AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The minutes of April 5, 2019 have been posted.

3. Business Arising from the Minutes

4. Arts and Science Undergraduate Society Report

5. Reports
   1. Dean’s Report
   2. Associate Deans’ Report

6. Question Period

7. Report of the Nominating Committee – Appendix A – for approval
   P. Fachinger will move “that the Faculty of Arts and Science Committee Membership attached be approved.”

8. Curriculum Committee Omnibus Report Part IV – Appendix B – for approval
   J. Atkinson will move “that the Omnibus Report Part IV be approved.”

9. Revised Academic Consideration Protocol and Procedures – Appendix C – for information
   B. Griffiths will give an update on the changes to the Faculty of Arts and Science Academic Consideration Protocol and Procedures.

10. Sexual Violence Policy Update – Appendix D – for information
    B. Griffiths will give an update on the Sexual Violence Policy.

11. Introduction of New Programs – Notice of Motion – Appendix E - for information
    New Programs that will be submitted to the relevant review committee this year for approval.

12. Other Business

J. Mennell, Secretary            J. Rose, Chair
Faculty Board                   Faculty Board
Faculty of Arts and Science  
Report of the Nominating Committee  
September, 2019

Terms are generally from September 1st to August 31st annually for a term of three years, unless otherwise indicated.

**Senate**  
Jan Mennell, Languages, Literatures and Cultures 2022

**Curriculum Committee**  
Jennifer Hosek, Languages, Literatures and Cultures 2022  
Janet Menard, Psychology 2022  
Mark Chen (Chair), Physics, Engineering Physics and Astronomy 2022

**Academic Orientation Committee**  
Brooke Cameron, English 2022

**Board of Studies**  
Tara MacDonald, Psychology 2022  
Dongmei Chen, Geography and Planning 2022  
Brooke Cameron, English 2022  
James Mingo, Mathematics and Statistics 2020 (winter)
<table>
<thead>
<tr>
<th>Department</th>
<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>
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<tbody>
<tr>
<td>ARTH</td>
<td>ARTH</td>
<td>429</td>
<td>3.0</td>
<td>Topics in 19th-century Art</td>
<td>A detailed study of one area or topic in the history of 19th-century visual culture</td>
<td>A detailed study of one area or topic in the history of 19th-century art.</td>
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<tr>
<td>CHEM</td>
<td>CHEM</td>
<td>397</td>
<td>6</td>
<td>Geography and Resources</td>
<td>12.0 units at the 200 level in CHEM, including CHEM 222/3.0 and CHEM 223/3.0</td>
<td>(CHEM 222/3.0 and CHEM 223/3.0) and 6.0 units in CHEM at the 200 level</td>
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<tr>
<td>DBMS</td>
<td>LISC</td>
<td>390</td>
<td>3.0</td>
<td>Integrated Life Sciences Laboratory I</td>
<td>An intermediate laboratory course on the Physiology and Pharmacology of Neuroscience and Gastrointestinal function. Students develop skills to acquire and evaluate data and methods. Critical thinking skills are used for the development of arguments, assumptions, and information required to evaluate concepts and hypotheses.</td>
<td>Students will learn a number of different laboratory techniques, developing skills in scientific methodology, data acquisition, and interpretation. Students will also attain skills in critical thinking and hypothesis development, as well as gain experience in writing a laboratory report, and participating in research presentations.</td>
</tr>
<tr>
<td>Dept.</td>
<td>Course Subject</td>
<td>Course Catalog Number</td>
<td>Existing Course Units</td>
<td>New Course Units</td>
<td>Existing Course Title</td>
<td>New Course Title</td>
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<td>------------------</td>
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<tr>
<td>DBMS</td>
<td>MICR</td>
<td>320</td>
<td>3.0</td>
<td></td>
<td>Microbial Pathogenesis</td>
<td>Microbes in Health and Disease</td>
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<tr>
<td>DBMS</td>
<td>LISC</td>
<td>390</td>
<td>3.0</td>
<td></td>
<td>Integrated Life Sciences Laboratory</td>
<td>Integrated Life Sciences Laboratory</td>
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<tr>
<td>DBMS</td>
<td>PATH</td>
<td>310</td>
<td>3.0</td>
<td></td>
<td>Pathology and Molecular Medicine</td>
<td>Introduction to Pathology and Molecular Medicine</td>
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<td>Existing Course Units</td>
<td>New Course Units</td>
<td>Existing Course Title</td>
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<tr>
<td>-------</td>
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<tr>
<td>DBMS</td>
<td>NSCI</td>
<td>483</td>
<td>3.0</td>
<td>Advances in Neuroscience</td>
<td><strong>Neurobiology of Learning and Memory</strong></td>
<td>This course will introduce the human nervous system at an advanced level, with an emphasis on the brain systems supporting learning and memory. The underlying anatomy, physiology and pharmacology of these systems will be discussed.</td>
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<table>
<thead>
<tr>
<th>Type</th>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
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<th>Existing Course Title</th>
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<tr>
<td>Course Deletion</td>
<td>DBMS</td>
<td>MICR</td>
<td>382</td>
<td>3.0</td>
<td>Microbes in Health and Disease</td>
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<table>
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<tr>
<th>Department</th>
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<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
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<tbody>
<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>321</td>
<td>3</td>
<td>Development Dramas</td>
</tr>
<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>350</td>
<td>3</td>
<td>Gender and Development</td>
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<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>394, 395, 396</td>
<td>3</td>
<td>Topics in Development Studies</td>
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### Faculty of Arts and Science

#### Curriculum Committee

**Omnibus Report 4**

**April 23, 2019**

<table>
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<tr>
<th>Dept</th>
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<th>Existing Course Title</th>
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<th>New Course Note</th>
<th>Existing prerequisite</th>
<th>New prerequisite</th>
<th>New Learning Hours</th>
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<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>221</td>
<td>3.0</td>
<td>Introduction to Indigenous Human Ecology</td>
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<td></td>
<td></td>
<td>Level 4 and registration in the DEVS Major or Medial Plan and (DEVS 300/3.0 or DEVS 340/3.0) or permission of the Department</td>
<td>120(24L;12T;84P)</td>
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<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>354</td>
<td>3.0</td>
<td>Cities and Urbanization in the South</td>
<td></td>
<td></td>
<td></td>
<td>Level 4 and registration in the DEVS Major or Medial Plan and (DEVS 300/3.0 or DEVS 340/3.0) or permission of the Department</td>
<td>120(24L;12T;84P)</td>
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<tr>
<td>DEVS</td>
<td>DEVS</td>
<td>492</td>
<td>3</td>
<td>Topics in Development Studies I</td>
<td>Taught concurrently with DEVS 809/3.0</td>
<td>Taught concurrently with DEVS 8XX/3.0</td>
<td>Level 4 and registration in the DEVS Major or Medial Plan or permission of the Department</td>
<td>Level 4 and registration in the DEVS Major or Medial Plan and (DEVS 300/3.0 or DEVS 340/3.0) or permission of the Department</td>
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<tr>
<th>Department</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>
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| DEVS       | DEVS-Y            | A. 6.0 units in DEVS 100/6.0  
B. 6.0 units in DEVS 230/3.0 and DEVS 240/3.0 | A. 6.0 units in DEVS 100/6.0  
B. **9.0 units** in DEVS 220/3.0; DEVS 230/3.0 and DEVS 240/3.0 | 2. Option  
A. 12.0 units from DEVS 200 level and above  
B. 6.0 units from DEVS; DEVS_Eligible at the 200 level or above | 2. Option  
A. **9.0 units** from DEVS 200 level or above  
B. 6.0 units from DEVS; DEVS_Eligible at the 200 level or above |
<table>
<thead>
<tr>
<th>Department</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>New Course Title</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
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<tbody>
<tr>
<td>MIR</td>
<td>EMPR</td>
<td>220</td>
<td>3.0</td>
<td>Conflict Resolution</td>
<td>Conflict Management</td>
<td>Conflict Management</td>
<td>This course overviews the nature of conflict in the workplace. Specifically, it examines the complex role that conflict resolution plays at all levels of the Canadian workplace and in the determination of terms and conditions of employment, including collective bargaining.</td>
<td>This course provides an overview of conflict, with a focus on developing the analytical, interpersonal, and communication skills necessary to manage conflict in the workplace. Specifically, it examines the reasons that conflict arises, and how to productively manage conflict across levels (between people, within groups, and between groups).</td>
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<tr>
<td>ENGL</td>
<td>ENGL</td>
<td>360</td>
<td>6</td>
<td></td>
<td>Modern British Fiction</td>
<td>Modern British Fiction</td>
<td>No more than 6.0 units from ENGL 244/3.0; ENGL 245/3.0; ENGL 360/6.0</td>
<td>NONE</td>
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<tr>
<td>ENGL</td>
<td>ENGL</td>
<td>244</td>
<td>3</td>
<td></td>
<td>Modern British Fiction</td>
<td>Modern British Fiction</td>
<td>No more than 6.0 units from ENGL 244/3.0; ENGL 245/3.0; ENGL 360/6.0</td>
<td>NONE</td>
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<tr>
<td>ENGL</td>
<td>ENGL</td>
<td>245</td>
<td>3</td>
<td></td>
<td>Modern British Poetry and Drama</td>
<td>Modern British Poetry and Drama</td>
<td>No more than 6.0 units from ENGL 244/3.0; ENGL 245/3.0; ENGL 360/6.0</td>
<td>NONE</td>
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<tr>
<td>GPPL</td>
<td>GPHY</td>
<td>102</td>
<td>3</td>
<td></td>
<td>Geography and Resources</td>
<td>Physical Geography</td>
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<tr>
<td>GPPL</td>
<td>GPHY</td>
<td>309</td>
<td>3</td>
<td></td>
<td>Integrated Field Course in Geography</td>
<td>Field School in Geography</td>
<td>Cost is dependant</td>
<td>Cost is dependent</td>
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### Learning Hours

<table>
<thead>
<tr>
<th>Department</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>PHIL</td>
<td>PHIL</td>
<td>157</td>
<td>3</td>
<td>Moral Issues</td>
<td>120(24L;12G;84P)</td>
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</table>

### Type

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>New Exclusion</th>
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<tr>
<td>PHYS</td>
<td>PHYS</td>
<td>P20</td>
<td>3.0</td>
<td>Physicists in the Nuclear Age</td>
<td>NONE</td>
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### PSYC

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<thead>
<tr>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
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<tbody>
<tr>
<td>PSYC</td>
<td>PSYC</td>
<td>321</td>
<td>3</td>
<td>Psycholinguistics</td>
<td>120(18L;18Lb;72P)</td>
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### SOCY

<table>
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<tr>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
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<tbody>
<tr>
<td>SOCY</td>
<td>SOCY</td>
<td>210</td>
<td>3.0</td>
<td>Social Research Methods</td>
<td>120(24L;12T;84P)</td>
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### Course Deletion

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<tr>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>New Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST/JWST</td>
<td>HIST</td>
<td>267</td>
<td>3.0</td>
<td>Modern Middle East</td>
<td>HIST 305/6.0</td>
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<tr>
<td>HIST/JWST</td>
<td>HIST</td>
<td>305</td>
<td>6.0</td>
<td>Muslim Societies</td>
<td>HIST 267/3.0; HIST 269/3.0</td>
</tr>
</tbody>
</table>

Respectfully Submitted,
Dr. J. Stephenson, Chair
Curriculum Committee
CHANGES TO ACADEMIC CONSIDERATION PROTOCOL

FACULTY OF ARTS AND SCIENCE

SEPTEMBER 2019
History

• April 2017: Senate policy “Academic Consideration for Students in Extenuating Circumstances”
• September 2017: Protocol for Short-Term Academic Consideration for Undergraduate Students in the Faculty of Arts and Science
• November 2017: FAS online Academic Consideration portal launched
Revisions

• Winter 2019: Concerns raised by students, faculty, undergraduate chairs, and FAS staff
• April-June 2019: Consultation by cross-faculty committee with experts in employment standards, public health, adolescent psychology (anxiety/depression), student leaders
Concern #1

Conflation of accommodation with consideration led to confusion and students not receiving appropriate supports. Different standards of care for disability vs. consideration. Accommodation for disability is a legal obligation under OHRC; consideration is based on compassion.
Concern #2

Brief absence of 48 hours is insufficient for recovery from contagious illness; not aligned with workplace standards
Concern #3

The “reprieve” of 48-hour brief absence leads to avoidance of stressful situations rather than encouraging proactive coping. Experts informed us that with regard to anxiety specifically this ‘reprieve’ is iatrogenic (actually harms students and makes anxiety worse).
Concern #4

Allowing many undocumented brief absences per term meant that students who submitted multiple requests were “invisible.” Frequent absences can be detrimental to academic success but there was no opportunity for academic advisors to reach out to these students effectively.
Concern #5

Perception that the system was vulnerable to misuse/abuse. It is important to be seen to maintain standards of academic integrity and fairness. Lack of oversight led to rationalization of misuse by students ("Everyone is using it. I’m at a disadvantage if I don’t.") and declining trust by instructors.
Principles underpinning revisions

• Maintain focus on what is best for students
• Set aside concerns about resource allocation and work to align the protocol with core values.
Core values for FAS Student Services in relation to Academic Consideration

• Support student academic success
• Maintain academic expectations
• Protect academic integrity
Changes for September 2019
#1

- 48 hours increased to 3 days (72 hours)
#2

A request longer than 3 days requires documentation.

- Documentation for requests more than 3 days will be vetted by FAS staff
No documentation is required for the first request per term that is less than 3 days. Second and subsequent requests will require documentation. • Documentation for requests less than 3 days will be spot-checked by FAS staff as resources permit.
#4

Requests for consideration during December and April exam periods will require documentation.
If no documentation is readily available for a request that is less than 3 days, a Formal Attestation may be used.

- The Formal Attestation is a signed statement that is used in lieu of official documentation, affirming that there is a valid extenuating circumstance.
- Students can get a Formal Attestation form from the Student Services desk in Dunning Hall. The attestation will be countersigned by Student Services staff as witness.
- In exchange, students will receive a postcard with a listing of support services.
- Process is different for DIST students and students at the BISC.
There is no fixed limit to the number of requests a student can submit.

- Students will receive what they need. Principle of ‘good faith’ will still apply.
- HOWEVER, multiple and frequent requests is a flag for possible academic struggles; FAS advisors will check in with students as needed.
- Academic expectations must still be met to successfully complete a course.
- Consideration remedy might be permission to drop the course after the deadline.
Students who are asking for support for condition that needs “ongoing accommodation for disability” will be directed to Queen’s Student Accessibility Services (QSAS). [www.queensu.ca/studentwellness/accessibility-services](http://www.queensu.ca/studentwellness/accessibility-services)
Consideration for syllabi

- Use principles of universal design to build in flexibility for consideration in advance. e.g. best 8 out of 10 weekly assignments will count toward the mark for that component, assignment deadline has a built in 3-day grace period.
- Students are notified that instructors will not approve requests for consideration for assignments that have been already modified for consideration.
POLICY HIGHLIGHTS

• Scope - Section 2 (increased clarity around handling of student reports against students, student reports against staff/faculty)

• Receiving a disclosure – Section 8.8

All University employees who are not health care providers\(^2\) and who have received a Disclosure **shall immediately notify the Sexual Violence Prevention & Response Coordinator** and shall answer the SVPRC’s inquires about the Disclosure. A notification to the SVPRC alone does not initiate a formal process.
What information is needed in the notification?

• the date of disclosure,
• the name of the person receiving the disclosure,
• email and phone extension of the person making the notification,
• the name of the student who has made the disclosure,
• the QU email address of the student,
• the student # (if available), and
• indicate if you would like the SVPRC to contact you for any reason related to the disclosure? (reasons for this request could include the need to share additional information related to safety)
• www.queensu.ca/sexualviolencesupport
• https://www.queensu.ca/sexualviolencesupport/faculty-staff/notification-svprc

Barb Lotan, SVPRC
bjl7@queensu.ca
x36330
The following Departments and units are proposing the introduction of new Programs, that will be submitted to the relevant review committee this year for approval. It is intended that these new programs will be available for admission in September 2020 or 2021, as will be indicated in each proposal.

**Department of Languages, Literatures and Cultures**
- New Bachelor of Arts (Honours) in *Indigenous Studies*