

**FACULTY OF ARTS AND SCIENCE  
FACULTY BOARD**

A meeting of Faculty Board will be held on **Friday, April 28, at 3:30 pm**  
**in the School of Kinesiology and Health Studies – KNS 100**

**AGENDA**

**1. Adoption of the Agenda**

**2. Approval of the Minutes**

The Minutes of March 31, 2017 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. Admission Regulations Part II – Appendix A – for approval**

Ms. Blake will move “that the proposed additions and revisions to the Admission Regulations of the Faculty of Arts and Science be approved.”

**9. Academic Program Regulations – Appendix B – for approval**

Ms. Blake will move “that the proposed additions and revisions to the Academic Program Regulations of the Faculty of Arts and Science be approved.”

**10. Progression Report – Appendix C – for information**

Ms. Blake will present.

**11. Report of the Academic Orientation Committee – Appendix D – for information**

Ms. Blake will present.

**12. Other Business**

Pat Costigan, Secretary  
Faculty Board

Richard Ascough, Chair  
Faculty Board

**Proposed Revisions to the Admission Regulations  
of the Faculty of Arts and Science  
28 April 2017**

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

<b>Admission Regulation 1:</b>	<b>English Language Proficiency</b>
<b>Admission Regulation 2:</b>	<b>Admission with an Ontario Secondary School Diploma</b>
<b>Admission Regulation 3:</b>	<b>Admission with OSSD Equivalent Standing</b>
<b>Admission Regulation 4:</b>	<b>Admission from Ontario Colleges of Applied Arts and Technology</b>
<b>Admission Regulation 5:</b>	<b>Admission by Transfer</b>
<b>Admission Regulation 9:</b>	<b>Auditors</b>
<b>Admission Regulation 10:</b>	<b>Part-Time Admission on Probation</b>
<b>Admission Regulation 11:</b>	<b>Admission to Non-Degree Studies</b>
<b>Admission Regulation 12:</b>	<b>Application Procedures to Study On Campus</b>

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

**I. Admission Regulation 1: English Language Proficiency**

The proposed addition of Regulation **1.2** sets out the options for students to receive a waiver of the English language facility test. Students who do not meet the minimum English language facility requirement as outlined in Regulation **1.1** may be admitted conditionally, provided that they register in one of the English for Academic Purposes Programs offered by the Queen's School of English, Faculty of Education. Regulation 1.2.1 provides the details of the QBridge Accelerated Program, and Regulation 1.2.2 provides the details of the QBridge English for Academic Purposes Program

**1.1 – Tests of Facility in English**

~~Therefore,~~ Applicants who have ~~neither not either~~ lived in a country in which English is the acknowledged primary language ~~nor or~~ attended an educational institution full-time at which the language of instruction is English for the most recent three years prior to beginning their studies at Queen's, must achieve a satisfactory score on one of the accepted tests of facility in English.

**1.2 – Waiver of English Language Facility Test**

Applicants who have neither lived in a country in which English is the acknowledged primary language nor attended an educational institution full-time at which the language of instruction is English for the most recent three years prior to beginning their studies at Queen's, and who have successfully completed the 12-week English for Academic Purposes program course or the QBridge Program at Queen's School of English, may have the English language facility test of Proficiency waived..

Students who do not meet the minimum English language facility requirement as outlined in Admission Regulation **1.1** may, if they meet all other academic requirements and are otherwise academically competitive with other students within the admission category under which they apply, be admitted conditionally, provided that they register in either the QBridge Accelerated

Program or the QBridge English for Academic Purposes Program offered by the Queen's School of English, Faculty of Education.

#### *1.2.1 – QBridge Accelerated Program (QBA)*

Students who achieve a minimum score of 6.0 or above on the International English Language Testing System (IELTS) – Academic Module, or similar scores on one of the other accepted tests of facility in English, may be offered admission to the QBA Program during the Summer Term immediately preceding the Fall Term in which students expect to be admitted to the Faculty.

Students who are enrolled in the University Preparation Level – Accelerated EAP 160 course may not simultaneously enrol in any degree-credit course in the Faculty of Arts and Science.

Admission to the Faculty of Arts and Science on an unconditional basis will take place in the Fall Term subsequent to the Summer Term in which the QBA course University Preparation Level – Accelerated (EAP 160) is successfully completed with a minimum grade of B.

If students do not meet the minimum requirements of the QBA Program, they may request permission from Undergraduate Admission to register in the subsequent Fall Term in the English for Academic Purposes – Extended Program. Satisfactory completion of the University Preparation Level – Advanced EAP 150 course with a minimum grade of B may then qualify the student for admission to the Faculty of Arts and Science in either the Winter Term or the following Fall Term. If students fail to meet the progression requirements of the School of English, any conditional offer of admission to the Faculty of Arts and Science will be void.

#### *1.2.2 – QBridge English for Academic Purposes Program (EAP)*

Students who achieve a minimum score of 5.0 or above on the International English Language Testing System (IELTS) – Academic Module, or similar scores on one of the other accepted tests of facility in English, may be offered admission to the EAP program. The EAP program is offered in the Fall and Winter Terms preceding the Fall Term in which students expect to be admitted to the Faculty.

Students who are enrolled in either the University Preparation Level – Advanced EAP 140 or 150 course in the Fall or Winter Terms may simultaneously enrol in 3.0 units only of degree-credit courses within the Faculty of Arts and Science. The courses available to the students shall be determined by the Associate Dean (Studies). In addition, these students will be required to enrol in the English Language Support Program (EAP 701) within the Queen's School of English.

Admission to the Faculty of Arts and Science on a limited basis will take place in the Winter Term subsequent to the Fall Term in which one of the following EAP courses is successfully completed:

- (i) University Preparation Level (EAP 140) with a minimum grade of A-;
- OR
- (ii) University Preparation Level (EAP 150) with a minimum grade of B.

Students who successfully complete EAP 140 or EAP 150 in the Fall Term will be able to enrol in up to 9.0 units of degree-credit courses during the Winter Term following completion of the EAP course. The courses available to the students shall be determined by the Associate Dean (Studies). In addition, these students will be required to enrol in the English Language Support Program (EAP 702) within the Queen's School of English.

Admission to the Faculty of Arts and Science on an unconditional basis will take place in the Fall Term subsequent to the Winter Term in which one of the following EAP courses is successfully completed:

- (i) University Preparation Level (EAP 140) with a minimum grade of A-;
- OR
- (ii) University Preparation Level (EAP 150) with a minimum grade of B.

If students do not meet the minimum requirements of the EAP Program, they may request permission from Undergraduate Admission to register in the subsequent Summer Term in the QBridge Accelerated Program. Satisfactory completion of the University Preparation Level – Advanced EAP 150 course with a minimum grade of B will then qualify the student for admission to the Faculty of Arts and Science in the Fall Term. If students fail to meet the progression requirements of the Faculty of Education, any conditional offer of admission to the Faculty of Arts and Science will be void.

## **II. Admission Regulation 2: Admission with an Ontario Secondary School Diploma**

The proposed deletion of Regulation 2.2.7, the secondary school prerequisites for admission to the B.P.H.E.(Hons.) program, results from the University's decision to close the B.P.H.E. program. Students will no longer be admitted to this program. The remaining regulations 2.2.8 through 2.2.10 are being renumbered accordingly.

## **III. Admission Regulation 3: Admission with OSSD Equivalent Standing**

The proposed deletion from Regulation 3.1.1 reflects current practice that Quebec CECEP students are no longer able to request specified transfer credit.

### **3.1 – Other Canadian Provinces and Territories**

#### *3.1.1– Québec*

Applicants who have successfully completed the Diplôme d'Études Collégiales (DEC) are eligible to receive up to 18.0 units of unspecified transfer credit. ~~Students may request that specific courses be assessed for specified transfer credit by contacting Undergraduate Admission.~~

## **IV. Admission Regulation 4: Admission from Ontario Colleges of Applied Arts and Technology**

The proposed addition to Regulations 4.2 and 4.3 specifies that Ontario CAAT students receive unspecified transfer credits when they transfer to Queen's.

### **4.2 – Candidates who have Completed Two Years of CAAT**

Candidates who have completed a two-year CAAT diploma program (or two years of a three- or four-year CAAT program) are eligible to be considered for admission to the first year of a degree program and may receive up to 18.0 units in unspecified transfer credits. Applicants must have the equivalent to a minimum Queen's cumulative GPA of 2.90 to be considered for admission to a degree program.

### **4.3 – Candidates who have Completed Three or Four Years of CAAT**

Candidates who have completed a three-year CAAT diploma program or a four-year CAAT degree program are eligible to be considered for admission with advanced standing and may receive up

to 30.0 units in **unspecified** transfer credits. See Admission Regulation 5 for further information on requirements and limitations associated with upper-year admission by transfer.

## **V. Admission Regulation 5: Admission by Transfer**

The proposed additions to Regulations 5.1.2 and 5.2 reflect current practice to include failed courses in the assessment of students' eligibility to transfer to Queen's and once at Queen's, to change Plans.

### **5.1 – General Requirements**

#### *5.1.2 – Upper-Year Transfer*

Due to enrolment pressure on campus, a small number of Arts and Science departments, programs and Plans are unable to accommodate upper-year transfer students. Others may have admission criteria that exceed the minimum stated below. Applicants should consult the Faculty of Arts and Science website (<http://www.queensu.ca/artsci/think-and-apply/transfer>) for a list of departments currently accepting upper-year transfer students. Note that once admitted to on-campus studies in the Faculty of Arts and Science, upper-year transfer students who complete a minimum of 24.0 units, **including failures**, in the Faculty of Arts and Science at Queen's will be permitted to transfer in subsequent years into a different Plan, provided they meet the current minimum academic requirements for access to the specific Plan. **This may require retaking courses at Queen's.**

### **5.2 – Transfer from Another Accredited Post-Secondary Institution**

Applicants who have completed a minimum of 24.0 units and less than 48.0 units, **including failures**, at another accredited post-secondary institution must have the equivalent of a Queen's cumulative GPA of 2.60 in all courses taken. In addition, applicants must satisfy appropriate departmental criteria that may exceed these minimums.

## **VI. Admission Regulation 9: Auditors**

The proposed addition to Regulation 9 clarifies that auditors register through the Office of the University Registrar.

Auditors are not required to apply for admission to the Faculty of Arts and Science through Undergraduate Admission, but must **complete a Registration Form and submit it to the Office of the University Registrar formally register through the Faculty Office.** A registration fee will apply.

## **VII. Admission Regulation 10: Part-Time Admission on Probation**

The proposed revisions to Regulations 10.3 and 10.6 clarify that students who are admitted on probation must meet a stated level of achievement after being admitted to the Faculty of Arts and Science to meet the criteria for further registration. These criteria are not conditions of admission, as referred to in the existing regulation, but rather criteria for further registration. The language is being updated.

### **10.3 – Failure to Meet Criteria for Further Registration**

Students who fail to obtain a minimum cumulative GPA of 1.60 on the first 18.0 units of courses have not met the **criteria for further registration conditions of their admission on probation** and may not take further courses in the Faculty of Arts and Science. Such students will have the standing "Not

Eligible to Proceed ~~– Conditions of Admission Not Met~~” placed on their transcript. Students may not appeal this standing because it is the direct result of a particular level of academic performance.

#### **10.6 – Progression to Full-Time Studies**

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

### **VIII. Admission Regulation 11: Admission to Non-Degree Studies**

The proposed revisions to Regulations 11.4.2.3 and 11.4.2.7.2 clarify that interest candidates who are admitted with no documentation must meet a stated level of achievement after being admitted to the Faculty of Arts and Science to meet the criteria for further registration. These criteria are not conditions of admission, as referred to in the existing regulation, but rather criteria for further registration. The language is being updated.

#### **11.4 – Interest Candidates**

*11.4.2 – No documentation (for students who do not provide a basis of admission)*

##### **11.4.2.3 – Failure to Meet Criteria for Further Registration**

Students who fail to obtain a minimum cumulative GPA of 1.60 on the first 6.0 units of courses have not met the ~~criteria for further registration admission conditions~~ and may not take further courses in the Faculty of Arts and Science. These students will have the standing “Not Eligible to Proceed ~~– Conditions of Admission not Met~~” placed on their transcript. Students may not appeal this standing because it is the direct result of a particular level of academic performance.

##### **11.4.2.7 – Removal of Enrolment Limitations**

###### **11.4.2.7.2 – Step 2: Removal of Enrolment Limitations**

Second, students who have met the ~~criteria for further registration admission conditions~~ will have registration enrolment limitations removed upon meeting one of the following sets of conditions, as per Academic Regulation **3**:

- (i) They have completed a minimum of 24.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned; *and*
  - (ii) Achieved a minimum cumulative GPA of 1.90;
- OR*
- (i) They have completed a minimum of 18.0 Queen’s units, excluding repeated courses and courses for which credit standing or aegrotat standing has been assigned; *and*
  - (ii) Achieved a minimum cumulative GPA of 2.90.

### **IX. Admission Regulation 12: Application Procedures to Study On Campus**

The proposed additions to Regulation **12.1** clarify that some applicants to full-time study may be considered for Summer and Fall term admission. The proposed revisions to Regulation 12.5.1 clarify that on-campus students cannot transfer into the B.P.H.E.(Hons.) program as it is now closed, and update the process that students must take if they transfer out of the B.F.A.(Hons.) and B.Mus. programs, and subsequently wish to return.

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

All candidates for admission to full-time studies on a degree program on campus, including applicants for first degrees (Admission Regulations **2, 3, 4** and **8**), applicants for Second Degrees (Admission Regulation **7**), and applicants who wish to transfer to the Faculty of Arts and Science from another Faculty or School at Queen's, from another post-secondary institution (Admission Regulation **5**), or from Distance Studies, apply through the Ontario Universities' Application Centre. Candidates for admission to **first degree** full-time **degree** studies on campus will be considered for Fall Term entry only. No other full-time entry point is possible. **Applicants for Second Degrees and applicants who wish to transfer to the Faculty of Arts and Science will be considered for either Summer or Fall Term entry.** On behalf of qualified applicants, Undergraduate Admission will consult with the Faculty Office and the departments concerned in determining successful candidates.

### **12.5 – Readmission and Program/Plan Changes within the Faculty of Arts and Science On Campus**

#### *12.5.1 – Current Undergraduate Students in the Faculty of Arts and Science*

Undergraduate students currently enrolled in any on-campus program or Plan in the Faculty of Arts and Science who wish to transfer from that program/Plan to any B.A.(Hons.), B.A., B.Cmp.(Hons.), B.Cmp., B.Sc.(Hons.) **or** B.Sc. **or** **B.P.H.E. (Hons.)** program/Plan do not proceed through Undergraduate Admission. Instead, they follow those procedures and are subject to those limitations outlined in Academic Regulation **2**.

However, applicants currently enrolled in any program or Plan in the Faculty of Arts and Science who wish to transfer to the B.F.A.(Hons.) or B.Mus. programs must contact the Faculty Office, Student Services, since these Programs have specialized entry requirements, as outlined in Admission Regulation **5**.

Students in the B.F.A.(Hons.) and B.Mus. programs who choose to transfer into another program/Plan in Arts and Science should note that by doing so they have withdrawn from that specialized program/Plan to which they were originally admitted. If they wish to return to the program/Plan to which they were originally admitted, they **must contact the Faculty Office, Student Services, will have to apply through Undergraduate Admission,** and will be required to meet the minimum requirements as outlined in Admission Regulation **5**.

**Proposed Revisions to the Academic Program Regulations  
of the Faculty of Arts and Science  
28 April 2017**

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

**I. Certificate Programs in Arts and Science**

The proposed addition of Regulations **5** and **6** addresses the rules related to recently-introduced Certificate programs. In order to encourage the development of new certificates by Departments and Schools, and to promote student registration in the certificate programs, overlap between core, option and supporting courses used to fulfill the requirements of a Plan can also be counted towards the core and option requirements of a certificate. The remaining regulations are being re-numbered accordingly.

**Certificate Programs in Arts and Science**

**5.** Programs that consist of between 12.0 and 18.0 core and option units will lead to a Certificate in the Faculty of Arts and Science.

Certificate Programs may be taken concurrently with any Queen's Bachelor degree, or as a stand-alone credential. Students who are registered in a degree program as well as a certificate program(s) may count up to 50% of the units required for the certificate towards the requirements of both the certificate and the degree program. The remaining units must be completed in addition to those required for the degree program.

**6. Overlap in Degree Plans and Certificates**

When a student registers in one or more Plans and one or more certificate programs, the core, option and supporting courses used to fulfill the requirements of the Plan(s) can also be counted towards the core and option requirements of the certificate(s), subject to the limitation in Regulation **5** above.

**II. Electives**

The proposed additions to Regulation **7.A.** reflect four new subject codes that will now be included in the list of elective subjects that may be taken by Arts and Science students. **ENIN** (Entrepreneurship and Innovation) was approved by Faculty Board for several new courses that will form part of the Queen's Entrepreneurship and Innovation Certificate, a pan-University credential being developed by several Faculties and Schools. **INUK** (Inuktitut) and **MOHK** (Mohawk) were approved to create specific subject codes for two indigenous languages that have been offered for several years now as topic courses within the LLCU 101/3.0 and 102/3.0 courses. **PPEC** (Politics, Philosophy and Economics) was approved by Faculty Board with the introduction of the new B.A.(Honours) in Politics, Philosophy and Economics.

The proposed deletions to Regulation **7.B.** will provide students outside the B.Mus. program with access to courses in ear training and music education, and will increase flexibility for B.Mus. students who



decide to change their degree Plans. The proposed additions to Regulation 7.B.vi. reflect the new course numbering scheme for the music ensembles.

## 7. Electives

- A. Electives may be chosen freely from the following list of subject codes, subject only to those qualifications noted in 5.B. below, and prerequisites:

### ASC\_Course Catalogue

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

- B. The following qualifications apply to the list in 7.A.:

v. Except for the Bachelor of Music Program, none of the following Music courses:

### ASC\_Disallowed MUSC

MUSC 125/6.0; MUSC 127/3.0; MUSC 128/3.0; MUSC 225/6.0; MUSC 227/3.0;  
MUSC 228/3.0; MUSC 325/6.0; MUSC 425/6.0;

- vi. Except for the Bachelor of Music and Bachelor of Music Theatre Programs, Up to 12.0 units from MUSC 100/1.5; MUSC 112/1.5; MUSC 115/1.5; MUSC 160-169/1.5; MUSC 178/1.5; MUSC 179/1.5; MUSC 200/1.5; MUSC 212/1.5; MUSC 215/1.5; MUSC 260-269/1.5; MUSC 278/1.5; MUSC 279/1.5; MUSC 300/1.5; MUSC 312/1.5; MUSC 315/1.5; MUSC 360-369/1.5; MUSC 378/1.5; MUSC 379/1.5; MUSC 400/1.5; MUSC 412/1.5; MUSC 415/1.5; MUSC 460-469/1.5; MUSC 478/1.5; MUSC 479/1.5; but only if completed in 2013-14 or later;

vii. Except for the Bachelor of Music and Bachelor of Music Theatre Programs, no more than 6.0 units from MUSC 180-189/3.0;

viii. ~~In the Bachelor of Music Program no more than 108.0 units in MUSC.~~

### III. Courses in Other Faculties and Schools

The proposed revisions to Regulation 8 clarify the limitations on courses from other Faculties and Schools that may be counted to meet the requirements of Arts and Science degrees.

#### 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 in the Faculty of Arts and Science. The following courses are approved:

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

(elective) MECH 333/3.0;

(Biotechnology Plan only) CHEE 229/3.0; CHEE 342/3.0; CHEE 380/3.0; CHEE 405/3.0; CHEE 440/3.0; CHEE 450/3.0; CHEE 484/3.0

(Computing Plans only) APSC 221/3.0; ELEC 470/3.0; ELEC 471/3.0; ELEC 474/3.0; ELEC 476/3.0; ELEC 478/3.0

##### B. Faculty of Health Sciences

(elective ~~or Biochemistry or Life Sciences Plans~~) BMED 270/3.0; BMED 271/3.0; BMED 370/3.0; BMED 373/3.0; BMED 380/3.0; BMED 383/3.0; BMED 471/3.0; BMED 482/3.0

(elective) BMED 271/3.0; BMED 373/3.0; BMED 471/3.0

(Biochemistry and Life Sciences Plans) Up to 9.0 units from BMED 270/3.0; BMED 370/3.0; BMED 380/3.0; BMED 383/3.0; BMED 482/3.0

(elective) NURS 100/3.0; NURS 323/3.0; NURS 326/3.0; NURS 425/3.0

Students who transfer from the Bachelor of Health Sciences programs may use up to 12.0 units in BMED courses towards the Program and Plan requirements in Arts and Science (Admission Regulation 5.3).

##### C. Faculty of Law

(elective) LAW 201/3.0; LAW 202/3.0; LAW 203/3.0; LAW 204/3.0

(Political Studies Plans) LAW 201/3.0

(Gender Studies Plans only) LAW 516/3.0; LAW 533/3.0

##### D. Smith School of Business

(elective) ~~or Applied Economics and~~ COMM courses numbered below 600

(Economics Plans) COMM 211/3.0; COMM 221/3.0

(Applied Economics Plan) Up to 9.0 units from COMM 211/3.0; COMM 221/3.0; COMM 311/3.0; COMM 313/3.0; COMM 322/3.0; COMM 323/3.0; COMM 324/3.0; COMM 325/3.0; COMM 326/3.0; COMM 327/3.0; COMM 329/3.0



#### IV. Courses in the Sciences and Mathematics

The proposed revisions to Regulation 9 include new courses that qualify as courses in the sciences and mathematics, and remove a redundancy, as all of the science lab courses in the PSYC\_Labs course list are also included in the PSYC\_Cluster\_A course list.

##### 9. Courses in the Sciences and Mathematics

###### ASC\_Science

KNPE 125/3.0; KNPE 153/3.0; KNPE 225/3.0; KNPE 227/3.0; KNPE 251/3.0; KNPE 254/3.0; KNPE 255/3.0; KNPE 261/3.0; KNPE 327/3.0; KNPE 339/3.0; KNPE 354/3.0; KNPE 355/3.0; KNPE 425/3.0; KNPE 427/3.0; KNPE 429/3.0; KNPE 439/3.0; KNPE 450/3.0; KNPE 454/3.0; KNPE 455/3.0; KNPE 459/3.0; KNPE 493/3.0;  
PSYC 100/6.0; 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 300/6.0; PSYC 301/3.0; PSYC 302/3.0; PSYC 450/3.0; PSYC 475/3.0;  
PSYC\_Cluster\_A; PSYC\_Labs;

**Faculty of Arts and Science**  
**Academic Progress Report – 2015-2016 Academic Year**

**Preamble**

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. The cumulative GPA's of all students who have attempted 18.0 units or more, or who have attempted at least 18.0 units since the previous assessment, are reviewed. The relevant academic standing is assigned to students based on Academic Regulation **13**, Academic Standing<sup>1</sup>, and is placed on the Winter Term record of students' transcripts. The results of this review for the 2015-2016 academic year are included in this report.<sup>2</sup>

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 the Board of Studies on behalf of the Faculty.

**Part I: Academic Standing****Table 1 – Academic Standings Assigned by Year**

<b>Academic Standing</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<i>Academic Probation</i>	236	252	234	251	271
<i>Continuing on Probation</i>	66	41	87	113	66
<i>Required to Withdraw for 1 year</i>	142	112	110	99	121
<i>Required to Withdraw for a Minimum of 3 years</i>	22	33	43	32	31
<i>Not Eligible to Proceed to an Honours degree</i>	19	15	24	13	20
<i>Honours Warning*</i>	244	356	343	330	348
<i>Released from Probation</i>	77	127	159	133	126
<b>Total Number of Students with Cumulative GPA less than 1.60**</b>	<b>466</b>	<b>438</b>	<b>474</b>	<b>495</b>	<b>489</b>
Total Registered Full Time Students (November count)	9672	10,028	10,028	10,377	10,996
Percentage of FT Students with Cumulative GPA less than 1.60	4.8%	4.4%	4.7%	4.8%	4.4%

\*Students with an Honours Warning are considered to be in Good Standing, and so this standing is not placed on the transcript.

\*\*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 in Table 1).

**Explanation of Standings**

<sup>1</sup> <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>

<sup>2</sup> Review period is 1 September 2015 to 31 August 2016, based on grades in Fall, Winter and Summer Term classes. The Board of Studies review period dates are 1 October 2015 to 30 September 2016, 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.

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 enrol at the Bader International Study Centre nor request a Letter of Permission to take courses at another university.

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 2016, 66 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 66, 35 were at risk of a Requirement to Withdraw for 1 Year should they not raise their GPA to 1.60, and 31 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 of the risk and 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**.

Fifty-four of the 121 students who received the academic standing of “Required to Withdraw for One Year” appealed to have this standing waived (45%). Of these 54 appeals, 48 provided satisfactory evidence of extenuating circumstances beyond their control, resulting in the RTW1 being waived. These students remain on 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**.

Eighteen of the 31 students who received the standing of “Required to Withdraw for a Minimum of Three Years” appealed to have this standing waived (58%). Of these 18 appeals, 11 provided satisfactory evidence of extenuating circumstances beyond their control and realistic academic plans for recovery, resulting in the RTW3 being waived. These students remain on probation.

Not Eligible to Proceed to an Honours Degree: Students are deemed to be 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 enrol 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 to the Associate/Assistant Deans (Studies) submitted 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**

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Number of Appeals	N/A*	N/A*	250*	777	865
Appeals Granted	N/A	N/A	181 (73%)	660 (85%)	723 (84%)
Appeals Granted with Conditions	N/A	N/A	16 (6%)	25 (3%)	37 (4%)
Appeals Denied	N/A	N/A	53 (21%)	92 (12%)	105 (12%)

\*An online appeal database was implemented in May 2014. Numbers for prior years are not easily available; numbers for 2013-14 cover only the period 1 May 2014 to 31 August 2014.

Students who are not satisfied with the decision of the Associate/Assistant Deans (Studies) may appeal that decision to the Board of Studies. The numbers in Table 3 below reflect the number of negative appeal decisions by the Associate/Assistant Deans (Studies), with the percentages of appeals that were submitted to the Board of Studies for review, and those decisions that were overturned by the Board.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Appeals Denied	N/A*	N/A*	53*	92	105
Number of Appeals Submitted to the Board of Studies	12	15	23	18 (20%)	11 (10%)
Number of Decisions Overturned**	4	2	8	7 (8%)	3 (3%)

\*An online appeal database was implemented in May 2014. Numbers for prior years are not easily available; numbers for 2013-14 cover only the period 1 May 2014 to 31 August 2014.

\*\*Appeal of a negative decision of the Associate/Assistant Deans (Studies) was denied by the Board of Studies.

Students may appeal negative decisions by the Board of Studies to the University Student Appeal Board (USAB), as detailed under the Senate *Policy on Student Appeals, Rights and Discipline (SARD)*. In the 2015-2016 academic year, four students appealed negative decisions of the Board of Studies to USAB:

- one appeal decision was changed by the Associate/Assistant Dean (Studies) prior to the USAB review;
- a second appeal was dismissed by the Chair of USAB for want of jurisdiction prior to the USAB hearing; and
- the two remaining appeal decisions were overturned by USAB.

<sup>3</sup> <http://www.queensu.ca/artsci/academic-calendars/regulations/appeal-regs>

**ACADEMIC ORIENTATION COMMITTEE**  
**REPORT TO FACULTY BOARD ON ORIENTATION 2017**  
**APRIL 2017**

This is a report of the Academic Orientation Committee (AOC) on the events planned for Orientation Week 2017.

**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:

- Nolan Ross, Academic Chair for the Arts and Science Undergraduate Society (ASUS)
- Bronte McMaster, Academic Chair for the Concurrent Education Student Association (CESA)
- Diana Balant, Academic Chair for the Computing Students Association (COMPSA)
- Kristen Murray, 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:

- Johanne B nard, Associate Dean of Studies, Arts and Science (Acting Chair)
- Spring Forsberg-Lewis (Resource Person and Recording Secretary)
- John Carran, Chemistry (Faculty member)
- Brooke Cameron, English (Faculty member)
- Stephanie Lind, Music (Faculty member)
- Allison Leverette, Psychology (Staff representative)
- TBD (Student at Large member)
- Jasmine Lagundzija, President ASUS (Ex officio)



## OVERVIEW OF ACADEMIC EVENTS FOR ORIENTATION WEEK 2017

### **ASUS**

Academic Success  
How do you deal?  
How do you feel?  
Prof Talk  
Queen's in the Park  
Traditions  
Welcome Forum

### **CESA**

Academic Integrity Talk  
Academics on West  
Academics on West Rotations  
Breakfast in B.Ed.  
The Leaning Tower of CEZZA  
Motivational Speaker  
Take a Byte out of Campus (with COMPSA)  
Welcome Forum

### **COMPSA**

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

### **PHEKSA**

Academic Adventure  
Academic Round Table  
Informal Academic Dinner  
Interactive Afternoon by the Pier  
PHEKIN Proffee Talk  
PHEKIN Academic Welcome/Academic Integrity

## **ASUS EVENTS**

### **Academic Success 101**

The chief goal of the Academic Success 101 assembly is to educate first-year students about the concept of Academic Integrity and its importance within the Queen's community. The purpose of the event is also to facilitate a smooth transition from high school to university by informing students about key strategies, expectations, and resources that will help them achieve academic success. This year the event will include video scenarios and presentations by the Associate Dean of Studies, the Arts and Science Academic and Campus Support Chair, a member of the Student Academic Success Services and the Arts and Science Academics Commissioner.

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

The main goal of this new event is to build an inclusive community of students of all racial, cultural, gender and sexual identities, as well as students of all abilities. The event will include a 15-20-minute video presentation in the ARC that will feature students from different equity-promoting student groups and positions on campus (e.g. Committee against Ethnic and Racial Discrimination, Social Issues Commissioner) and cultural groups. The video will also have an anti-oppressive narrative. Members of the *Down There* cast will be performing after the conclusion of the video to convey student experiences with oppression and identity. The event will include two American Sign-Language interpreters.

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

This event aims to inform the incoming students about the mental health resources available on campus, as well as to provide them with a foundation on how to manage stress and their own mental health. Additional orientation committee members will be in attendance to ensure a safe and efficient entrance and exit to the event and members of the Peer Support Centre will be present should a student wish to talk to someone about the material presented during the event. This year, the event will be divided in three parts: a presentation by the Peer Health Outreach Coordinator, an interactive presentation by the group *Queen's For The Boys* on substance abuse, as well as yoga and Zumba sessions, where all students would be invited to participate, to display the strong connection between mental and physical health.

\*Previously "The Non-Academics of Academics"

#### **Prof Talk**

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

This year's event will be similar to previous incarnations, with an emphasis on discussion, rather than presentations. The talks will be preceded by a brunch in appreciation for the professor's participation.

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

The main goal of this event, which is held at Lower City Park, is to provide first-year students with access to clubs, resources and extracurricular activities at Queen's and in Kingston, including academic, cultural and arts-based opportunities. The clubs and committees in attendance will offer valuable information about volunteer and club positions as well as resources available which are intended to enrich the student experience at Queen's while supplementing their academic education. Additionally the resources available will provide information with regards to health, employment, safety and campus services. This year, Shinerama (a charity that fundraises for Cystic Fibrosis Canada) will be integrated into the event.

The Academics Chair and Orientation Coordinators will review applications from Queen's clubs to ensure that they meet the Arts and Science Undergraduate Society's non-discrimination policies. In addition, the clubs will be reviewed to ensure that none of the clubs are exclusive in membership or possess secret oaths, which are regulations often found in fraternities and sororities. External groups that wish to participate in the event must submit a detailed description of their group, their purpose, and any material they wish to distribute at Queen's in the Park. The applications will then additionally be reviewed by the Academics Chair and the President of the Arts and Science Undergraduate Society. Failure to abide by the Society's aforementioned protocols will be grounds to reject participation in Queen's in the Park.

\*COMPSA and CESA also attend this event.

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

Traditions is an academics event that provides first-year students with information regarding the traditions, history, and overall foundation of Queen's University. The traditions ceremony will include a presentation from the Orientation Committee members highlighting a gender and culturally diverse selection of notable Queen's alumni, and illustrating the many traditions and customs that are associated with Queen's University. This will be followed by speeches by ASUS Head Gael, the Rector and Principal Woolf. There are two notable changes to this event from last year. The first is the presentation of a video showcasing interviews with actual Queen's students. The second change is the incorporation of two Alumni speakers into the presentation: a recent graduate Alumni and an older Alumni sharing their positive experiences at Queen's. During the event, tams will be distributed among the first-year students. The Services Commissioner from the Arts and Science Undergraduate Society will assist the incoming class in choosing their year crest and will welcome the new students to Queen's. The Kingston Town Crier will officially welcome the Class of 2021 and invite the students to put on their tams with a taming pledge. The Queen's Bands will conclude the ceremony and lead the assembly in the Oil Thigh.

\*COMPSA also attends this event.

## **Welcome Forum**

The goal of Welcome Forum is to kick-start Orientation Week with an engaging and informative presentation. The event will be held, once again, outdoors on Cricket field so the whole ArtSci class of 2021 can be together (in case of inclement weather, it will be held in the ARC). The Welcome Forum will set the tone for the rest of Orientation Week, and as a result, some of the other important goals of the event will be to introduce the first-years to the “Queen’s Spirit”, to help them feel comfortable in their new environment, and to make them excited for the week ahead. This year, the event will begin and end with a student band performance. Addresses from Principal Woolf, Dean of Arts and Science, Head Gael and Academics Chair will be followed by one keynote speaker, Kim Katrin Milan, who is an advocate for trans person’s rights and founder of “The People Project”.

## ***CESA EVENTS***

### **Academic Integrity Talk**

As for all Academic Integrity events, the goal of this event organized by CESA is to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community, as well as to address and answer any questions or concerns that the students may have about Academic Integrity. As in past years, Dr. Scott-Morgan Straker, from the Department of English Language and Literature, will give a talk about making the right decisions as students and future educators, and will emphasize the importance of practising integrity.

### **Academics on West**

The main goals of this event are to introduce first-year students to the Concurrent Education program, including education professors and the West Campus facilities; to answer the complex academic questions students may have regarding topics such as PROF classes, practicum placements and degree program requirements; to educate students about the variety of student services available at Queen’s; to welcome and introduce first-year students to CESA; and finally to give an opportunity to first-year students to talk to their Teaches about courses and questions directly related to the Concurrent Education program. Students will take part in a lecture-style information session and will also have the opportunity to ask questions to the panel in smaller groups.

### **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.

### **1) Academics Resources**

The main goals of this rotation event is to raise the awareness of several academic recourse on campus (i.e. The Academic Grievance Centre, the Writing Centre/Learning Strategies, Bounce Back, Q Success, and Peer Academic Support Service [PASS]). A representative from each service will offer a short presentation to smaller groups in rotation which will make the event more interactive and provide a change of pace from the other events which are more stationary and lecture style. Representatives from the various services will be encouraged to bring pamphlets, business cards, and any other relevant information.

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

The goal of this rotation event is to familiarize students with SOLUS and their timetables, as well as to assess any course conflicts prior to the start of class and to make sure that students are enrolled in the necessary PROF and PRAC classes. The goal of the letter writing is to get the students thinking about their University career. Peer Academic Support Service (PASS) advisors will be present to help navigate the SOLUS system and provide advice to students attempting to rearrange their schedules. The Academics Teach, the Teaches and the CESA Academic Affairs Commissioners will also assist throughout the event. As their problems are resolved, students will return outside to the coverall painting and will also have the opportunity to write a “Letter to my Future Self” indicating academic, social, and financial goals they have for their first year. The letters will be returned via mail, along with a letter from Teach Exec and their Teaches in spring 2018.

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

This rotation event provides a structured opportunity to all first-year students to ask academics related questions. The discussions will be centered on topics regarding the Concurrent Education Students Association as well as the Bachelor of Education portion of Con-Ed student’s undergraduate studies (practicum and PROF courses). The Panel will consist of the CESA Presidential Team, the first-year instructors for PROF 110 and PROF 115, the Concurrent Education Assistant and the Practicum Manager. Prior to the event, students will be given the opportunity to prepare questions for the panel, which will be given to the Academics Teach to select from.

### **4) Teach Q & A**

The goals of this rotation event are to share academic tips and advice from Teaches of various Arts and Science disciplines and to give all first-year students a structured opportunity to ask academics related questions. This event will occur in four rotations to accommodate all the Orientation groups. The discussion in the four sessions will be open to all areas of study.

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

The goals of this event are to introduce the students to a variety of mental health resources available at Queens, to discuss strategies related to mental health in connection to academics at Queens and to provide awareness and a support system regarding mental health. There will also be a speaker addressing the question of inclusivity and equity. Students will be encouraged to

roam around and visit each booth to obtain information and strategies regarding mental health along with resources available. This event will include a breakfast.

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

The goals of this event are to introduce the students to the Concurrent Education Students Association, to promote involvement therein and to address any questions or concerns regarding academics at Queens in an informal and engaging social environment. This event will take place outside of Summerhill and will be a pizza lunch (with other options available for dietary restrictions). First-year students will have the opportunity to form study connections with upper-year students that will aid them during their years at Queens.

### **Motivational Speaker**

The goals of this event are to get the incoming students into an academic mindset for the year ahead in Concurrent Education and to introduce them to a Queen's professor to reduce the anxiety surrounding other professors and teaching assistants at Queen's. This year, the speaker has not been determined yet.

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

The primary goals of this event are to introduce CESA and COMPSA students to Academic resources offered by Queen's, to provide helpful advice from professionals and upper-year students, and help first-year students get oriented on Queen's campus. First-year groups (which will include both CESA and COMPSA students) will visit "checkpoints" where they will be given information relative to that location (Bookstore, Library, JDUC, etc.). They will play against each other and get instructions on where to go next. One addition to the event this year will be a talk by a speaker from the Equity Office.

\*COMPSA also attends this event.

### **Welcome Forum**

Similar to the ASUS Welcome Forum, the goals of this event are to introduce first-year students to the resources and information that will be able to use throughout Orientation Week and their years at Queen's, as well as to educate them about their responsibilities and privileges as members of the university and the greater Kingston community. This event will occur after the first-years and Teaches have made their way from Agnes Benedickson Field to lower Summerhill. After separating into their designated Orientation groups with their Teaches to exchange contact information and play icebreakers to familiarize themselves with each other, the first-year students will all come back together as a large group to listen to speakers from the Faculty of Education.

## **COMPSA EVENTS**

### **Academic Success**

As for all Academic Integrity events, the goal of this event is to educate first-year students about the concept of Academic Integrity and its importance within the Queen's community. This event will consist of an interactive and informative presentation of academic integrity regulations at Queen's by a professor of the School of Computing. A question period at the end of the event will allow students to interact with the Techs and Tech Committee to gain additional information.

### **CASLab Course Confirmation**

The goals of this event are to help students verify that they are enrolled in their selected courses, ensuring that the courses they chose are appropriate for their skill level and to provide tips on making positive academic decisions during their time at Queen's as well as to introduce the students to the Undergraduate Program Assistant. Students will have the opportunity to confirm that they are enrolled in the correct courses for their skill level and program and create an account so they can access CASLab computers.

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

As for all welcoming forums, the goal of this event is to introduce first-year students to the resources and information they will be able to use throughout Orientation Week and their years at Queen's. The School of Computing Welcome also aims to familiarize the incoming students with COMPSA. Additional information will be given regarding the academic resources COMPSA provides and the social events that will be run throughout the year.

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

The primary goals of this event are to introduce COMPSA and CESA students to Academic resources offered by Queen's, to provide helpful advice from professionals and upper-year students, and help first-year students get oriented on Queen's campus. First-year groups (which will include both COMPSA and CESA students) will visit "checkpoints" where they will be given information relative to that location (Bookstore, Library, JDUC, etc.). They will play against each other and get instructions on where to go next.

\*Con-Ed also attends this event.

### **Prof Talk**

The goals of this event are to introduce students to different computing professors, to provide helpful academic advice from professors and students and to ease the transition from high school to university. Professors specializing in areas such as Software Design, Biomedical Computing, Cognitive Science, General Computing, Computer Science, and Computing and Mathematics will create an informational presentation/slideshow based on many aspects of the different

programs. Information about first-year courses outside of Computing Information Sciences courses required for first-year students and upper-year courses (required and optional) will also be elaborated upon. There will be simultaneous presentations of approximately 20-30 minutes, followed by a question and answer period.

### **Mental and Sexual Health**

The goal of this event is to make students aware of different resources available to them at Queen's in regards to safety, sexual and mental health, and personal well-being. There will be presentations from the Sexual Health Resource Centre and the Peer Support Centre.

## ***PHEKSA EVENTS***

### **Academic Adventure**

The goals of this event are to introduce first-year students to a variety of academic services and other available opportunities and to learn their locations on campus. Orientation groups will be paired up and will be rotating through various locations related to Academics and other useful resources on campus. The Academic Stops will include: Stauffer Library, Learning Commons, Writing Centre, Health and Wellness Services, Career Services, Faculty of Arts and Science Student Services Office, Douglas Library, P.H.E. And Kinesiology Student's Association and AMS. This year, there will be the addition of the Kingston's Raise the Flag group to talk about gender based equality and inclusivity, as well as racial issues.

### **Academic Round Table**

The goals of this event are to introduce first-year students to the School of Kinesiology and Health Studies (SKHS), the programs of study and the range of learning opportunities available to them throughout their four years at Queen's. The event will be held at Camp Oconto using both outside space and the Dining Hall. The SKHS Undergraduate Coordinator, Anna van der Meulen, will make a short introductory speech in the dining hall of Camp Oconto to the first-year students, discussing the uniqueness of the School and the multi-disciplinary nature of the programs. The remainder of the session will involve rotations that discuss different aspect of the Phys Ed and Kinesiology programs including information on first-year courses, opportunities for specialization with degree programs, post-degree opportunities, international exchanges, research labs, financial aid, and non-academic opportunities.

### **Informal Academic Dinner**

The goal of this event is to provide first-year students with the opportunity to ask further questions about academics and university life to 4<sup>th</sup> year Vets and 2<sup>nd</sup> year Coaches in an informal setting. This will provide more opportunity for students to ask individual questions, some of them being brought by orientation leaders from the Proffee Talk event.



### **Interactive Afternoon by the Pier**

The goals of this event are to inform students who are not going to camp Oconto to learn about their programs and allow them the opportunity to ask questions about academic courses. Students will participate in a variety of activities similar to those events taking place at Camp Oconto. These will include: interactive icebreaker activities, pickup games and quiet games. An array of information will be presented on topics including SKHS academic programs, first-year courses, opportunities for specialization with degree programs, post-degree opportunities, relevant academic and non-academic opportunities available to undergraduate students, international exchanges.

### **PHEKIN Proffee Talk**

The goal of this event is to introduce first-year students to their SKHS professors in a friendly and informal setting and to allow them the opportunity to ask questions about academic life at the university level. Professors and orientation leaders will be stationed in different rooms to speak upon different aspects academics and extracurricular activities offered within the school. Students will be encouraged to ask any questions they want, but questions prepared ahead of time may eliminate some intimidation involved in speaking to faculty members.

### **PHEKIN Academic Welcome/Academic Integrity**

Similar to other welcoming forums, the main goals of this event are to promote interactions between the incoming students and faculty members, to help them transition into university and to introduce the students to the School of Kinesiology and Health Studies and The director of the School of Kinesiology and Health Studies, Jean Côté, will address the incoming class and introduce other SKHS faculty members. This year this event will also integrate the Academic Integrity presentation from the Associate Dean (Studies).

### ***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,

Johanne Bénard  
Acting Chair  
Academic Orientation Committee