.50 on the courses used towards all the Plan requirements of each of the Plans that comprise the degree; and
(iii) no failed grades, no outstanding IN or GD grades, and no repeated classes during their Undergraduate and Distance Studies Careers.
XII. **Academic Regulation 18: Jurisdiction**

The proposed revisions to Regulation 18.3 include certificate and diploma programs in the jurisdiction of academic matters related to a course taken by a student registered in multiple programs.

**18.3 – Students Registered in Multiple Dual Degree Programs within Queen’s University**

With respect to matters pertaining to an individual course, students registered in multiple Dual Degree programs (including certificate and diploma, concurrent education and Dual Degree programs) will be governed by the academic regulations of the Faculty under which they register for the course.
Terms are generally from September 1\textsuperscript{st} to August 31\textsuperscript{st} annually for a term of three years, unless otherwise indicated.

**Chair, Faculty Board**
Richard Ascough, School of Religion 2017
Report of New Offerings of Existing Courses
March 2016

As per the Faculty Board motion of 7 March 2014 regarding the approval and reporting of course variants, the Departments listed below have:

1. provided intended student learning outcomes for courses that will be delivered in a different format and/or location from the original offering of the course as approved by Faculty Board;
2. indicated the delivery format and/or location for the proposed offering of the course;
3. provided learning hours for the existing and proposed offerings of the course; and
4. certified that the Department Curriculum Committee or Undergraduate Studies Committee has determined that the proposed offering of the course will have the same intended student learning outcomes as the original offering of the course.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Course Title</th>
<th>Original Course Offering</th>
<th>Proposed Course Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENGL 291/3.0</td>
<td>Literature on Screen and Stage</td>
<td>Main campus, face-to-face</td>
<td>BISC</td>
</tr>
<tr>
<td>Languages, Literatures &amp; Cultures</td>
<td>ITLN 111/3.0</td>
<td>Beginning Italian I</td>
<td>Main campus, face-to-face</td>
<td>In Venice as part of the Venice Term Abroad Program</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Sue Blake
Assistant Dean (Studies)