

**FACULTY OF ARTS AND SCIENCE  
FACULTY BOARD**

A meeting of Faculty Board will be held on **Friday, April 5, 2019 at 3:30 p.m.**  
**in Dunning Hall 14**

**AGENDA**

- 1. Adoption of the Agenda**
- 2. Approval of the Minutes**  
The Minutes of March 15, 2019 have been posted.
- 3. Business Arising from the Minutes**
- 4. Panel - Student Wellness – [Queen’s adopts Okanagan Charter](#)**
- 5. Arts and Science Undergraduate Society Report**
- 6. Reports**
  1. Dean’s Report
  2. Associate Deans’ Report
- 7. Question Period**
- 8. Academic Program Regulations – [Appendix A](#) – for approval**  
J. Stephenson will move “that the additions and revisions to the Academic Program Regulations of the Faculty of Arts and Science be approved.”
- 9. Report of the Academic Orientation Committee – [Appendix B](#) – for information**  
Ms. Mennell will present.
- 10. Academic Progress Report – [Appendix C](#) – for information**  
J. Stephenson will present.
- 11. Other Business**

J. Mennell, Secretary  
Faculty Board

J. Rose, Chair  
Faculty Board

**Proposed Revisions to the Academic Program Regulations  
of the Faculty of Arts and Science  
5 April 2019**

Changes are proposed to the *Academic Program Regulations* of the Faculty of Arts and Science, <https://www.queensu.ca/artsci/undergrad-students/academic-calendar>. All proposed additions and revisions are indicated below using strikethrough and highlighting.

**I. Electives**

The proposed additions to Regulation **7.A.** reflect three new subject codes that will now be included in the list of elective subjects that may be taken by Arts and Science students. **MAPP** (Media and Performance Production) was approved by Faculty Board for four new courses that will be part of the core of the re-named BAH with a Specialization in Media and Performance Production (formerly Stage and Screen Studies). **REPD** (Reproduction and Development) was approved by Faculty Board as a separate subject code for a suite of Health Sciences courses focused on the discipline of Reproduction and Development. **STAM** (Statistics - Multidisciplinary) was approved by Faculty Board for an online offering of the multidisciplinary introductory statistics courses that have been developed in partnership with Arts and science Online.

**7. Electives**

- A.** Electives may be chosen freely from the following list of subject codes, subject only to those qualifications noted in **7.B.** below, and prerequisites:

**ASC\_Course Catalogue**

ANAT; ANSH; ARAB; ARTF; ARTH; ASTR;  
BCHM; BIOL; BIOM; BISC;  
CANC; CHEM; CHIN; CISC; CLST; COCA; COGS; COMP; CRSS; CWRI;  
DDHT; DEVS; DRAM;  
ECON; EMPR; ENGL; ENGX; ENIN; ENSC; EPID;  
FILM; FREN; FRST;  
GEOL; GNDS; GPHY; GREK; GRMN;  
HEBR; HIST; HLTH;  
IDIS; INDG; INTS; INUK; ITLN;  
JAPN; JWST;  
KINE; KNPE;  
LANG; LATN; LIBS; LING; LISC; LLCU;  
**MAPP**; MATH; MICR; MOHK; MUSC; MUTH;  
NSCI;  
PACT; PATH; PHAR; PHED; PHGY; PHIL; PHYS; POLS; PORT; PPEC; PSYC;  
RELS; **REPD**  
SOCY; SOFT; SPAN; **STAM**; STAT; STSC; SURP;  
UNSP;  
WRIT

## II. Courses in Other Faculties and Schools

The proposed revisions to Regulation 8 clarify the allowances and limitations on courses from other Faculties and Schools that may be counted to meet the requirements of Arts and Science degrees. The courses being deleted in 8.B. have been re-coded to REPD, which will now be allowed to count with no limit.

### 8. Courses in Other Faculties and Schools

With the exception of the Plans indicated below, a maximum of 6.0 units from courses offered by other Faculties and Schools may be counted towards the Program and/or Plan requirements of any degree or certificate in the Faculty of Arts and Science.

Students who transfer from another post-secondary institution may however count up to 24.0 units in COMM courses, plus any that transfer as non-Arts and Science courses that are deemed to be transferrable to the Faculty of Arts and Science, toward the Program and Plan requirements, subject to the limitations in Academic Regulations 16.1.3 and 16.2.3. Such students may not count further courses offered by other Faculties and Schools at Queen's toward the requirements of any degree or certificate in the Faculty of Arts and Science.

Subject to the limitation above, the following courses offered by other Faculties and Schools at Queen's are approved for Arts and Science students:

#### A. Faculty of Engineering and Applied Science

Students who transfer from the Faculty of Engineering and Applied Science may count all courses taken that are deemed to be transferrable to the Faculty of Arts and Science, with no limitation, toward the Program and Plan requirements in Arts and Science (Admission Regulation 5.3).

#### B. Faculty of Health Sciences

(elective) BMED 270/3.0; *BMED 271/3.0*; BMED 370/3.0; BMED 372/3.0; BMED 373/3.0; BMED 380/3.0; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 470/3.0; *BMED 471/3.0*; BMED 473/3.0; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0; GLPH 271/3.0; GLPH 471/3.0; GLPH 472/3.0; NURS 100/3.0; NURS 323/3.0; NURS 326/3.0; NURS 425/3.0

(Biochemistry and Life Sciences Plans only) 9.0 units from BMED 270/3.0; BMED 370/3.0; **BMED 372/3.0**; BMED 373/3.0; **BMED 380/3.0**; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 470/3.0; **BMED 473/3.0**; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0

(Certificate in Entrepreneurship and Innovation only) 9.0 units from *BMED 271/3.0*; *BMED 471/3.0*; CHEE 302/3.0; COMM 201/3.0; GLPH 271/3.0; GLPH 471/3.0; LAW 204/3.0

## III. Courses in the Sciences and Mathematics

The proposed revisions to Regulation 9 include a new course that qualifies as a course in the sciences and mathematics, and two new subject codes.

## 9. Courses in the Sciences and Mathematics

### ASC\_Science

PSYC 100/6.0; PSYC 101/3.0; PSYC 103/3.0; PSYC 202/3.0; PSYC 203/3.0; PSYC 205/3.0; PSYC 215/3.0; PSYC 221/3.0; PSYC 271/3.0; PSYC 299/3.0; PSYC 300/6.0; PSYC 301/3.0; PSYC 302/3.0; PSYC 450/3.0; PSYC 475/3.0; PSYC\_Cluster\_A;

REPD;

SOCY 210/3.0; SOCY 211/3.0;

SOFT;

STAM; STAT

## IV. Courses in the Humanities, Languages and Social Sciences

The proposed revisions to Regulation **10** include several new courses that qualify as courses in the humanities, languages and social sciences, the new MAPP subject code and all the language subject codes extracted from the LANG\_Languages course list, to make them more visible.

## 10. Courses in the Humanities, Languages and Social Sciences

### ASC\_Humanities\_Languages\_Social\_Sciences

ANSH;

ARAB;

ARTE;

ARTH;

BISC;

BMED 373/3.0;

CHIN;

CLST;

COCA;

CWRI;

DEVS;

DRAM;

ECON (except ECON 250/3.0);

EMPR;

ENGL; ENGX;

ENIN;

ENSC (except those courses listed above in ASC\_Science);

FILM;

FREN; FRST;

GLPH 271/3.0; GLPH 471/3.0;

GNDS;

GPHY\_Human;

GREK;

GRMN;

HEBR;

HIST;

HLTH (except HLTH 230/3.0; HLTH 331/3.0);

IDIS;

INTS;

INUK;

ITLN;

JAPN;  
JWST;  
KINE; KNPE 167/3.0; KNPE 203/3.0; KNPE 237/3.0; KNPE 253/3.0; KNPE 265/3.0; KNPE 300/3.0; KNPE 331/3.0; KNPE 335/3.0; KNPE 336/3.0; KNPE 337/3.0; KNPE 338/3.0; KNPE 345/3.0; KNPE 346/3.0; KNPE 353/3.0; KNPE 363/3.0; KNPE 365/3.0; KNPE 367/3.0; KNPE 397/3.0; KNPE 400/3.0; KNPE 430/3.0; KNPE 433/3.0; KNPE 436/3.0; KNPE 446/3.0; KNPE 463/3.0; KNPE 465/3.0; KNPE 473/3.0;  
LANG; LANG\_Languages; LING; LLCU;  
LATN;  
LIBS;  
MAPP;  
MOHK;  
MUSC; MUTH;  
PACT; PHED;  
PHIL;  
POLS (except POLS 385/3.0);  
PORT;  
PPEC;  
PSYC 100/6.0; PSYC 101/3.0; PSYC 102/3.0; PSYC 231/3.0; PSYC 241/3.0; PSYC 235/6.0; PSYC 236/3.0; PSYC 251/3.0; PSYC\_Cluster\_B;  
RELS;  
SOCY (except SOCY 210/3.0; SOCY 211/3.0);  
SPAN;  
STSC;  
WRIT

(Note that the GPHY, LANG and PSYC course lists noted here may be found in the Degree Plans and Course Lists section of this *Calendar*.)

**ACADEMIC ORIENTATION COMMITTEE**  
**REPORT TO FACULTY BOARD ON ORIENTATION 2019**  
**APRIL 2019**

This is a report of the Academic Orientation Committee (AOC) on the events planned for Orientation Week 2019.

**The Nature of Orientation:** Orientation at Queen's is a complex academic, social, and logistical project. The Academic Orientation Committee (AOC), consisting of faculty, staff, and students, oversees Orientation events whose educational focus aligns with the Faculty of Arts and Science's interest in ensuring academic success. The Office of the Associate Dean of Studies supervises Orientation, and the committee includes representatives from four student societies:

- Emma Pritchard, Academic Chair for the Arts and Science Undergraduate Society (ASUS)
- Emily Coulas, Academic Chair for the Concurrent Education Student Association (CESA)
- Katie Warburton, Academic Chair for the Computing Students Association (COMPSA)
- Jacob Willms, Academic Chair for the Physical Education and Kinesiology Student Association (PHEKSA)

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

The main goals of Orientation are:

- To make all students feel welcome;
- To facilitate a smooth transition to university;
- To build a strong and inclusive community of students;
- To make new students comfortable in their academic, social and environmental contexts;
- To provide a solid foundation for a successful university experience.

Other members of the AOC Committee:

- Jan Mennell LLCU (Chair)
- Spring Forsberg-Lewis (Resource Person and Recording Secretary)
- Bahman Gharesifard, MATH (Faculty member)
- Stephanie Lind MUSIC (Faculty member)
- Sagal Sharma, President ASUS (Ex officio)

## OVERVIEW OF ACADEMIC EVENTS FOR ORIENTATION WEEK 2017

### **ASUS**

Arts and Science 101  
How do you deal?  
How do you feel?  
Queen's in the Park  
Traditions  
Welcome Forum

### **CESA**

Academic Integrity Talk  
Academics on West  
Academics on West Rotations  
    1. Education Panel  
    2. Concurrent Education Advisor  
    3. Course Info and Letter Writing  
    4. Teach Question and Answer Panel  
Breakfast in B.Ed.  
The Leaning Tower of CEZZA  
Motivational Speaker  
Take a Byte out of Campus (with COMPSA)

### **COMPSA**

Academic Success  
CASLab Course Confirmation  
COMPSA/School of Computing Welcome  
Con-Ed Yourself  
Prof Talk

### **PHEKSA**

Academic Round Table  
Informal Academic Dinner  
Peers by the Pier  
PHEKIN Proffee Talk  
SKHS Talk

## ***ASUS EVENTS***

### **Arts and Science 101**

Arts and Science 101 is a presentation and forum style event that will take place in Grant Hall. The event will feature a presentation on academic integrity from the Associate Dean of Arts and Science, clarifying academic expectations and the consequences of transgressions. Academic expectations differ from high school to university, so it is essential that incoming students understand the importance of academic integrity prior to beginning coursework. Furthermore, there will be a panel of first year professors and teaching assistants, providing information about typical classes, lectures, labs, and tutorials. Additionally, a video will be played showcasing a typical day in the life of a first year student. Incoming students will watch as a student attends classes, takes breaks to study, and walks around campus. This video is intended to be informative and engaging, including fun tips and tricks such as study spots on-campus, aiming to make students feel increasingly comfortable in their new environment.

### **How do you deal?**

How Do You Deal is a presentation-style event that takes place in the Main Gymnasium of the Athletics & Recreation Centre. This event strives to create an inclusive environment during Orientation Week and is dedicated to providing space for incoming students who identify within marginalized communities. Students who are racial minorities, identify within the LGBTQ+ community, have disabilities, or who identify as Indigenous may be more anxious during the transition from high school to university. It can be increasingly challenging to find community and feel welcome among fears of oppression or exclusion. The goal of this event is to introduce such incoming students to role models, support systems, resources, and communities at Queen's.

At the event, a video will be played, showcasing a variety of student groups on campus dedicated to equity work and promoting diversity in our institution. Additionally, we have invited spoken word and musical student performers, who will share their experiences as members of marginalized communities at Queen's University, providing advice to incoming students. Furthermore, the ASUS Equity Commissioner will speak with regards to the role of ASUS in promoting Equity and offering support to students.

### **How do you feel?\***

This event has both an indoor and an outdoor component and is intended to focus on the way in which looking after one's mental, physical, and sexual health is both essential and challenging during the transition to university. Outdoors, incoming students will partake in a beginner-level Zumba class intended to promote fun physical activity. Alternatively, students can opt for a low-intensity outdoor activity and make stress balls with balloons and rice to encourage self-care activities.



Indoors, the event is presentation-style, featuring a representative from Student Wellness Services who will discuss the impact of the transition to university on students' mental health, focusing on healthy coping strategies. This presentation will showcase resources such as the Peer Support Centre, Residence Built-in Counselling, and Counselling Services at Student Wellness, focusing both on self-care and on seeking professional help when necessary. In addition to mental health, the sexual health component of this presentation will address challenges that students may face when forming new relationships. This will give them the knowledge on how to maintain safe and positive relationships, taking an intersectional approach that acknowledges both gender and sexual diversity. Upper year arts and science students will provide testimonials, speaking to their own experiences managing health at university, and offering advice.

### **Queen's in the Park\***

Queen's in the Park occurs in Lower City Park and features on-campus clubs and student groups, advertising involvement opportunities to incoming students. During the event, Orientation Leaders and their incoming students can walk through the park and interact with club representatives, gathering information about how to get involved. This event exposes students to the wide variety of extracurricular opportunities at Queen's, encouraging them to find something that they are interested in, creating opportunities for new social relationships and for becoming part of a student community. Students will have the chance to speak to upper year representatives from a variety of groups in an informal setting, showcasing Queen's as a welcoming and inclusive environment.

The event will also feature a Canadian Cancer Society booth, where students can purchase merchandise and learn about the charity and its work in the Kingston community. There will also be a photo booth where groups can capture memories, encouraging social connections.

### **Traditions at Queen's\***

"Traditions" takes place in Grant Hall and symbolizes the official welcoming of incoming students into the Queen's community. The goal of this event is to introduce incoming students to traditions at Queen's and to instil a sense of community and inclusion. The event includes the Tamming ceremony, led by the Kingston Town Crier. The Traditions ceremony allows incoming students to feel more connected to Queen's University and to its history as they receive their tams.

When all of the Orientation Groups have entered Grant Hall, the ceremony will begin with opening statements from the Orientation Executives planning the event. A video will be displayed, showcasing interviews with Queen's students on campus discussing some of their favourite school traditions. Furthermore, ASUS Head Gael will speak briefly about his own experience at Queen's and the importance of tradition to him as a student and a leader. Following this, the Queen's University Rector will give an address regarding Queen's and its history, as well as the role of the Rector within the institution. Finally, a representative from Four

Directions Aboriginal Centre will touch upon the presence of Indigenous community and traditions at Queen's, acknowledging the colonial history of the land and institution.

\*COMPSA also attends this event.

### **Welcome Forum**

This is the very first event of Arts & Science Orientation Week and is intended to welcome all incoming students to Queen's, to Kingston, and to Orientation Week. Welcome Forum takes place on Cricket Field and features a variety of student, faculty, and external speakers. All incoming students attend the event together, allowing them to bond with their groups and to meet their Orientation Leaders, creating a feeling of community. Students will be introduced to important figures in the university, such as the institution's principal as well as the ASUS President and Vice President. They will learn what it means to be a member of the Arts & Science Undergraduate Society, as well as how to get involved.

Hearing from upper year students, specifically Orientation Executives, will make students feel more comfortable at the beginning of their transition to university. Student speakers will touch upon their own experiences in coming to Queen's, focusing on the importance of inclusivity and community, validating the feelings of incoming students and providing them with positive role models. Additionally, Welcome Forum serves to introduce central components of the week, such as the ArtSci Cup competition and the fundraising campaign for the Canadian Cancer Society, building a strong community environment.

## ***CESA EVENTS***

### **Academic Integrity Talk**

Professor J. Stephenson (Associate Dean of Studies, Arts and Science) will provide the first-year students with an introduction to academic integrity and will explore potential situations that may involve the subject. This presentation will focus on how to avoid breaching situations regarding academic integrity and will introduce dangers and consequences that may occur. We want the first-year students to understand the importance of academic integrity and how serious of an issue it is, especially in a new school setting that may cause for them to put more effort into their work than ever before.

### **Academics on West**

This session will be focused on introducing our speakers and outlining what the students can expect from the day and the rest of Academics on West. Dr. Peter Chin and Dr. Rebecca Luce-Kapler will have the opportunity to speak briefly about the program.

## **ACADEMICS ON WEST ROTATIONS**

This session involves 4 rotations, each providing students with useful information and resources regarding academics. There will be roughly 4 or 5 Orientation groups at each rotation at one time, therefore accommodating all groups and all students in sessions of appropriate size.

### **1) Concurrent Education Advisor**

This event was new two years ago and is 1 of the 4 rotational sessions. This event will include several academic resources on campus (ie, The Writing Centre/Learning Strategies, Q Success, Queen's Reads, Office of the University Ombudsman, and Peer Academic Support Service), and will be a series of short presentations from a representative of each academic resource. The Frosh groups are already divided into 4 groups at this time (considering this is 1 rotation out of 4), and then within the Academic Resource Rotation they will be divided into smaller groups to allow for a more personal presentation by each resource representative. The resource representatives will rotate around to each group within this session and provide them with information regarding the resource their academic resource, allowing the first year students to take notes and providing the students with pamphlets, business cards, and other relevant information that will help the students access the resources later in the year when they might need it.

### **2) Course Confirmation and Letter Writing**

Frosh groups will have the opportunity to go to the computer lab to sort out conflicts and resolve any problems with their timetables. Peer Academic Support Services (PASS) advisors will be present to help the students navigate SOLUS and provide advice to students who might be attempting to rearrange their schedules. A member of Teach Exec, the Orientation Leaders and CESA Academic Affairs Commissioner will also be there to assist the first-year students. Students will remain at course confirmation until all of their conflicts are resolved. If conflicts remain unresolved at the end of their rotation, time will be set aside during the sidewalk sale the next day to continue sorting out the conflicts.

Before verifying their schedules, the first-year students will have the opportunity to write a "Letter to my Future Self" indicating their goals for the rest of the year and onwards. These letters will be handed to one Orientation Leader in each Frosh group who will collect and deliver the letters to the Academics Teach. The letters will then be redistributed at the end of the year.

### **3) Education Panel Discussion**

This session is one of 4 rotational sessions, each providing the first-year students with useful information and resources regarding academics (each rotational session has its own event form). There will be roughly 4 or 5 Orientation groups at each rotation at one time, therefore accommodating all groups and all students in sessions of appropriate size.

This Educational Panel will consist of (all to be confirmed) the first year PROF 110 professor, the Practicum Manager, and more. Prior to the event, students will be given the opportunity to prepare questions for the panel and Teach Exec and the Orientation Leaders will prepare specific questions that would be of most importance, in case they do not get asked by the first-year students. Students will have the opportunity to ask any questions they have, or simply listen to the answers of questions they might not yet know they have.

#### **4) Teach (Orientation Leaders) Q & A Panel:**

This event is also one of the 4 rotational sessions that aims to provide the first-year students with a wide variety of information regarding Con-Ed and academics. This event has minimal physical activity required in which a physical impairment would not affect the students' participation and enjoyment of the activity, as the building and its rooms are accessible.

#### **Breakfast in B.Ed.**

This event will include a breakfast for the students and will be a combination of an interactive workshop, presentation and a resource fair. In their Orientation Groups, students will have an open discussion pertaining to their mental health or their worries about upcoming university life. Peer support volunteers will be present in case anyone may need additional support, as well as Orientation Leaders who will speak about resources on campus and in the greater Kingston community. Following that, the students will be encouraged to roam around and visit resource booths to obtain information and strategies regarding mental health. This event will aim to provide the students with awareness and resources for mental health, including those in connection to academics.

#### **The Leaning Tower of CEZZA**

CESA Executive will provide the pizza, and from here Orientation Leaders will take boxes to pass a round within their Orientation groups.

#### **Motivational Speaker**

Students will listen to one guest speakers in a lecture hall on West Campus. The guest speaker will speak of their experiences as university students in an engaging way that hopes to get the first-year students excited about their program and future career.

#### **Take a Byte out of Campus\***

Students from Con-Ed and Computing will be put in mixed groups with Orientation Leaders from both faculties, in which they will visit and learn about different places on campus:

- John Deutch University Centre
- Athletics and Recreation Centre
- Joseph S. Stauffer Library
- BioSciences Complex
- Goodwin Hall
- Mackintosh-Corry Hall
- Campus Bookstore

At each “checkpoint”, they are told information relative to their location. There will also be a photo scavenger hunt component where groups will win a prize for having the most creative photo.

\*COMPSA also attends this event.

## **COMPSA EVENTS**

### **Academic Success**

This event is a presentation by a professor from the School of Computing to introduce the first-year students to the Academic Integrity policies at Queen’s and strategies the students can use to set themselves up for success. The students will learn how to avoid breaching academic integrity and the consequences that can follow if it is breached in order to develop a solid foundation for their academic success and be successful in future courses. Following this, a representative from the Mental Health Awareness Committee will teach students strategies for dealing with mental health and stress. Transitioning to university can be difficult, so providing strategies to students will make them more comfortable in this new environment. By de-stigmatizing mental health, a stronger, more inclusive community can be encouraged for the incoming students.

### **CASLab Course Confirmation**

This event serves as part of the rotations on the morning of September 2nd. The event is to take place in Walter Light 310 and Goodwin 248, where students come to set up their CASLab accounts and passwords, and check that they are in all the correct courses for the Computing stream they wish to pursue. This event will also help students determine if they should be taking CISC 101/CISC 110 or CISC 121 given their past programming experience. Students with experience will be advised to take CISC 121 in the fall term and CISC 124 in the winter term, while students with no programming experience will be advised to take CISC 101 or CISC 110 in the fall term, and CISC 121 in the winter term. A speaker will be present in each room to show students how to set up their CASLab accounts, advise students on what courses they should be in, and assist in navigating SOLUS to ensure students are enrolled in the correct courses. This event provides incoming students with a solid academic foundation for their university career by ensuring that they have the necessary courses to prepare them for upper years. This event also facilitates a smooth transition to university for incoming students by ensuring that they are in the correct courses before the fall term has begun, therefore relieving any stress of arranging courses after classes have started while missing class instructional time.

### **COMPSA/School of Computing Welcome**

This event is a presentation by a professor from the School of Computing to introduce the first-year students to the Academic Integrity policies at Queen’s and strategies the students can use to set themselves up for success. The students will learn how to avoid breaching academic integrity and the consequences that can follow if it is breached in order to develop a solid foundation for

their academic success and be successful in future courses. Following this, a representative from the Mental Health Awareness Committee will teach students strategies for dealing with mental health and stress. Transitioning to university can be difficult, so providing strategies to students will make them more comfortable in this new environment. By de-stigmatizing mental health, a stronger, more inclusive community can be encouraged for the incoming students.

### **Con-Ed Yourself \***

Con-educate Yourself serves to familiarize incoming students to academics and student wellness services offered on campus. Incoming students will be separated into subgroups with Concurrent Education incoming students and led on a scavenger hunt completing tasks at several key locations on Queen's campus. These locations will have two Orientation Leaders (one from computing and another from Concurrent Education) telling incoming students about the buildings/services and what is available to them. Incoming students will build a familiarity with campus and how to get around - which will hopefully remind them what services are around them. Core faculty buildings will be highlighted for incoming students to know exactly where to see an academic advisor and to get help in their specific stream.

\*Con-Ed also attends this event.

### **Professor Talks**

This event is run by having multiple talks happening simultaneously. Incoming students are directed to choose one of various rooms, each with a focus of one or more of the different Computing specialization or degree option programs (ie. biomedical, computing & mathematics, software design, game design, general computing, artificial intelligence, computing & the creative arts, or data analytics). In each room, a professor who is best known for teaching that specific degree plan (or a student who is knowledgeable about the degree plan if no professor is available) will give a presentation detailing what students should expect from that program, graduate school opportunities, career opportunities, etc. Students will also be given an opportunity to ask the speaker questions regarding their specific degree plan. Students will then have the opportunity to go to a second talk on a different specialization of interest. After the second talk, students will have a 15 minute question period where they can ask Orientation Leaders more general questions relating to academics in queen's computing. This event helps incoming students decide how they wish to pursue their undergraduate degree by introducing them to the specializations available to them. Given the opportunity to hear from professors and students, and ask them questions relating to their fields, incoming students can decide which program is right for them. This event helps to relieve any uncertainties the students may have on whether they are pursuing the right program, and makes students feel more comfortable with the professors that they will be experiencing in upper years.

## ***PHEKSA EVENTS***

### **Academic Round Table**

The fourth-year PHE/Kin students (Vets) will speak to the first-year orientation groups in 7 different rotations about academic and health based topics. The rotations will last 10 minutes each. The topics are exchange, mini-streams, study tips, mental & physical health, course selection/audit forms, Academic resources & support and Internships. This event is meant to allow students to gain insight on specific topics that may be overlooked by general academic introductions. The small group sizes also make it more inviting for incoming first year students to ask questions. In addition, having the Vets run this event allows the first years to get to know some of the upper years better which facilitates their comfort in their new learning community. The fourth-year PHE/Kin students (Vets) will speak to the first-year orientation groups in 7 different rotations about academic and health based topics. The rotations will last 10 minutes each. The topics are exchange, mini-streams, study tips, mental & physical health, course selection/audit forms, Academic resources & support and Internships. This event is meant to allow students to gain insight on specific topics that may be overlooked by general academic introductions. The small group sizes also make it more inviting for incoming first year students to ask questions. In addition, having the Vets run this event allows the first years to get to know some of the upper years better which facilitates their comfort in their new learning community.

### **Informal Academic Dinner**

At the informal academic dinner, incoming students will be able to ask further questions they may have about academics and university life. The students will enter the dining hall and be asked to sit in their orientation groups, so that they will be sitting with people they are more comfortable with. The orientation leaders are provided with a set of questions beforehand to help facilitate the conversation around academics. The fourth-year vets will sit at different tables and rotate throughout dinner to different tables when the academics representative tells them to do so. This will ensure that more incoming students become familiar with each of the fourth years, and also that conversation stays fresh.

Some of the academic questions include:

- What were the biggest changes academically from high school to university?
- Did you find staying on top of all your work was hard? What strategies did you use?
- Could you study in your dorm or did you find it too distracting? Where did you study?
- What classes did you find the most challenging?
- What is the best way to take notes during class?

This event allows incoming students to ask any questions they may have been too uncomfortable to ask during the formal academic events. It also allows the incoming students to form bonds with the second year orientation leaders and the fourth year vets, making them more comfortable to ask for help during orientation week and the rest of the year.

### **Peers by the Pier**

At this event, the incoming students will participate in a variety of team building activities similar to those that the other students participate in at Camp Oconto. These activities will entail things such as: icebreakers, sports games (casual games such as kicking a soccer ball around or throwing a frisbee), and other various games which will allow for interaction between the incoming students and the orientation leaders. Additionally, an academic success and integrity component is integrated into this event. The leaders will be responsible for understanding the information that is relevant and conveying it to the incoming students in a way that they will understand. We will be inviting Melody Monte, the academic advisor for the School of Kinesiology and Health Studies to come for about an hour to provide information and insight from an academic point-of-view.

### **PHEKIN Proffee Talk**

Proffee talk is an event that allows the incoming students to meet some of their first and second year professors, as well as faculty clubs and administration. The incoming students have the opportunity to ask questions and learn more about the courses and policies of the School of Kinesiology and Health Studies. There will be presentations informing the incoming students of academic policies within Queen's and PHE/Kin, setting expectations for the incoming students. The goal of this event is through different stations with different professors and representatives is to make the incoming students more comfortable in their new environment and help reduce some of the stress students may be feeling.

### **SKHS Talk**

Similar to other welcome events, the goal of this event is to promote interaction between the incoming students and community members in order to help the incoming students transition into university and become familiar with the kinesiology community. This event begins with the process of quick icebreakers and the introduction of traditional PHE/Kin cheers to the incoming students. Students will be aware of what to bring to this event as it will be described in their online handbook which they will have access to before the event. After the icebreakers and cheers, club introductions will begin. Julia Ashton, Head Coach of PHE/Kin orientation week will serve as the master of ceremonies and introduce each club. The introductions of clubs will take around 5-10 minutes each. Physical Health and Education and Kinesiology Student Association president Jared den Otter will speak first, welcoming the students to the faculty and introduce our student government to the incoming students. Other clubs have confirmed that they will be speaking at this welcome, but have not confirmed a speaker.

PHEKSA – Jared den Otter  
Extra Awesome – Speaker TBD  
Revved Up – Speaker TBD  
Motionball – Speaker TBD  
Master of Ceremonies – Julia Ashton



*COMMON MANDATORY REGISTRATION EVENT*

**Student Card Validation/Registration**  
(Academic)

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

Respectfully submitted,

Jan Mennell  
Chair  
Academic Orientation Committee

**Faculty of Arts and Science**  
**Academic Progress Report – 2017-2018 Academic Year**

**Preamble**

The report is divided into two parts. Part I is a summary of the progression decisions made by the Associate/Assistant Deans (Studies), guided by the Academic Regulations. Part II is a summary of the academic appeal decisions made by the Associate/Assistant Deans (Studies) and by the Board of Studies on behalf of the Faculty, as well as by the University Student Appeal Board.

**Part I: Academic Standing**

The Faculty Office undertakes a review of the academic progress of all students registered in the Faculty of Arts and Science (referred to in this report as the Faculty) each year at the end of the Winter Term<sup>1</sup>. The relevant academic standing is assigned to students who have attempted at least 18.0 units since their previous assessment, based on Academic Regulation 13, Academic Standing<sup>2</sup>. The results of this review for the 2017-2018 academic year are highlighted in Table 1 below.

**Table 1 – Summary of Academic Standings Assigned by Year**

<b>Academic Standing</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Academic Probation	271	254	276
Continuing on Probation	66	66	35
Required to Withdraw for 1 Year	121	128	172
Required to Withdraw for a Minimum of 3 Years	31	24	35
Honours Warning	348	332	361
Not Eligible to Proceed to an Honours degree	20	25	23
Released from Probation	126	161	136
Total Registered Full Time Students (November count)	10,996	11,783	11,856
Total Number of Full Time Students with a Cumulative GPA less than 1.60*	489 (4.4%)	472 (4.0%)	518 (4.7%)

\*Included in this group are the following academic standing categories: Academic Probation, Continuing on Probation, Required to Withdraw for 1 Year, and Required to Withdraw for a Minimum of 3 Years (first 4 rows of Table 1).

**Explanation of Standings**

**Academic Probation:** Students are placed on Academic Probation if, by the end of the Winter Term in which they have attempted at least 18.0 units, they have a cumulative GPA of less than **1.60**. Students who return from a Requirement to Withdraw for 1 or 3 years are also placed on Academic Probation. Students on Academic Probation may neither enroll at the Bader International Study Centre nor request a Letter of Permission to take courses at another university.

<sup>1</sup> Review period is 1 September 2017 to 31 August 2018, based on grades in Fall, Winter and Summer Term classes. The Board of Studies review period dates are 1 October 2017 to 30 September 2018, to allow for appeal processing time from the defined review period. Appeals from this time period that proceed to USAB are also included in this report.

<sup>2</sup> <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>

Because the decision criteria used to assign a standing of Academic Probation are solely dependent upon particular levels of academic performance, Academic Probation may not be appealed.

Continuing on Probation: As part of the academic review conducted in May 2018, 35 students were identified who had a GPA below **1.60** and had not attempted a further 18.0 units since being placed on probation. These students could therefore not be reassessed, and were assigned a standing of “Continuing on Academic Probation”, allowing them to continue until the next academic review period. Of the 35 students with this standing, 23 students were at risk of a Requirement to Withdraw for 1 Year should they not raise their GPA to 1.60, and 12 students were at risk of a Requirement to Withdraw for a Minimum of 3 Years should they not raise their GPA to **1.60**. The students were notified by email and were encouraged to seek academic assistance.

Requirement to Withdraw for One Year (RTW1): Students are required to withdraw for one year if, by the end of the Winter Term in which they have attempted at least 18.0 units:

- they have a cumulative GPA of less than **0.70**; or
- they are on Academic Probation and their GPA remains below **1.60**.

Of the 172 students who received the academic standing of “Required to Withdraw for One Year,” 72 students appealed to have this standing waived (42%). Of these 72 appeals, 50 students provided satisfactory evidence of extenuating circumstances beyond their control, resulting in the RTW1 being waived (69%). These students remain on academic probation.

Requirement to Withdraw for a Minimum of Three Years (RTW3): Students are required to withdraw for a minimum of three years if they have been previously required to withdraw for one year, and if, by the end of the Winter Term in which they have attempted at least a further 18.0 units since returning to studies, their cumulative GPA is still below **1.60**.

Of the 35 students who received the standing of “Required to Withdraw for a Minimum of Three Years,” 19 students appealed to have this standing waived (54%). Of these 19 appeals, 9 students provided satisfactory evidence of extenuating circumstances beyond their control and realistic academic plans for recovery, resulting in the RTW3 being waived (47%). These students remain on academic probation.

Not Eligible to Proceed to an Honours Degree: Students are deemed not eligible to proceed to an Honours Degree if they have attempted at least 132.0 units and have a cumulative GPA of less than **1.90** (the GPA required to graduate with an Honours degree). This standing prevents students from continuing in an Honours degree program, but allows them to continue to enroll in the courses needed to complete a General degree program. Students are not permitted to appeal this standing, as it is the direct result of particular level of academic performance.

Honours Warning: Students who have a cumulative GPA that is greater than or equal to **1.60** but less than the required Honours GPA of **1.90** will receive an Honours Warning. This warning was communicated in writing but does not appear on their transcript, nor does it have any immediate academic implications. The purpose of the Honours Warning is to ensure that students are aware that their current level of performance is below what is required to be eligible for an Honours degree.

Released from Academic Probation: Students who were previously placed on probation or required to withdraw, and who successfully increased their cumulative GPA to at least **1.60**, were released from Academic Probation.

## Part II: Academic Appeals

Students may appeal a variety of academic decisions to the Associate/Assistant Deans (Studies) as outlined in the Appeal Regulations.<sup>3</sup> The numbers in Table 2 below reflect the total number of appeals submitted to the Associate/Assistant Deans (Studies) in each academic year, with the percentages of appeals that were granted, granted with conditions, and denied. Each appeal may include multiple requests – for example, one appeal to drop several courses and to receive credit standing in others.

**Table 2 – Summary of Appeals to the Associate/Assistant Deans (Studies) and Decisions by Year**

Appeals to the Associate/Assistant Deans (Studies)	2015-16	2016-17	2017-18
Total Number of Appeals Submitted to the Associate/Assistant Deans (Studies)	865	861	837
Appeals Granted	723 (84%)	685 (80%)	610 (73%)
Appeals Granted with Conditions	37 (4%)	43 (5%)	58 (7%)
Appeals Denied	105 (12%)	133 (15%)	169 (20%)

Students who are not satisfied with the decision of the Associate/Assistant Deans (Studies) may appeal that decision to the Board of Studies (Board). Prior to a Board hearing, the Associate/Assistant Deans (Studies) review all appeals in order to determine whether the information submitted is sufficient to change their original appeal decision. Appeals that were granted or granted with conditions by the Associate/Assistant Deans prior to a Board hearing are reflected in Table 2 totals above. The numbers in Table 3 below reflect the number of appeals that proceeded to a hearing in each academic year, and the decisions rendered by the Board.

**Table 3 – Summary of Appeals Submitted to the Board of Studies and Decisions by Year**

Appeals to the Board of Studies	2015-16	2016-17	2017-18
Appeals Denied by the Associate/Assistant Deans (Studies) – See Table 2	105	133	169
Total Number of Appeals Submitted to the Board of Studies	11 (10%)	12 (9%)	31 (18%)
Appeals Granted	3 (27%)	2 (17%)	6 (19%)
Appeals Denied	8 (73%)	10 (83%)	25 (81%)

Students may appeal negative decisions by the Board to the University Student Appeal Board (USAB), as detailed under the Senate *Policy on Student Appeals, Rights and Discipline (SARD)*. The numbers in Table 4 below reflect the number of appeals and decisions rendered by USAB.

**Table 4 – Summary of Appeals Submitted to the University Student Appeal Board and Decisions by Year**

Appeals to the University Student Appeal Board	2015-16	2016-17	2017-18
Appeals Denied by the Board of Studies – See Table 3	8	10	25
Total Number of Appeals Submitted to USAB*	4 (50%)	3 (30%)	4 (16%)
Appeals Granted	2 (100%)	2 (50%)	2 (50%)
Appeals Denied	0	2 (50%)	2 (50%)

\*Associate/Assistant Deans (Studies) may change their original appeal decision prior to USAB review, appeals may be dismissed for want of jurisdiction prior to a USAB hearing, and/or appeals may contain more than one request with different decision categories.

<sup>3</sup> <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>

The information in Figure 1 below reflects the progression of appeals through all three levels of appeal available to students.

Of the 837 appeals that were originally submitted to the Associate/Assistant Deans (Studies) for the 2017-18 academic year, a total of 676 appeals were ultimately granted or granted with conditions at one of the three levels of appeal (80.7%).

**Figure 1 – Levels of Appeal and Decisions for the 2017-18 Academic Year**

